

Increasing Youth Involvement in Habitat for Humanity MetroWest/Greater Worcester Programs

An Interactive Qualifying Project
submitted to the faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the
Degree of Bachelor of Science



WPI



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Submitted on: March 3, 2017

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Abstract

Habitat for Humanity MetroWest/Greater Worcester has little success in attracting youth volunteers to their efforts due to age and legal constraints. Our team conducted interviews, focus groups, and directly participated in Habitat volunteer opportunities to discover the best ways of engaging local youth and attracting young volunteers to Habitat. We created a list of age-appropriate activities that Habitat can offer local youth that will get them involved and interested in Habitat's mission.

Acknowledgements

Our team would like to thank the many people who contributed to the success of our project.

We would like to thank the students from Algonquin Regional High School, Marlborough High School, and Worcester Academy for their participation in our focus groups. We would also like to thank the faculty and staff who provided us with facilities and made these focus groups possible.

We would like to thank youth from Lincoln High School, Girl Scouts of Maynard, MA, National Youth Leadership Training and St. John's High School for participating in our youth interviews.

We would like to thank Tyler Tao, Gretchen Cundiff, and Sue Kholman for their time and effort while participating in our interviews.

We would like to thank Ted, the Construction Site Supervisor of the Holliston Build, for being so gracious and helpful to us when we worked on the house he was in charge of overseeing.

We would like to thank the Habitat Restore staff that we worked with while volunteering at the Restore for being so helpful and patient with us as we learned how to work and volunteer at the Restore.

We would like to thank our sponsor, Molly Pietrantonio, for all the time and effort she gave us in our efforts to produce an effective final product for Habitat for Humanity. Without her support and dedication to our team and Habitat for Humanity, we would not have been able to complete this project.

Finally, we would like to thank our Worcester Community Project Center Advisors, Professors Creighton Peet and Chickery Kasouf, for their relentless pursuit of perfection and always pushing us to do better, their continuous support and encouragement, and their overall commitment to the success of our project.

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Executive Summary

Non-profit organizations often depend on a pool of local volunteers to provide labor for program activities and to accomplish program goals without excessive payroll spending. Furthermore, with over 1.5 million non-profit organizations currently operating in the United States, these organizations must continue to evolve their marketing and outreach strategies in order to remain competitive in the volunteer recruitment market. As volunteer labor is essential to the continued success of many non-profit organizations, a failure to successfully reach out and engage potential volunteers in the community can be detrimental to the longevity and efficacy of an organization.

Marketing to potential volunteers in the youth demographic can be an especially challenging aspect of an organization's overall marketing plan. Often, in order to reach these individuals, an organization must communicate through schools, parents and other youth programs such as the National Honor Society or Girl Scouts of the USA. Effective communication through these outlets can be made possible through mutually beneficial partnerships and cooperation. Federal child labor laws restrict the ways in which an individual under the age of sixteen can participate in volunteer activities. Restrictions include the designation of safe work areas and that these individuals must be supervised at all times. By cooperating with local youth programs and schools, non-profit organizations can take advantage of youth volunteers without the need for direct supervision or creation of designated safe work areas; the youth groups or schools will provide them.

The goal of this project was to determine how Habitat for Humanity MetroWest/Greater Worcester (HfH) could expand local youth outreach and include more youth participants in program activities. A particular focus was placed on those individuals under the age of sixteen. We achieved this goal by determining which aspects of the current HfH youth outreach program are most effective. We also determined how HfH can motivate local youth to volunteer and what curriculum or project activities will be most attractive and age appropriate for prospective youth volunteers.

These objectives were accomplished through participatory observation of HfH operations, interviews with local youth and youth organizers, and focus groups consisting of members of three local schools' HfH after school clubs. Through these data collection efforts, we found that youth under the age of sixteen are not allowed the same opportunity to contribute to HfH programs as their sixteen and older counterparts. We determined that in order for HfH to involve more youth in program activities, more opportunities should be made available for this age group.

Youth ages eleven to sixteen are primarily motivated to participate in organized volunteer activities out of a desire to help others and contribute to their community. Youth ages sixteen to eighteen were often found to be motivated to participate in order to gain experience, skills and build their resumes. Youth under sixteen also noted that fundraising activities are their favorite, whereas youth sixteen and over expressed a similar interest in both fundraising activities and hands-on activities. Based on our research and analysis, our team compiled a list of activities that we determined to be engaging for different age groups.

We recommend that HfH market this full list of activities on their website and also make a brochure of sample activities available to interested parties. With no activities currently offered by HfH that are suitable for youth under the age of sixteen, the introduction of these activities will greatly increase their potential for youth involvement. Furthermore, we recommend HfH continue to evaluate activities through the use of two activity evaluation surveys, one which can be provided to youth participants upon completion of activities and the other to youth organization leaders who supervised the activities.

We have also created a directory of organizations and individuals that, during our data collection, showed interest in collaborating with HfH. This directory will be provided to HfH and will not be made available for viewing in this report. We recommend that HfH contact these organizations and introduce them to these activities.

These recommendations will help HfH to expand its youth outreach and involvement. It is hoped that this increased outreach will lead to the consistent return of volunteers from youth through adulthood and the creation of a more sustainable system of volunteerism in the MetroWest/Greater Worcester area.

Chapter 1

Introduction

Non-profit organizations depend on volunteer labor to reduce their payroll and increase money available for program activities. The U.S. Bureau of Labor Statistics (2016) reported that 62.6 million individuals aged sixteen and above volunteered for an organization at least once in 2015. These individuals contributed to over 1.5 million non-profit organizations with objectives ranging from environmental cleanup to distributing food to the hungry (NCCS, 2016). Yet, many of these organizations struggle to understand what strategies are most effective for generating interest and engaging potential volunteers that are under the age of sixteen (Bortree, 2010).

Attracting volunteers from the youth demographic is important. Habitat for Humanity MetroWest/Greater Worcester (HfH) is interested in developing a stronger relationship with children and adolescents in MetroWest/Greater Worcester in order to increase the likelihood of these individuals volunteering in the future. People who become interested in volunteering at a younger age are more likely to continue doing so as adults and therefore create a more sustainable system of volunteerism (Tomkovick, Lester, Flunker, & Wells, 2008). HfH currently struggles to attract and engage with youth due to a lack of age appropriate curriculum and the restrictions placed on the participation of minors by Habitat for Humanity International (HFHI). Recruitment and engagement of youth volunteers, especially those under the age of sixteen, can be

difficult due to factors such as the identification of age appropriate programs and effective recruitment strategies.

Development of effective recruitment strategies and age appropriate curricula for youth volunteers under the age of sixteen can attract and maintain the interest of this demographic (Shannon, 2009). Motivations for volunteering are the foundation of effective recruitment and have been researched extensively (Clary, & Snyder, 1999; Litch, 2007; Musick, & Wilson, 2008; 2007; Paço, 2013). Developing marketing techniques and programs geared toward the youth population will depend upon a better understanding of the factors that influence a young person to volunteer.

It is important for organizations, such as HfH, which rely almost entirely on volunteer labor, to understand the mental and physical limitations of children at different ages in order to adapt recruitment strategies and programming accordingly. If HfH attempts to integrate volunteers under the age of sixteen in ways that are not age appropriate or rewarding for the participant, time and valuable resources will be wasted. Furthermore, a future cohort of adult volunteers in MetroWest/Greater Worcester could be discouraged due to an unsatisfactory experience as children. As a result, HfH would like to establish age appropriate and engaging programs realized through the cooperation with local youth organizations.

The goal of this project was to determine how Habitat for Humanity MetroWest/Greater Worcester (HfH) could expand local youth outreach and include more youth participants in engaging program activities, specifically those under the age of sixteen. In order to accomplish this goal our objectives included:

- Determine the merit of current relationships between HfH, local schools and youth organizations that contribute to outreach.
- Identify what motivates and incentivizes MetroWest/Greater Worcester youth to participate in organized volunteer activities.
- Identify activities and projects that can be used by these organizations that will generate interest among youth to participate in HfH volunteer opportunities.

We collected data through interviews and focus groups with current and prospective youth volunteers, through interviews with youth organizers in the MetroWest/Greater Worcester area, and using interviews with Habitat for Humanity affiliate staff members.

We also conducted direct and participatory observation by spending two days immersed in HfH operations. Using our recommendations, we hope HfH can create sustainable relationships with local youth organizations that will continue to grow and produce a continuing stream of volunteers without any direct expenditures by HfH.

Chapter 2

Background

This chapter reviews previous research on the challenges non-profit organizations face when attempting to motivate youth to become volunteers, focusing on individuals under the age of sixteen. We also discuss the literature regarding approaches non-profit organizations have used to overcome these obstacles. Additionally, we introduce literature regarding what a successful program includes and what motivates youth to participate in any non-academic organized activity.

2.1 An Untapped Population

Although it is not known how many individuals under the age of sixteen are currently volunteering, it is known that many of these youth are willing to volunteer. Out of the 62.6 million people who volunteered in the United States this past year, about 26.4 percent of them were between the ages of sixteen and nineteen years old (BLS, 2016). Youth aged sixteen and under are underrepresented in reliable and recent national statistics concerning volunteer participation. This being said, the most recent report from the Corporation for National and Community Service (CNCS) (2005), in collaboration with the U.S. Census Bureau, estimated that 15.5 million youth, or 55% of youth between the ages of twelve and eighteen, participate in volunteer activities. From this data, we can conclude that individuals under the age of sixteen are willing to volunteer their time, in

some capacity, but a better understanding of their willingness to volunteer and what will motivate them to do so is important to organizations that rely on volunteer labor.

2.2 Challenges

Non-profit organizations that rely on volunteer labor face challenges when attempting to include youth participants in program activities (Quinn, 1999; Sarre, & Tarling 2010; Shannon, 2009; USDL, 2016). These challenges include federal youth labor regulations regarding supervision, work hours, and safety precautions. Organizations must develop age appropriate curricula to ensure participants have positive experiences. Additionally, an understanding of youth volunteer motives is essential to maximizing involvement in program activities.

When identifying volunteer incentives, youth have slightly different motives than adults (Smith, Holmes, Haski-Leventhal, Cnaan, Handy, & Brudney, 2010). Incentives for volunteers can fall under three main categories, egotistical, instrumental and altruistic. Egotistical motives include social contact, recognition, or influence from friends and family. Instrumental motives relate to career/resume building, professional networking, leadership skills, or gaining work experience. Altruistic values relate to self-satisfaction, the opportunity to learn new things, gaining new perspectives, or simply helping others. Among younger volunteers, that are currently high school students, employability is a major factor contributing to the likelihood of volunteering (Holdsworth, 2010). However, children and adolescents who are not yet high school students have been found to volunteer for different reasons (Shannon, 2009). More often than not, incentives for youth under the age of sixteen to volunteer are comprised of egotistical and altruistic

values (Sarre, & Tarling, 2010). Due to the fact that career building is not a main priority of this demographic, instrumental aspects among this age group are often overlooked.

Among the altruistic and egotistical motivations, having fun in a social environment and helping or caring for others particularly stand out (Shannon, 2009). Young volunteers have expressed that fun associated with volunteering is often in direct correlation with being around friends or experiencing something new. Some youth claim that volunteering gives them the opportunity to get out of the house, away from parents, chores and siblings (Borden, Perkins, Villarruel, & Stone, 2005). Parental involvement in organized activities has been found to decrease the likelihood that youth will be motivated to participate in said activities (Sharp, Caldwell, Graham, & Ridenour, 2006). Additionally, a study of early adolescents found that adolescents experience boredom when presented with too much parental control (Caldwell, Darling, Payne, & Dowdy, 1999). However, youth volunteers, depending on age, often required supervision by a parent or guardian in order to conform to protections established by law.

Federal law allows children over the age of sixteen to volunteer in the majority of non-profit organization opportunities as long as they are not considered “hazardous” (USDHHS, 2016). Hazardous activities include the use of power tools and equipment, operation of motor vehicles, demolition, and roofing and excavation operations. Volunteer opportunities for children between the ages of fourteen and fifteen are regulated and supervised. Activities for this age group might include office work, keeping inventory, or sorting items. When it comes to children aged thirteen and under, volunteer opportunities become more limited and include age appropriate activities that

are completed under the direct supervision of a parent or guardian and take place in designated safe areas.

Developing greater outreach to youth aged sixteen and under may depend upon a non-profit organization's ability to establish partnerships with youth organizations and schools. By doing this, they maximize youth access to supervised, safe locations where program activities can be carried out (Quinn, 1999). The majority of youth (64%) aged twelve to eighteen volunteer on behalf of a youth organization, school, or religious group (CNCS, 2005). Members of these partnered youth groups are more likely to become involved long-term with non-profit organizations, simply due to the social proximity to current non-profit volunteers (Musick & Wilson, 2008).

Before attempting to engage youth volunteers, it is important to reach out to them and acknowledge the need for their help (Timmer, Dagmar, Buckler, & Creech, 2011). Youth are more likely to volunteer if they are aware of the opportunities at hand and confident in their abilities to help. A report on the influences of youth civic engagement reinforces that a simple but direct invitation to participate can make a critical difference (Lovestrand, 2011). Once individuals are interested in an opportunity to volunteer or become involved with a non-profit organization, the next step is to engage them and grow that interest.

Non-profit organizations face challenges when developing engaging and age appropriate volunteer experiences involving youth under the age of sixteen (Shannon, 2009). Volunteer coordinators of non-profit organizations may have preconceived notions concerning the abilities of youth volunteers. In order to develop effective curricula for directly involved youth members as well as for those involved through

partnered organizations, coordinators responsible for development of these programs must first become educated on the experiences and capabilities of the youth involved. Once familiar with a particular group's abilities, identifying the ideal methods of interaction with youth volunteers plays a large role in a successful curriculum (Bortree, 2010). When assigning tasks to youth volunteers, it is important to not only understand abilities and experiences of the participant, but their functional motives as well (Willems & Walk, 2013). Volunteers who complete challenging tasks aligned with personal expectations are more likely to display satisfaction, commitment and motivation to return. Leaders of youth organizations, who guide the curriculum, should share the task involved, work alongside youth towards a common goal and offer positive assurances along the way. Following these guidelines an organization can allow the youth participant to have fun, while also contributing to the program activities.

2.3 What Makes a Successful Program

Some determining factors when assessing a youth activity's success include the quality of experiences the participant has and the social and intellectual developmental effects on the participant (Garner, Gillingham, Zhao, 2002). Organized youth programming is often optional so ensuring quality experiences is crucial for continuous participation in the program. Although quality experiences differ based on the expectations of the participant, activities that provide youth with the opportunity to make meaningful decisions regarding the structure and content of the activities have been found to ensure engagement and maintain attendance.

A successful program should promote positive youth development (National Research Council, 2002). Understanding what contributes to positive development of youth is crucial when designing an organized program activity. Some assets that are associated with positive youth development include being in good health, achieving academic success, and committing to civic engagement (IMNRC, 2002). These assets are developed in programs where activities are age appropriate, youth have the option to take on leadership roles in the program, and youth can impact the community in a positive way. When young people become engaged in community service activities that expose them to people in need, they are more likely to commit to similar civic service in the future (Berk, 2010). Young people who participate in both required and voluntary civic service show an increased rate of volunteering in adulthood (Lerner & Zaff, 2010). Successful programs that lead to positive outcomes offer engaging activities and create supportive relationships between the participant and others involved.

2.4 Youth Developmental Stages and Programming

In order to make activities and programs age appropriate, it is valuable to understand how youth develop and how organizations have adapted to these developments. Youth development refers to the stages all youth go through in order to become adults (Myers, 2013). Jean Piaget, an early twentieth century developmental psychologist, believed that youth seven to eleven years of age are capable of performing basic mathematical computations and understanding the relationships between the physical materials surrounding them. According to Piaget, it is not until the age of twelve that individuals begin to solve more abstract problems and are motivated to understand

the world around them in a scientific way. As youth grow older, specifically between the ages of ten and fifteen, changes in their mental and physical development create the need for changes in programs (Quinn, 1999). These stages of development have led some youth organizations to break down their programming into different age groups.

Organizations like Girl Scouts (2017a), 4H (2014), YMCA of Central MA Stingrays (2017) and Massachusetts Youth Soccer (2017) all separate youth into age groups. The table below shows how each of these organizations breaks down ages within their programs.

Table 1

Breakdown of Age Groups for Selected Organizations

Organization	Grade Levels	Ages
Girl Scouts	K-1, 2-3, 4-5, 6-8, 9-10, 11-12	5-6, 7-8, 9-10, 11-13, 14-15, 16-18
MA Youth Soccer	< 4, < 6, < 8, < 10, < 12	< 9, < 12, < 14, <16, ≤18
4H	-	5-8, 9-11, 12-14, 15-19
YMCA Swim	-	<8, 9-10, 11-12, 13-14

These organizations have grouped youth based on their experiences working with youth of different ages. Activities offered to participants of organized/volunteer programs should account for the differences in youth of different ages and offer age appropriate activities for participants (Bortree, 2010). Youth will not be as engaged if they are unable to contribute to or fully understand an activity. Furthermore, youth may not feel engaged if the activity offered to them underestimates the participants’

capabilities or does not offer a challenge. According to Quinn (1999), “Programs that are designed to foster youth development build on the strengths of young people, recognizing their need for both ongoing support and challenging opportunities.” (p. 102). An example of an activity that challenges youth and promotes their development is the Silver Award that can be awarded to Girl Scouts in the 6th through 8th grade (2017b).

Participants have the opportunity to identify an issue they care about, build a project team, develop the project, make a plan and put it into motion. One award recipient stated, “I also learned a lot about myself from the project. I learned that with hard work and dedication, I can accomplish things that I never thought I could before.” (Girl Scouts, 2017c).

2.5 Habitat’s Goal

The Habitat for Humanity MetroWest/Greater Worcester (HfH) division is currently attempting to expand its youth involvement through cooperation with local schools and youth organizations, specifically targeting youth under the age of sixteen. In Worcester, Massachusetts, there are many organizations, such as the Worcester Youth Center (2014) and Worcester County Food Bank (2016), that use youth volunteers as young as thirteen to supplement full-time staff and in community service programs. Habitat for Humanity International (HFHI), HfH’s parent organization, outlines eleven individual and group activities appropriate for youth aged five to sixteen (HFHI, 2016d). These activities can be completed by youth under the supervision of a parent, guardian, teacher, or youth group leader and can take place in a location of their choosing. One such activity involves teens role-playing as homeless individuals in search of adequate and affordable housing.

HfH does not advertise any activities or youth volunteer opportunities for individuals under the age of fourteen (HfH, 2016b). However, there is a limited participation opportunity for those between fourteen and sixteen years of age to volunteer at ReStore but only while under direct supervision of a parent or guardian. ReStore is a local HfH run retail outlet that sells gently used domestic items and building materials at a reduced cost. HfH construction sites also have very limited opportunity for youth volunteers under the age of sixteen. Once construction equipment is removed, these individuals are allowed to participate in activities such as landscaping and clean up. HfH's potential for youth outreach could be expanded if age appropriate activities are made known and available to local youth groups and schools.

HfH campus chapters currently exist at Algonquin Regional High School (2015) in Northborough, MA, Worcester Academy (2016) in Worcester, MA, and Marlborough High School (2016) in Marlborough, MA. These HfH campus chapters are open to all high school grade levels and work to raise money and increase awareness of the organization. Specifically, the Algonquin Regional High School chapter has the current goal of getting youth in the community involved in the HfH home construction site in Northborough, MA. HfH has also established campus chapters for college students over the age of sixteen at local colleges, such as WPI and Assumption College (WPI, 2016b; Assumption College, 2014), but they have yet to secure permanent relationships with many local youth groups such as the YMCA, local Boys and Girls Club and Big Brother Big Sister, all of which cater to members aged sixteen and under, a target demographic for HfH.

Members of Youth Achievement, a successful worldwide youth civic organizer, emphasizes that creating relationships with youth is the most important factor contributing to a successful youth program (Lovestrand, 2011). In Massachusetts, organizations such as The Salvation Army and American Red Cross, two of the largest non-profit organizations in the U.S., have established strong relationships with youth through the creation of numerous after school programs (American Red Cross, 2016; Forbes, 2015; The Salvation Army, 2015). The Salvation Army has partnered with Boy Scouts of America offering scouts the opportunity to complete service projects in their communities and learn habits of service that will last into adulthood. American Red Cross has established over thirty high school clubs in the Boston area, allowing them to connect with students from many local communities and involve these students in American Red Cross service projects that impact their communities. Partnerships such as these help The Salvation Army and American Red Cross expand awareness and allow for the youth involved to develop new skills, explore new interests, and have an overall enjoyable experience.

As of 2016, there are over 23,800 students between grades K-12 in the Worcester Public School District (MDESE, 2016). With another 3,800 students enrolled in private schools and thousands more throughout the Greater Worcester area, there is an enormous pool of potential volunteers who are, for the most part, being overlooked. By establishing new relationships with schools and youth organizations in the community, the number of HfH volunteers could hopefully start to grow. Fifty-seven percent of children between six and seventeen years old participate in at least one after-school extracurricular activity (USCB, 2014). These activities include participation in sports

teams, club organizations, religious groups and other youth programs. All of these programs represent pools of potential youth volunteers, which HfH has yet to fully tap into.

2.6 Summary

There is currently a large pool of potential youth volunteers in the MetroWest/Greater Worcester area, particularly those aged sixteen and under, which is not being utilized to its full potential. In order for nonprofit organizations like HfH to increase participation of youth in program and volunteer activities they must first understand the unique challenges faced when attempting to involve this age group. Federal labor laws restrict the types of activities that are allowed for individuals under the age of sixteen and in most cases, require a parent or guardian to be present. Activities designed and made available for youth should be age appropriate and engaging in order to foster the interest of youth participants involved.

It is also important to understand how youth are effectively motivated to participate in organized activities. Youth individuals of different ages report different motivations to participate; older individuals often claim that employability is a main factor, while those under the age of sixteen often report that having fun with friends is a key motivation. In order to succeed with youth outreach, non-profits must build positive relationships with youth by understanding their motivations and abilities and then designing curricula accordingly.

One way that organizations can build stronger relationships with youth is through cooperation with local youth centers, youth programs, and schools. In the

MetroWest/Greater Worcester area, HfH has developed few partnerships with youth organizations and schools, if more of these partnerships can be created then the success of HfH's youth outreach may increase. The following section will outline the methods we will use to gather data in order to further understand how HfH can better motivate and engage the local youth population.

Chapter 3

Methodology

The goal of this project was to determine how Habitat for Humanity MetroWest/Greater Worcester (HfH) could expand local youth outreach and include more youth participants in engaging program activities, specifically those under the age of sixteen. Additionally, this project determined how best to engage those individuals who did, in fact, become interested in HfH volunteer opportunities.

Our objectives to achieve this goal were:

- Determine the merit of current relationships between HfH and local schools and youth organizations that contribute to outreach.
- Identify what motivates MetroWest/Greater Worcester youth to participate in organized volunteer activities.
- Identify and recommend HfH sponsored and age appropriate activities that will engage youth.

The following sections describe the methods used to achieve these objectives.

3.1 Evaluate Relationships Between HfH and Local Youth

To achieve the primary goal of connecting HfH with local youth, we assessed current HfH youth outreach programs. We conducted interviews with those directly involved with the promotion of Habitat for Humanity activities, which allowed us to gain insights into the quality and benefits of these outreach programs. We collected additional data from focus groups with participants in after-school-clubs, which helped us to

identify the pros and cons of the current outreach strategies from the perspective of participants in existing HfH programs.

We conducted interviews with two Habitat for Humanity affiliate staff members from Massachusetts who are familiar with the current youth outreach programs and the current relationships their respective affiliates have cultivated with local organizations. We created an interview protocol (see Appendix E) that was used during all interviews with the Habitat for Humanity employees. The purpose of these interviews was to identify what partnerships and outreach strategies were currently in place and what strategies, if any, had been successful in the past. Our team interviewed Molly Pietrantonio (HfH Volunteers Coordinator) and Gretchen Cundiff (Habitat for Humanity of Forsyth County). These staff members were selected based on their job descriptions and their knowledge of outreach strategies, making them excellent candidates for obtaining quality data.

Our second mode of research was through focus groups with students who were currently involved in HfH clubs at schools in the MetroWest/Greater Worcester area, including Algonquin Regional High School, Marlborough High School and Worcester Academy. In order to conduct these focus groups, we requested permission from the legal guardians of these students; a letter of request for approval (see Appendix H) was used for this purpose. Our team also developed a focus group protocol (see Appendix K) that was designed to promote conversation revealing the participants' wants and expectations regarding their involvement in HfH organized activities. Because we were only available to meet in groups for a short period of time, we provided focus group participants with a short questionnaire to gather data specific to each participant. Each focus group was

comprised of seven to ten students and due to the size of the HfH club, we conducted two focus groups at Worcester Academy. One member of our group served as a moderator during these focus groups, while two members took notes. Our goal with these focus groups was to determine, from the perspective of participants, the quality and merits of their current partnership with Habitat for Humanity MetroWest/Greater Worcester.

3.2 Identify what Motivates Youth to Participate

In order to make useful recommendations that will help HfH expand youth outreach, it was vital to determine what motivates MetroWest/Greater Worcester youth to become involved with organized activities such as those available through HfH. We collected this data by interviewing youth group leaders, prospective youth volunteers, and by conducting focus groups with youth. The interviews we conducted with youth group leaders gave us qualitative data regarding the ways in which these leaders have effectively motivated youth participants in the past. Additionally, interviews with prospective youth volunteers provided insight into what might motivate a future cohort of youth volunteers. Conducting focus groups with participants in current programs allowed our team to understand what originally motivated these individuals to become involved with HfH.

We created an interview protocol (see Appendix B) for youth group leaders to generate data that describes the interests, motivations, and wants of Worcester youth. We interviewed Tyler Tao (RoboKids, Worcester, MA) and Sue Kholman (Girl Scouts, Maynard, MA). We selected these individuals for interviews based on their current

positions and experience with MetroWest/Greater Worcester youth, making them excellent sources for collecting quality data.

Three focus groups, described in section 3.1, comprised of students who were involved in HfH clubs at Algonquin Regional High School, Marlborough High School, and Worcester Academy provided data regarding the motivations of current participants in HfH partnered organizations. These focus groups were used to discover what motivated these individuals to join a HfH program and what continues to motivate them now.

Interviews with prospective youth participants in HfH program activities were conducted from among members of various local youth programs. Our team conducted interviews within local youth organizations, speaking with twenty-seven interviewees. Organizations included Girl Scouts (Maynard, MA), Lincoln High School Variety Show (Lincoln, RI), National Youth Leadership Training, and the St. John's High School National Honor Society. We requested permission to conduct these interviews from youth group leaders and the parents of program participants. A copy of this request form can be found in Appendix H. The interview protocol for this age group (see Appendix I) was designed to collect data that helped us identify what might motivate a young individual to become involved with HfH organized activities. If interviewees were only available to meet in groups for a short period of time, we provided them with a short questionnaire including twelve important questions from our protocol. With this data, our team was able to compare the motivations and incentives that were most frequently reported among individuals who were involved in and not yet involved in HfH organized activities.

3.3 Identify HfH Sponsored Activities that will Engage Youth

The final objective of our team's project was to recommend activities and projects that HfH can provide to local youth and school organizations that will generate interest among youth to participate in HfH organized activities. In order to better determine how to engage prospective participants to be involved with HfH, we observed ongoing activities at HfH, conducted interviews with prospective youth participants and youth group leaders, and conducted focus groups consisting of members of HfH after-school-clubs.

During a two-day immersion period at HfH, our team conducted participatory observation at the Worcester, MA ReStore and a HfH build site in Holliston, MA. This allowed us to better understand how activities or projects completed by participants in HfH partnered organizations or school clubs could be mutually beneficial to both participants and HfH.

Interviews conducted with participants in local youth groups and programs generated data allowing our team to determine what types of activities or projects these prospective participants found most engaging. The interview protocol for these interviews is available in Appendix I, and a request for permission form can be found in Appendix H.

Youth group leaders had a different perspective on how to engage youth participants of varying ages in organized activities. Through interviews with these leaders, referred to in section 3.2, our team further identified our understanding of how youth can be engaged during participation in HfH activities. This data allowed us to confront the challenge of recommending engaging activities while utilizing the youth participants'

opinions as well as the opinions of those individuals tasked with organizing youth. The youth group leaders we interviewed are listed in section 3.2, and the interview protocol for these interviews can be found in Appendix B.

Focus groups described in sections 3.1 and 3.2 contributed data that identified what activities had been most enjoyable or engaging for participants in HfH organized activities. Individuals already involved with HfH had expectations and wants that HfH needed to accommodate in order to have successful youth outreach. Protocol for these focus groups can be found in Appendix K.

3.4 Summary

Our interviews, focus groups, and direct and participatory observation described above helped us to meet our objectives. All of these methods allowed us to determine how local youth can be motivated to participate in and be engaged by HfH program activities. In the next chapter we will present the results of our research.

Chapter 4

Results & Analysis

The goal of this project was to determine how Habitat for Humanity MetroWest/Greater Worcester (HfH) could expand local youth outreach and include more youth participants in engaging program activities, specifically those under the age of 16. In this chapter we present the results and analysis of our research to show how we achieved our goal. We determined the current relationship Habitat for Humanity MetroWest/Greater Worcester (HfH) has with local schools and youth organizations and what motivates local youth to participate in organized volunteer activities. Furthermore, we identified age appropriate activities that can engage these youth if, in fact, they do participate in organized activities.

4.1 Relationship Between HfH and Local Youth Organizations

Molly Pietrantonio, the HfH volunteer coordinator, explained that HfH currently has a relationship with three high school Habitat for Humanity clubs, Algonquin Regional High School, Marlborough High School and Worcester Academy, and in the past they have worked with National Honor Society students from various schools including St. John's High School and St. Peter Marian High School. A full transcript of this interview can be found in Appendix F. Molly informed us that HfH does not currently market, promote or offer activities to individuals under the age of 16, and according to HfH regulations, individuals under the age of 14 are unable to participate in any onsite HfH volunteer opportunities. She described one event in the past where HfH

attempted to work with youth from a local Jewish Community Center to paint donated picnic tables. According to Molly, “more paint was on those kids, the grass, and the parking lot than the tables.” Another event, where HfH tried to have students from a local middle school build birdhouses, also proved difficult to execute smoothly and required the volunteers from ReStore to accomplish, which took these volunteers away from their regular tasks. Aside from these activities, there have been no activities made available to individuals under the age of 16 unless a parent or guardian was present at all times. From these experiences, Molly determined that using the HfH facilities to host activities for the younger age groups was not desirable.

Based on focus group results, we learned that students in HfH school clubs feel as though HfH is underutilizing their clubs. (Focus group notes can be found in Appendices L, M and N.) Members of the clubs who are over the age of 16 have participated in volunteer opportunities at both build sites and ReStore. Those under the age of 16 have not been given the same opportunities. The younger members have been restricted to participating in fundraising/advocacy activities, and they indicated that they would like to see more opportunities presented to them from the HfH affiliate. Some students have community service requirements through their school and would like to complete these requirements through HfH sponsored activities. These students would also like to see more volunteer options, especially for those under the age of 16. As Figure 1 indicates, nearly 1 out of every 4 students in these clubs is not old enough to participate in build related events or able to volunteer at ReStore without a parent or guardian present. Some of these younger students stated that they often feel left out and wish there was more that they could do as part of the club.

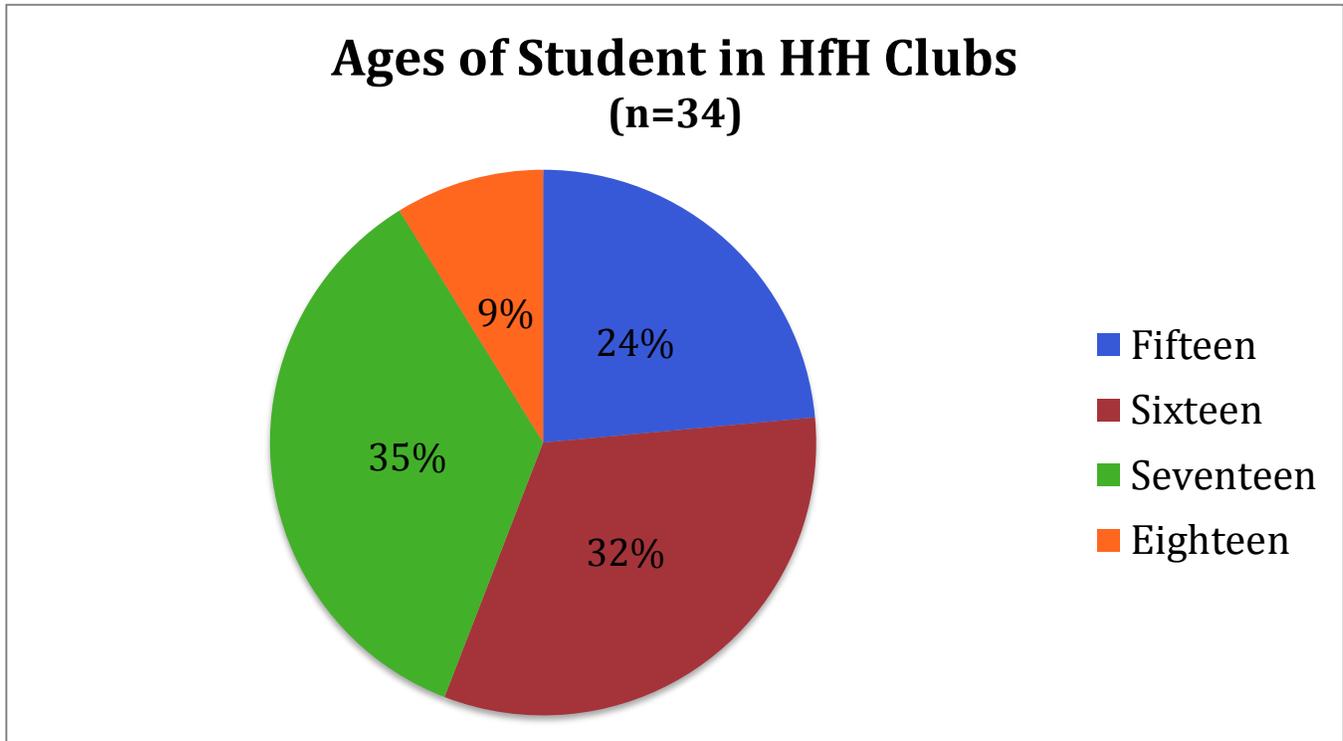


Figure 1. Ages of Students in Habitat for Humanity Clubs (n=34)

Although HfH supports and maintains a volunteer relationship with club students eligible to participate at build sites and the ReStore, their relationship with those under the age of 16 is not mutually beneficial. These students do not feel that HfH is providing them with enough opportunity to meaningfully contribute to the HfH mission. If these students were offered more opportunities to participate, they would be able to offer more to their club and HfH. A list of activities provided by HfH would allow all club students to choose age appropriate, enjoyable activities that benefit HfH and if need be, could fulfill community service requirements. School clubs spend a lot of time planning activities. Providing a list of activities appropriate for youth would be helpful because

students could devote more time to participating in activities rather than creating and planning them.

One of Habitat for Humanity's requests for our team was to start a database to log contact information for youth organizers/organizations that we encountered during our research. This information could be used if any of the HfH staff wanted to contact local interested youth organizers/organizations. We have created a database containing the contact information for Habitat for Humanity school clubs and youth organizations that, during our data collection, expressed interest in maintaining a relationship with HfH. The database includes comments for each contact regarding current leadership, membership, type of organization, and whether HfH has already worked with the organization. HfH has been keeping track of contact information for college groups in a database format, so we copied the same format to make sure the database is consistent with what is in place currently. This document is only available to our sponsor and has been provided to Habitat for Humanity MetroWest/Greater Worcester for their records.

4.2 What Motivates Youth to Participate in Organized Activities

Our youth interview questionnaire responses totaled 27 (a table of all responses can be found in Appendix J). The distribution of the interviewees' ages is shown in Figure 2.

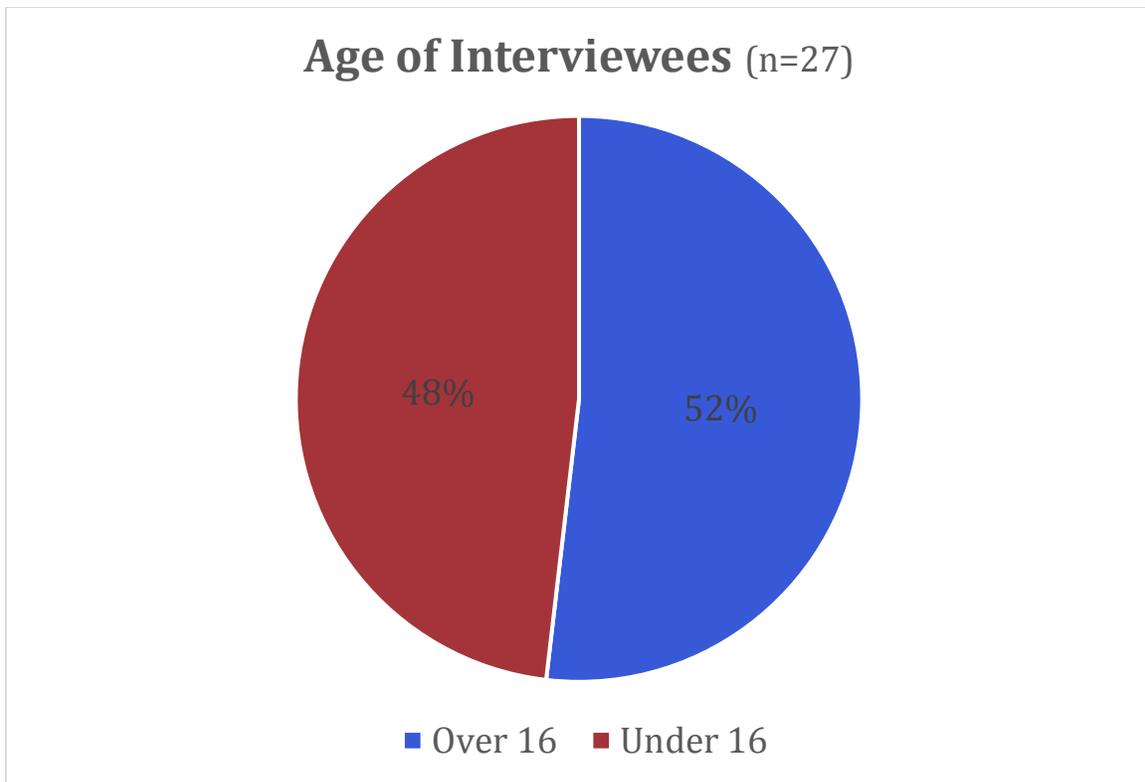


Figure 2. Ages of Interviewees who Completed the Youth Interview Questionnaire
(n=27)

About half of the interviewees were under the age of 16, which allowed us to compare the different motivations of those under 16 and those who are older. We analyzed the responses to three questions in order to categorize the primary type of motivation for each interviewee to participate in their respective organization. The questions we asked were:

- Why did you want to get involved?
- What motivated you to volunteer?
- What would make you want to volunteer?

The three categories that we placed motivations into were altruistic, egotistical, and instrumental. These categories were chosen based on a theoretical framework frequently encountered in literature regarding motivation (see section 2.2).

- **Altruistic** – Showing selfless concern for the well-being of others;
- **Egotistical** – Social contact/recognition, influence from friends/family;
- **Instrumental** – Resume building, gaining leadership skills, networking.

In order to categorize these responses, we assigned key words related to each category. A list of the key words relating to each motivation can be found in Table 2. If participants responded to more than one question using key words from one category, they were placed in that category. If a participant did not use key words in more than one category, our team discussed and voted on how their primary motivation should be categorized based on all of their responses.

Table 2

Key Words Related to Motivations for Youth Interviewees

Motivation	Key Words/Phrases
Altruistic	Help others/people, Rewarding, Good Cause, Community
Egotistical	Friends, Family (mom/dad/brother/sister, etc.), Fun
Instrumental	Resume, Experience, Skills, Learning, Work, Job, College, Leadership

Figure 3 shows that the type of motivation we determined to be most common among interviewees is an altruistic motivation. An example of an altruistic response to the question “What motivated you to volunteer?” would be, “seeing how much [sic] other people, who are in need, benefit from volunteers.” Figures 4 and 5 show the type of motivation for participants under 16 and 16 and over, respectively.

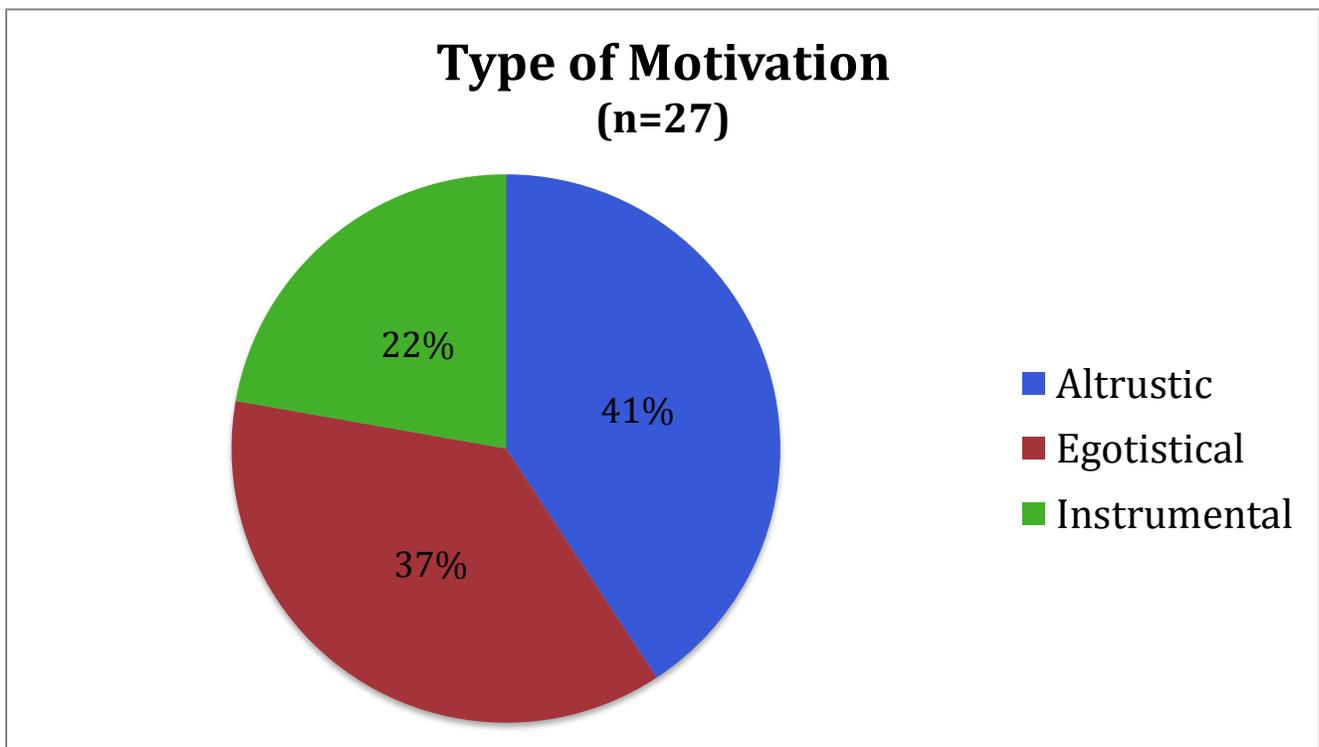


Figure 3. Percentage of Motivation Types Among Youth Interviewees (n=27)

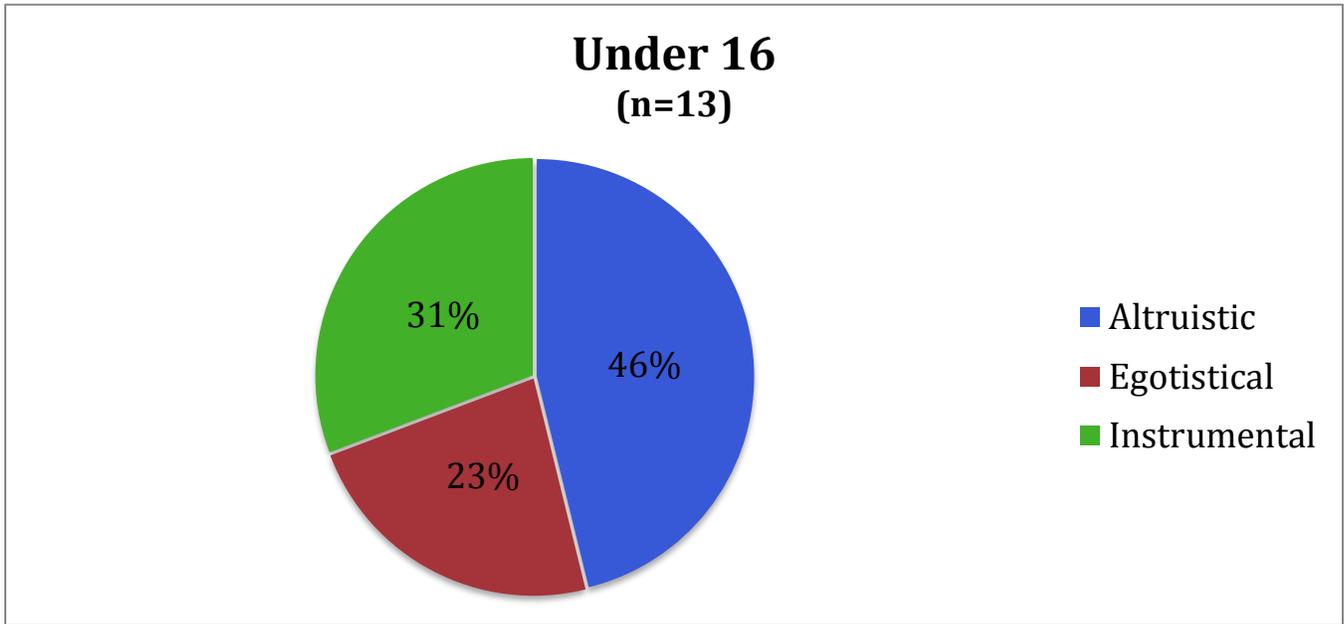


Figure 4. Percentage of Motivation Types Among Youth Interviewees Under 16 (n=13)

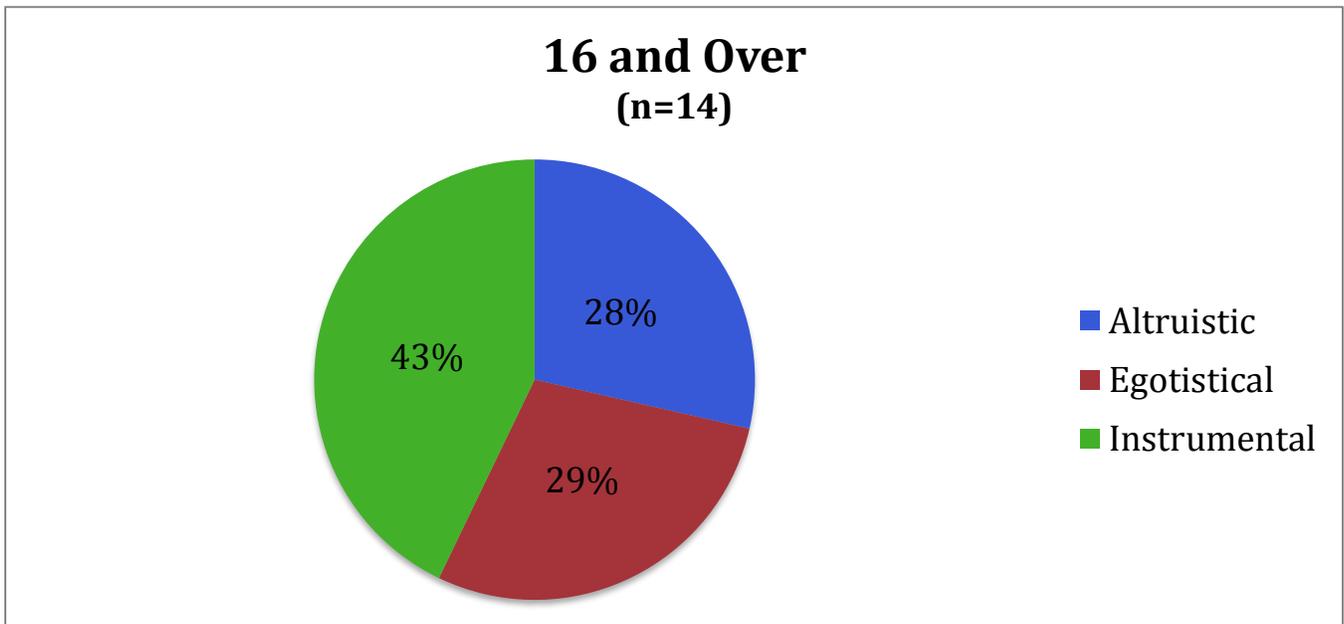


Figure 5. Percentage of Motivation Types Among Youth Interviewees 16 and Over (n=14)

Youth interviewees under the age of 16 were primarily motivated to participate in organized/volunteer activities for altruistic reasons relating to helping others and giving back to the community. Youth interviewees 16 and over were primarily motivated to participate in organized/volunteer activities based on instrumental reasons relating to employability and resume building. The data shows that youth under 16 years of age are not as likely to take employability into account as youth who are over 16, when seeking volunteer opportunities.

When speaking with students involved in Habitat for Humanity school clubs, most students noted that they were motivated to join their Habitat for Humanity club to volunteer their time at a HfH build site. Other common reasons included the opportunity to have an impact on local families, build their resume, and participate in club activities with friends. Students from Worcester Academy, who are required to participate in a community service program, chose to join the Habitat for Humanity club because it offers a unique hands-on opportunity to help people in the local community. Other Habitat for Humanity club members, who do not have a high school community service requirement, cited similar reasons for participating; expressing that joining a Habitat for Humanity club allows them to have a direct impact on their communities.

There was a general consensus among all club members that participating in build related activities and helping the community, when they're eligible, was their primary motivation for joining. This does not necessarily mean students want to physically volunteer at a build site but rather that they wish to contribute to the builds in some way. For example, painting materials that are then contributed to the build allows club members to feel as though they are being utilized and having an impact on their

community. This altruistic motivation related to building and helping the community is consistent among all youth interviewees and Habitat for Humanity club focus group participants.

When interviewing youth organizers, interviewees expressed that different types of motivations relate to different age groups. Sue Kholman, a Girl Scouts troop leader, recommended that when motivating youth under the age of 16, making sure the activities are fun, involve friends, and create opportunity to develop skills are important. Notes for this interview can be found in Appendix C. Tyler Tao works with youth aged 7 to 12 and finds that rewarding participants for completing tasks and assignments works well. Tyler mentioned that providing candy to participants upon completion of an activity is effective. A full transcript of this interview can be found in Appendix D. Although rewarding participants with candy may not be applicable for all youth participants, and some parents may in fact disapprove of a candy reward, when offering activities to those in the 7 to 12 age group, providing some type of reward should be considered.

We determined that students already involved in Habitat for Humanity school clubs will be motivated to participate in activities if they are given an opportunity to participate in build related activities while making a positive impact on their community. By making build related opportunities available for all ages, HfH can motivate prospective youth volunteers to join their clubs and actively participate. When marketing activities or programs geared towards those under the age of 16, there should be more emphasis placed on helping the community and serving those in need. For youth aged 16 and over, there can be a stronger emphasis placed on the completion of service requirements, work experience, and gaining skills that will help them in a future career.

4.3 Age Appropriate Activities that will Engage Youth

The interviews we conducted with youth group leaders and organizers who have experience coordinating youth activities provided us with recommendations for how to engage youth. Tyler Tao is the former vice president for RoboKids; a small non-profit organization that deals with kids aged 7 to 12 to teach them an appreciation for science, technology, engineering and math. She expressed that a combination of hands-on and educational activities works well to engage this age group. For example, one time they showed the kids a video on what civil engineering entails and then afterwards proceeded to construct small-scale bridges with them. Sue Kholman, a Girl Scouts troop leader who works with ages 5 to 16, also stated that hands-on activities seem to work best to engage and maintain the interest of the pre-high school age group. When hands-on activities are fun, and the participants can learn something, the activities are most successful. Gretchen Cundiff, the Volunteer Engagement Manager for the Forsyth County, North Carolina Habitat for Humanity affiliate, expressed that her organization offers little opportunity for youth under the age of 14 to get involved outside of fundraising. However, Gretchen provided us with a list of fundraising activities that have successfully engaged youth in her area in the past. Notes on this interview can be found in Appendix G. These fundraising activities include the following:

- **Nickels for Nails** – A fundraiser where youth ask for change at their schools or organization, where the proceeds go towards funding a build.
- **Pie Sales** – A fundraiser where youth bake pies and sell them, donating the proceeds to Habitat for Humanity.

- **Raise the Roof** – An event where youth solicit the aid of a local restaurant willing to donate a fraction of one night’s revenue to Habitat for Humanity.
- **Letter Writing Campaigns** – Youth can write/decorate and send a letter either soliciting donations or thanking donors for their contributions. Information about Habitat for Humanity’s ongoing operations can also be included.

When analyzing responses from youth interview questionnaires, we looked at whether or not a participant had volunteered for a local organization in the past, and if so, had they enjoyed their experience. Out of the 27 interviewees, 24 of them had volunteered in the past for a local organization or cause. All participants who had volunteered expressed that they had enjoyed their experience(s). The most common reasons for enjoying a volunteer experience included helping others, being with friends and learning new things. Examples of the characteristics of activities that youth enjoyed while volunteering for local organizations included:

- “Serving and giving back to the community”
- “Getting to grow as a person”
- “Being able to hang out with my friends”

Out of the 34 responses to the questionnaire that we distributed to members of high school Habitat for Humanity clubs, we were able to place all responses related to participants’ favorite activities into four categories:

- **Hands-on** - participants are physically engaged in the activity;
- **Fundraising** - participants collect donations of funds or resources;
- **Educational/Advocacy** - participants learn, educate, and spread awareness;
- **Unclear** - participant’s responses could not be categorized.

A list of the favorite activities for all Habitat for Humanity high school club members can be found in Appendix O. Figure 6 shows the favorite types of activities by percentage.

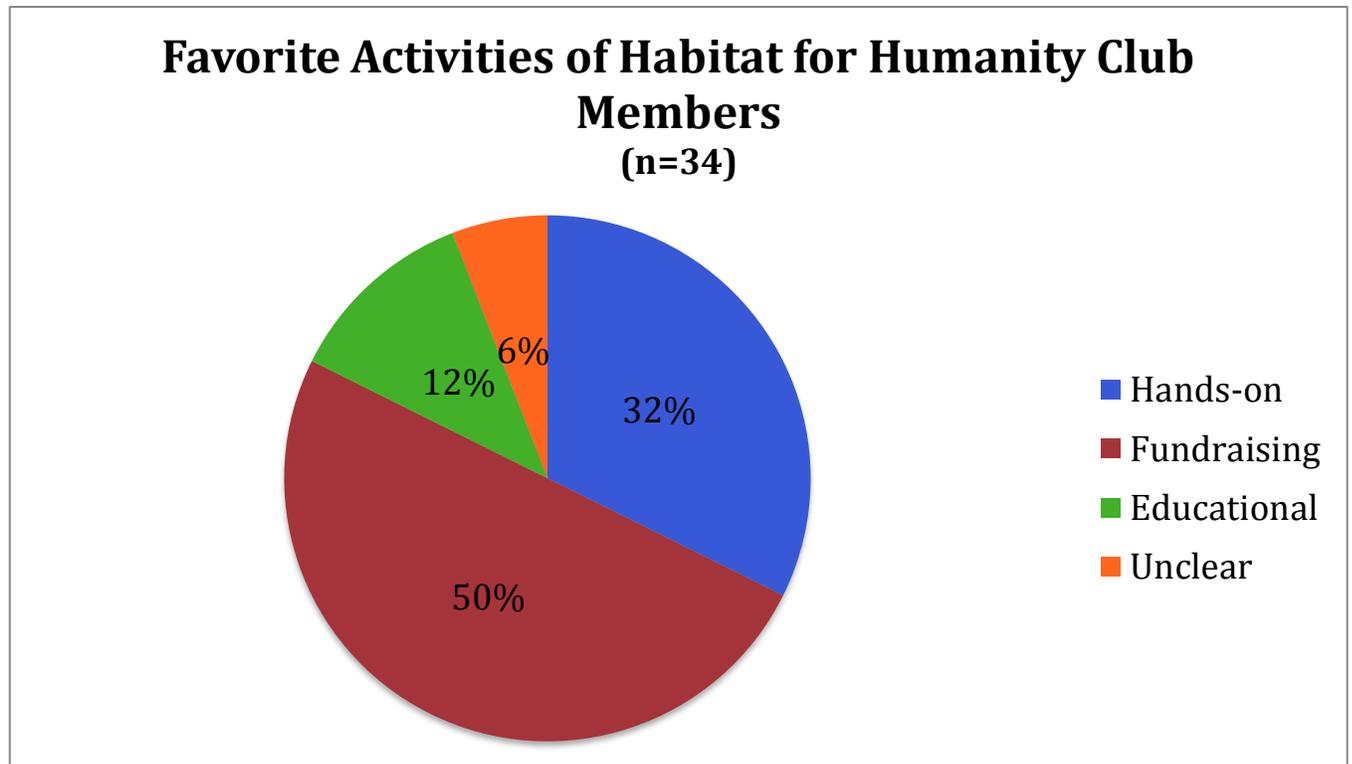


Figure 6. Favorite Activities of Habitat for Humanity Club Members by Percent (n=34)

The most popular activities among high school Habitat for Humanity club members, regardless of age, were fundraising activities. This result could be related to the fact that all ages are able to participate in most fundraising activities.

Among youth aged 16 and older, who are legally able to participate in construction related activities, hands-on and fundraising activities were cited as the favorite way to get involved, as seen in Figure 7.

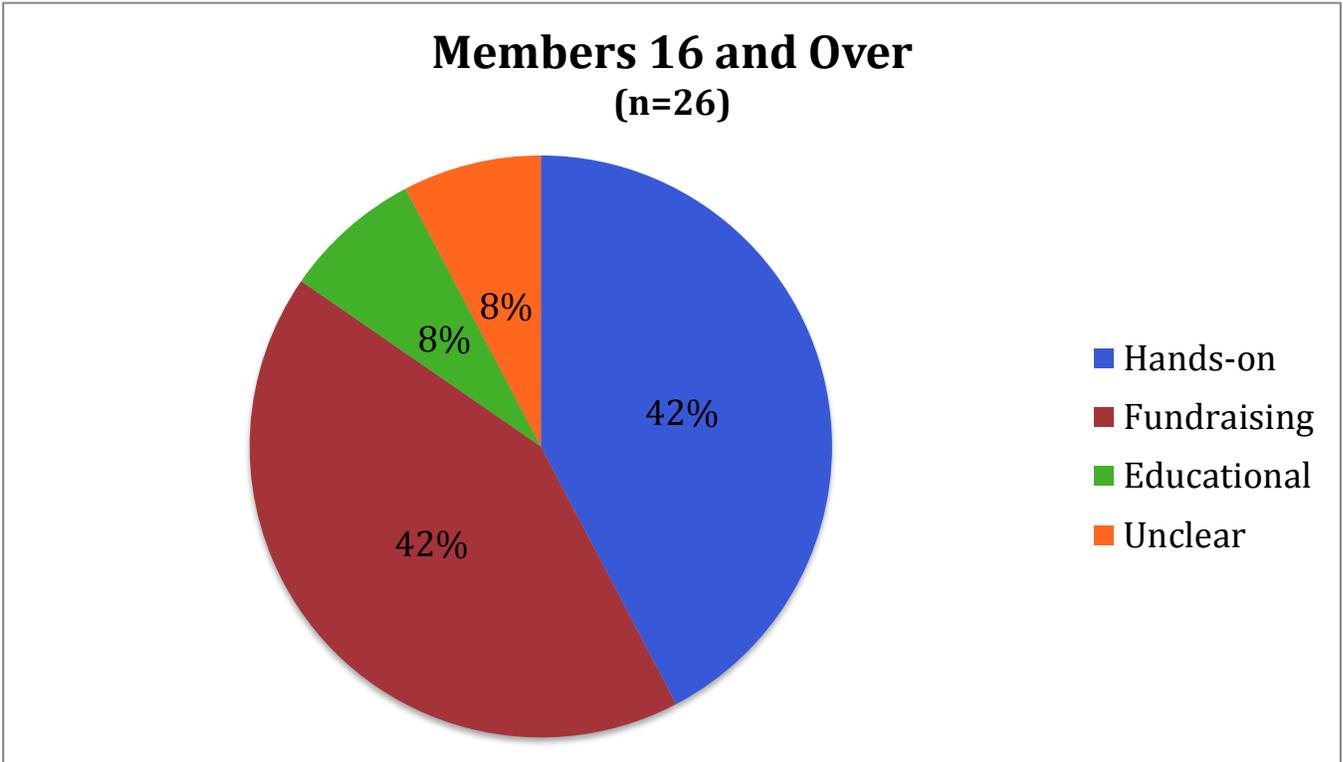


Figure 7. Favorite Activities for Club Members 16 Years of Age and Older by Percent (n=26)

Club members under the age of 16, being unable to participate in most HfH hands-on activities, preferred fundraising activities like Sign-a-Stud, an event where participants buy a piece of wood and donors pay a fee to sign the wood before it is donated for use in a HfH build site. Activities like this allow youth under the age of 16 to get more involved with their club and benefit Habitat for Humanity. Figure 8 represents the type of favorite activities of club members under the age of 16.

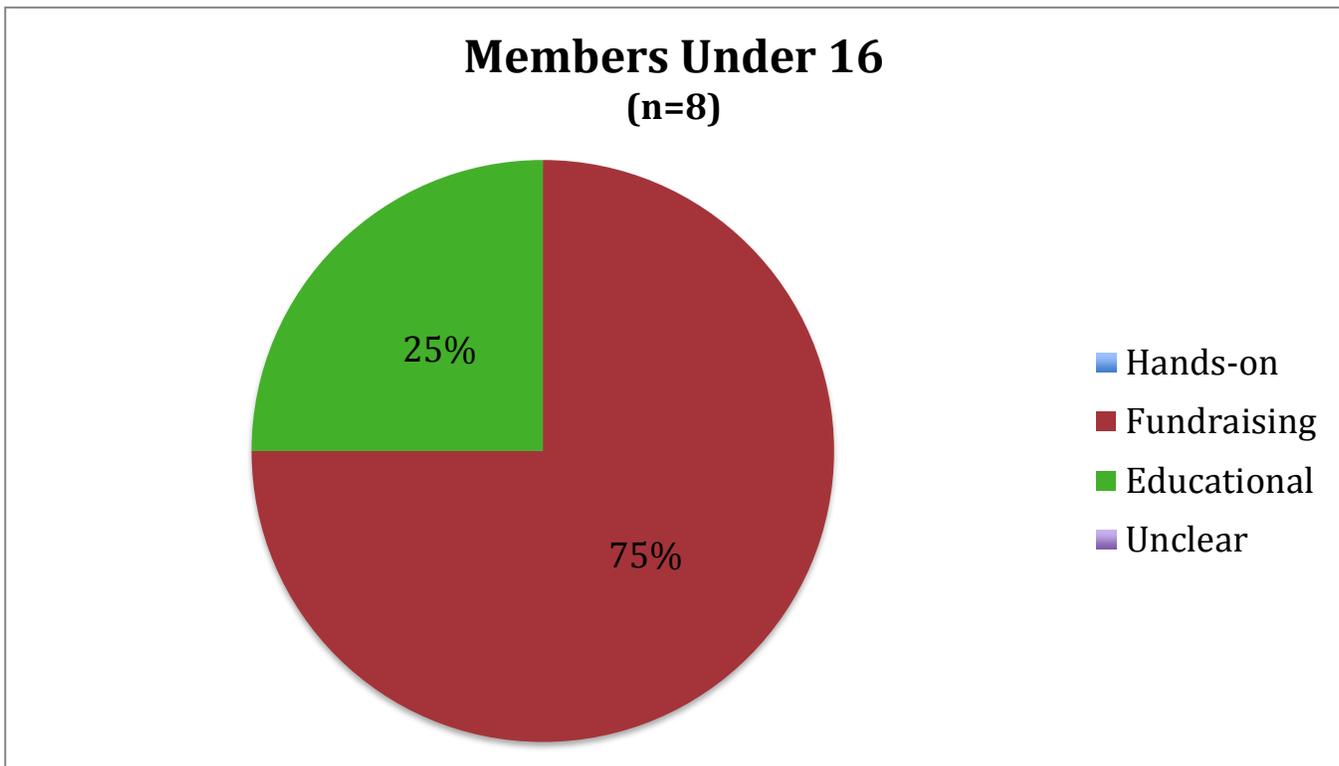


Figure 8. Type of Favorite Activity for Club Members Under the Age of 16 by Percent (n=8)

Our participatory observation of HfH volunteer opportunities available at home construction sites and at the Worcester, MA, ReStore led us to realize that while opportunities for individuals aged 16 and over are often available, there are no suitable activities at Restore and build sites for those under 16. Notes from our participatory observation can be found in Appendix P.

The ReStore is a constantly changing environment with new merchandise being sorted and sold every day. Domestic items ranging from pruning shears to golf clubs can be found in the stacks of donated boxes. Individuals aged 14 to 15 are able to volunteer at the ReStore but only with the supervision of a parent or guardian, and this is for good

reason. In order to make a meaningful contribution to the day-to-day operation of the ReStore, volunteers must be able to take directions and then accomplish tasks without oversight. During our time volunteering at the ReStore, our team moved furniture, priced items, organized shelves, unloaded heavy items from vehicles and assembled domestic items such as microwaves and ceiling fans. Tasks change every day and though younger individuals may be able to sort and price books safely and without direction, they may not be able to assemble furniture or unload heavy donated items from vehicles.

Construction work involves many activities that may expose the volunteer to serious hazards. Federal child labor laws restrict individuals under the age of 16 to participate in hazardous work environments. Therefore, participants under the age of 16 are not allowed on construction sites when work is being done. Until a volunteer reaches the age of eighteen, many jobs that are considered hazardous or require power equipment are restricted. When volunteering directly at a HfH build site in Holliston, MA, we experienced first-hand why such strict regulations are in place for younger youth. Our team participated in construction activities such as cutting wood with a table saw, installing walls and windows, and moving heavy lumber. Without proper supervision, dress, physical ability and attentiveness, there is potential for injury on the site.

Through these interviews, focus groups, and participatory observations, we determined that conditions at HfH's ReStore and build sites are often not suitable for the inclusion of youth under the age of 16. Therefore, in order to involve more individuals from this age group, HfH must make opportunities available that include age appropriate activities. Individuals in the under 16 age group will enjoy opportunities that include fundraising activities with a hands-on component, such as a pie sale, and hands-on

activities with an educational/advocacy component, such as letter writing campaigns. We also determined that youth 16 years of age and older prefer opportunities in which they participate in hands-on and fundraising activities. These activities should allow them to feel like they are helping others while being with friends and learning new things. Opportunities with these criteria will ensure that youth participants enjoy contributing to Habitat for Humanity programs.

We have compiled a list of activities, found in Appendix Q, that is separated into three categories: hands-on, fundraising, and educational/advocacy. The list is also sorted by the age groups that we determined to be appropriate for a certain activity. A portion of these activities have been used in the past by other Habitat for Humanity affiliates and other activities were recommended to us during our focus groups and interviews. We have determined six key components that can be used to justify the likely success of each activity. Three of these components are the category that activities fall under: hands-on, fundraising, and educational/advocacy. The other three are factors that we have found to be important to participants of activities.

- **Social** - Participants work with friends or in groups to achieve a common goal;
- **Community Impact** - Activities allow participants to make a direct and positive impact on their community;
- **Build Related** - Activities have an aspect that allows participants to contribute to or visit a Habitat for Humanity home or construction project.

Ideal activities for age groups under 16 include: an activity resulting in a positive impact on the community, a strong fundraising component, a hands-on component, and one that can be completed in groups or with friends. Ideal activities for the 16 and over age group include: ones with a strong hands-on component, a fundraising component, build related aspects, and will result in a positive community impact. Below is a sample of the activities found in Appendix Q that has been selected as engaging according to our criteria.

Welcome Basket (ages 5+)

An activity where youth ask for donations of household supplies that are then used to fill welcome baskets. Youth work in groups to decorate and fill the baskets which are then given to a Habitat for Humanity family on the day of dedication for their new home. This activity is completed outside of Habitat for Humanity's facilities and is available for any schools or youth organizations.

Sign-a-Stud (ages 7+)

An activity where youth obtain a piece of wood donated from a Habitat for Humanity build site. The youth work with friends to solicit donations of a predetermined amount and in return the donor will be able to sign the piece of wood which is then incorporated into that Habitat for Humanity home. Youth will educate each donor about Habitat for Humanity's mission and what the donations go towards. This activity is completed outside of Habitat for Humanity's facilities and is available for any schools or youth organizations.

Flower Box Frenzy (ages 10+)

An activity where youth seek donations of seeds, flowers or other plants and a flower box. Youth then collaborate with one another to decorate the box and plant the seeds/flowers/plants. Youth then take their completed flower boxes to a Habitat for Humanity home and present them to the homeowner. This activity is completed outside of Habitat for Humanity's facilities and is available for any schools or youth organizations.

Food for Thought (ages 12+)

An activity where youth carry out a bake sale. Participants bake the goods as a group or individually. Baked goods are then sold and the profits are donated to a Habitat for Humanity affiliate. Participants create an informational card/note that is included with each food item sold. These cards provide the donor with information regarding Habitat for Humanity and their mission. This activity is completed outside of Habitat for Humanity's facilities and is available for any schools or youth organizations.

Polish the Place (ages 14+)

An activity where youth work in groups to clean the inside of a recently completed Habitat for Humanity home and "polish" the home for the incoming family. Youth coordinate with their local Habitat for Humanity affiliate in order to establish proper supervision and times. This activity is completed by members of Habitat for Humanity clubs or youth organizations while under the supervision of a Habitat for Humanity affiliate.

Operation Playhouse (ages 16+)

An activity where groups of 10 to 12 youth fundraise in order to meet a donation requirement of \$2,500. The group then attends a Habitat for Humanity sponsored event, “Operation Playhouse”, and designs, builds, and decorates a playhouse. Each playhouse is completed in one day and donated at the end of the day to the children of a local veteran. This activity is completed by members of Habitat for Humanity clubs or youth organizations while under the supervision of the volunteer staff of Operation Playhouse.

The table below illustrates the essential components of engagement for each activity.

Table 3

Characteristics of Engaging Activities

Activity	Age	Hands-on	Fundraising	Education/ Advocacy	Social	Build Related	Community Impact
Welcome Basket	5+	X	X		X	X	X
Sign-a-Stud	7+	X	X	X	X	X	X
Flower Box Frenzy	10+	X	X		X	X	X
Food for Thought	12+	X	X	X	X		X
Polish the Place	14+	X			X	X	X
Operation Playhouse	16+	X	X		X		X

Most activities included in our complete list, Appendix Q, are either hands-on projects or fundraisers, although educational/advocacy activities have also been included. Based on our analysis of the data we collected, these activities will engage and maintain the interest of individuals who are interested in participating in HfH program activities. We have created a “menu” of options that includes a sampling of these activities broken down by age group. This menu, available in Appendix R, is an example of how our sponsor could use these activities as marketing material to expand its youth outreach. We have presented the menu in a brochure format which can be printed for distribution.

In order to evaluate the success of an activity, we have developed two short post-activity surveys, found in Appendices S and T, that can be completed by participants and organizers upon completion of an activity. These surveys will provide data that describe how enjoyable activities were to participants and how easy they were to organize and chaperone. Additionally, the surveys will allow participants and organizers to report whether they would like to repeat the activity and to offer suggestions for future improvements.

4.4 Summary

The analysis of our data has provided our team with information regarding how HfH can motivate and engage youth in volunteer activities. The next chapter outlines our conclusions and recommendations for HfH and how they can move forward to increase youth involvement in their programs.

Chapter 5

Conclusions & Recommendations

The goal of this project was to determine how Habitat for Humanity MetroWest/Greater Worcester (HfH) could expand local youth outreach and include more youth participants in engaging program activities, specifically those under the age of sixteen. In this chapter we discuss the conclusions drawn from our data analysis and the recommendations we have provided based on the analysis.

5.1 Conclusions

HfH does not currently have the tools necessary to begin the expansion of a youth outreach program. They have relationships with three HfH school clubs and occasionally work with other youth organizations. However, they do not currently offer any opportunities for individuals under the age of sixteen without a parent or guardian present. A lack of opportunities for those under the age of sixteen to get involved has left youth participants under the age of sixteen frequently under-utilized. This project has collected data and conducted background research regarding the ways that youth are motivated to become involved in organized/volunteer programs like HfH. We have also determined three types of activities that will engage youth and divided activities according to the age groups that are appropriate. These conclusions, along with our recommendations will provide HfH with resources to expand their youth outreach.

5.2 Recommendations

Database - In order to involve more youth in HfH program activities and expand youth outreach, HfH should use the database of contacts we have provided as a resource. The contacts in the database have all expressed interest in HfH sponsored activities for youth. Building relationships with these organizations or individuals will allow HfH to include more youth in program activities without utilizing their own facilities.

Menu of Activities - We recommend that Habitat for Humanity hand out the menu to any interested youth organizations, school clubs, or parents, including those which have been included in the database. The menu can also be made available at any HfH event or at the check-out counter of the ReStore, so that any interested youth, parents, or youth organizers can view a sampling of the HfH sponsored activities available to youth of different ages. By distributing this menu to interested parties, HfH will be able to show that opportunities to contribute to their mission are available for individuals of all ages. This menu will be one of the tools that HfH can use to begin expanding their youth outreach and involving more youth in program activities.

Website - We also recommend that HfH make the full list of activities in Appendix Q available for viewing on their website. These activities should be separated by appropriate age group, and the type of activity (e.g. Hands-on, Fundraising, Education/Advocacy) should be defined. In order to motivate youth to participate in activities, the webpage should explain how activities for youth aged sixteen and under

will have a positive community impact. For activities designated for youth over sixteen, an emphasis should be placed on learning skills, completing community service requirements, and gaining work experience. Youth organizations or individuals who are interested in participating in HfH sponsored activities might visit their website and find that no activities are currently advertised for participants under the age of 16 unless a parent or guardian is present. By creating a webpage that contains a list of activities that are suitable for different age groups, HfH will be able to offer activities to interested youth and therefore grow their youth outreach.

Further Research – Due to our time constraints, we were not able to test any recommended activities. In order to further an understanding of which activities are most successful, we recommend that when organizations choose to complete activities from the menu or the website, HfH provide these organizations with the two post-activity surveys found in appendices S and T. One survey can be distributed to participants and the other to the organizers. The data collected from the surveys will help HfH to alter activities or activity instructions if survey data shows a need and thus improve their youth outreach and relations with local youth organizations. Our hope is that HfH will engage individuals at a younger age and inspire them to continue volunteering into adulthood.

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APPENDIX A

Sponsor Description

Habitat for Humanity International (HFHI) (2016a, para.7; 2016b) is one of the largest non-profit, community service organizations in the world. Their mission is simply stated as, “Seeking to put God’s love into action Habitat for Humanity brings people together to build homes, communities and hope” (HFHI, 2016c, para. 1). In 2007, Habitat for Humanity Greater Worcester merged with the MetroWest affiliate to become Habitat for Humanity MetroWest/Greater Worcester (HfH).

HfH (2016d) partners with local, hardworking families who earn between 30 and 60% of the area’s median income and do not qualify for other homeownership programs (HfH, 2016d). Homeowners who get HfH-built homes are required to pay a monthly mortgage and contribute no less than 400 hours of labor into the building process. The goal of this system is to contribute to stable, sustainable, and self-reliant communities through the creation of proud homeowners.

HFHI operations are made possible through financial, material and voluntary contributions of local individuals, organizations, businesses and foundations. In 2016, major local sponsors included Thrivent Financial, National Grid, and Bank of America, contributing over \$50,000, \$25,000 and \$10,000, respectively (HfH, 2016e). Sponsorship opportunities include working on home builds, monetary or material donations, events, and operation playhouse, a unique program that brings together a team of individuals who build a playhouse for the child(ren) of a veteran.

Although HfH (2016c) employs twenty-two paid staff members, nearly all labor is provided by volunteers, some offering manual labor for construction or renovation of

homes while others might work to expand volunteer outreach. With over 500 active volunteers, HfH serves forty-two towns and cities in the MetroWest/Greater Worcester area. Notable permanent staff in the organization include board directors, who are responsible for creating policies guiding operations and also a number of individuals in leadership who manage day-to-day operations of branch locations. Additionally, paid staff members at branch locations such as MetroWest/Greater Worcester organize build sites, coordinate volunteers, and liaise with local governments and contributing partners. Employees especially relevant to our project include Molly Pietrantonio (Volunteer Coordinator), (Seth Jajliardo (Outreach Manager), Deb Huegel (Development Director-GW), and Bonnie Biocchi (Development Director-MW).

HfH is similar to other non-profits in Massachusetts in that they are all working to eliminate substandard housing. These organizations include Homes for Families (2015), Housing Families (2013), and Youth Build (2015). All of these organizations are independent and are neither partnered with nor in competition with HfH.

Habitat for Humanity MetroWest - Greater Worcester

Updated 12-7-2016

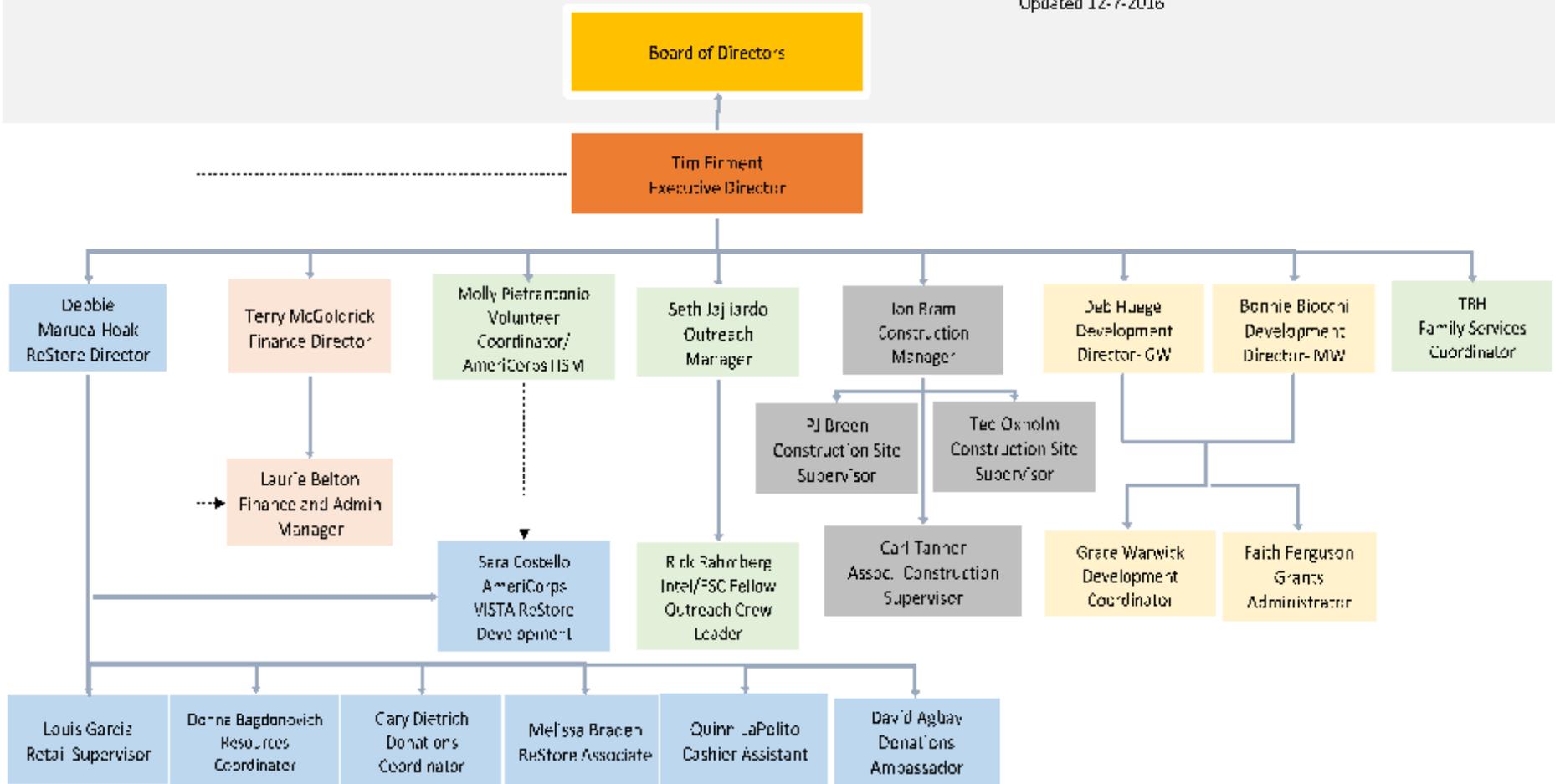


Figure 9. Habitat for Humanity Organizational Chart (2016a)

APPENDIX B

Interview Protocol for Youth Organization Leaders

Interview Protocol:

1. (Before interview) Request permission to use audio recorder prior to arriving to interview
 - a. If audio recorder is rejected, written notes will be taken to keep a log of interview results
2. (At interview) Read following statement
 - a. “Hello Mr./Ms. _____. We are Mack Eberhardt,/Eric James/Jack Kingston/ Renée Laliberte. We are a group of students from Worcester Polytechnic Institute working with Habitat for Humanity MetroWest/Greater Worcester (HfH) and we are attempting to identify ways in which Habitat can increase youth involvement. We will be using the data gathered from this interview to help solve this problem. The questions we ask you will be related to your experiences in dealing with, motivating, and maintaining the interest of people within or outside of your organization. We would like to remind you that this interview is 100% voluntary and at any point in the interview if you feel uncomfortable you may refuse to answer any question. If at any point you would no longer like to participate in the interview you may also quit the interview and it will be over. All data collected from this interview will be kept confidential and will be presented as anonymous unless you agree to allow us to quote you directly and use your name. At the end of the project, anonymous and aggregated findings will be presented to WPI and Habitat for Humanity leadership. Now, if it is ok with you, we would like to begin the interview.
2. Proceed with following questions
 - a. What is your position in your organization?
 - b. What are your responsibilities?
 - a. What age groups do you primarily work with?
 - b. Approximately how many young people are member of your program/organization?
 - c. How do you incentivize or motivate the youth in your program to actively participate?
 - d. What types of activities have you found to be most engaging?
 - e. Does this differ for different age groups? How so?
 - f. Do you break up your youth into different age groups? If so, what ages do you group together? Have you found this effective? Please explain.

- g. What challenges do you most commonly face when organizing MetroWest/Greater Worcester youth to participate in activities?
 - a. Have you ever organized or chaperoned an activity that involved the youth in your program collaborating with a non-profit organization like HfH, Salvation Army, or American Red Cross?
 - b. If yes,
 1. How often do you collaborate with non-profit organizations?
 2. What types of activities has your program been involved in?
 1. Which activities did you judge to be most successful/engaging for the youth? Why?
 - c. Do you have any recommended organizations that might have any insights on this topic? If so, whom should we contact at these organizations?
 4. (After interview) Those are all of our questions. If you have anything you would like to add you may do so at this time or contact us at hfh17@wpi.edu. We appreciate the time you took to speak with us. Thank you.

APPENDIX C

Interview with Sue Kholman, February 12, 2017

Renée Laliberte conducted this interview on February 3, 2017 at 10:30AM. Ms. Sue Kholman from the Maynard, Massachusetts Girl Scouts troop was the focus of this interview. The purpose of this interview was to collect information regarding how they engage and motivate Girl Scouts and what types of activities youth enjoy.

What is your position in your organization?

- Was troop leader and cookie mom
- Currently the co-service coordinator
 - Help leaders start troops
- Training for adults
 - Teach adults how to take troops camping
 - 3-4 trainings a year
- Help on committees
 - Volunteer recognition
 - For adults that go above and beyond
 - Meet online one or twice a week
 - Adult weekend planning committee
- Training for new leaders for how to start their troops

What are your responsibilities?

- Training- 2 types
 - Lodge- overnight heated cabin
 - Overnight tent training
- Prepare meals, tell them how to organize the patrols, chore charts
- Know curriculum- attend trainings every few months
- Train girls how to achieve their higher awards

What age groups do you primarily work with?

- Prefer 6 grade and up (one on one)
- Also works with the younger girls
- Do events with all ages
 - 7th grade up plan for 2nd grade up

Approximately how many young people are member of your program/organization?

- Maynard, MA (250 girls registered in GS, grades K-12)
 - 30-40% eligible girls are involved

How do you incentivize or motivate the youth in your program to actively participate?

- Make it fun
- Make it something they want to do
- Give them the leadership skills they need

- Involve mentorship activities (older girls and younger girls)

What types of activities have you found to be most engaging?

- Hand-on (anything)
- The lecture stuff doesn't work
- "discover, connect, take action"
- Bring them to the community and teach them what they can do to help

Does this differ for different age groups? How so?

- Progress- build on activities
 - Ex. Outdoor picnic-local camping trip-small hike-NH
- Girl Scouts have trips outlined for age appropriate things
 - Start local, move outward
- Expand their reach and what they can do as they get older

Do you break up your youth into different age groups? If so, what ages do you group together? Have you found this effective? Please explain.

- Daisy: Grades K-1
- Brownie: Grades 2-3
- Junior: Grades 4-5
- Cadet: Grades 6-8
- Senior: Grades 9-10
- Ambassador: Grades 11-12

What challenges do you most commonly face when organizing MetroWest/Greater Worcester youth to participate in activities?

- Their schedules
 - Girls today are super busy
 - After school meetings stopped working after 6th grade b/c the girls were too busy with other activities
- Once sports start it gets much harder to meet with people
- The key is to be flexible

Have you ever organized or chaperoned an activity that involved the youth in your program collaborating with a non-profit organization like HfH, Salvation Army, or American Red Cross?

- Yes
 - Food pantry- help stock shelves
 - Donate boxes of food around large holidays
 - Mother daughter tea where they ask for canned good donation
 - Frequent
 - Birthday Wishes- kick-off event for the town, everyone brought items to make birthday party boxes for people in shelters
 - Also had ice cream social
 - Good for all ages to participate
 - Had 50 boxes to donate by the end of the night
 - Try to get them to work with non-profits

Which activities did you judge to be most successful/engaging for the youth? Why?

- Hands-on

Do you have any recommended organizations that might have any insights on this topic?

If so, whom should we contact at these organizations?

- Boy and Girls Club
- YMCA
- Girls Inc. (Lawrence)***
 - Also a chapter in Worcester
 - Target inner city girls

4. (After interview) Those are all of our questions. If you have anything you would like to add you may do so at this time or contact us at hfh17@wpi.edu. We appreciate the time you took to speak with us. Thank you.

APPENDIX D

Interview with Tyler Tao, February 1, 2017

Renée Laliberte conducted this interview on Wednesday, February 1, 2017 at 2:00PM. Tyler Tao from WPI's RoboKids was the focus of this interview. The purpose of this interview was to collect information regarding the youth population in Worcester, MA, how they are involved in the organization, and types of activities that are enjoyed by its participants.

RENÉE: Hello, I'm Renée Laliberte. My partners unfortunately couldn't be here right now but we'll just move forward with the interview. We're a group of students from Worcester Polytechnic Institute working with Habitat for Humanity MetroWest/Greater Worcester (HfH), and we are attempting to identify ways in which HfH can increase youth involvement. We will be using the data gathered from this interview to help solve this problem. The questions we ask you will be related to your experiences in dealing with, motivating, and maintaining the interest of people within or outside of your organization. We would like to remind you that this interview is 100% voluntary and at any point in the interview if you feel uncomfortable you may refuse to answer any question. If at any point you would no longer like to participate in the interview you may quit the interview, and it will be over. All data collected from this interview will be kept confidential and will be presented as anonymous unless you agree to allow us to quote you directly and use your name. At the end of the project, anonymous and aggregated findings will be presented to WPI and Habitat for Humanity leadership. Now, if it is ok with you, we would like to begin the interview.

TYLER: It is okay with me to begin the interview.

RENÉE: Awesome. So what is your position in your organization?

TYLER: So in RoboKids I don't have a position anymore [but] I was the Vice President for three years.

RENÉE: What did the responsibilities that position you held entail and what are you currently doing as a member of the organization?

TYLER: So for Vice President it was mainly to figure out, with the help of the other officers, what activities we were doing and to order the supplies and make sure the supplies were present on the day the activity was scheduled.

RENÉE: What age groups do you primarily work with?

TYLER: They are 7-12 year olds.

RENÉE: And where do you find the youth?

TYLER: They are from Worcester Friendly House and so they go there as an after school program from local elementary schools.

RENÉE: Approximately how many youth are involved in your organization right now?

TYLER: Probably about 10-16. They are on an alternating schedule so we don't see them all at once.

RENÉE: So do you rotate out kids every week?

TYLER: Right, there are two groups so alternating weeks they will send one or the other.

RENÉE: Okay. How do you incentivize or motivate youth to be active in your program?

TYLER: Something that we've always done since I started there was at the end we would give them candy. So whether it was you would answer a question about what you learned on your way out or you would just get a piece of candy for completing whatever activity it was. And then also we do movie days at the end of the semester so for the people who come consistently we will just give them pizza and show a movie that they get to vote on.

RENÉE: That's cool. And they really like that because they get to hang out with their friends and stuff too?

TYLER: Right. And they get food and don't need to eat their bagged sandwiches and broccoli and every so often they will get to take whatever they made home with them, depending on what it is. [For example,] when we make little touch sensor flashlights they get a little LED and a button cell battery and they squish it and it lights up. So they really like bringing stuff home with them.

RENÉE: I've done that one before and it's super fun.

TYLER: Yeah.

RENÉE: What types of activities do you find to be most engaging in general? For example hands-on, educational, individual vs. group.

TYLER: We try to do just about all hands-on activities because while part of the organization is about getting them interested in pursuing higher education and coming to college, it's really about them having fun after their day of school. So we'll do a short bit of PowerPoint like "what is civil engineering?" and then we will go into building bridges and letting them just work. So they will all have a mentor and they'll be in groups of two or three. We found that any groups bigger than that would need more than one mentor just to keep them all working well together and to keep the group progressing instead of just getting stuck on one thing, like the shape of what they want to build and not just picking one and continuing.

RENÉE: Okay, and then when you are doing the mentors how many people do you typically have present for that and do you have anyone left over on the side if anyone needs further assistance?

TYLER: So what we try to do is, we try to do one mentor per every two kids and then usually probably the president and vice president, we would like them to be extras, we don't always have that many people. When we do have a lot of surplus mentors what we'll do is we will form a mentor team and they will build their own so they can either serve as an example or the students will try to make a tower that is taller than theirs.

RENÉE: Okay, so another motivational type thing?

TYLER: Yeah.

RENÉE: Cool. Do the activities differ for each age group coming or does everyone do the same thing?

TYLER: We have everyone do the same thing and in the past what we have done is try to pair up older kids with younger kids so that the older kid is more in a teaching role and everyone gets to complete the activity by the end of the class and people aren't stuck at the very beginning whereas the older kids were done half an hour ago and have just been sitting there. Because there is a difference in the two groups that come we tailor the activities for how much we think they can get done in that day. So sometimes we will just do less challenges or we will give them more materials to start out with.

RENÉE: Okay. And do people typically respond well to being in that teaching role? Like when you pair the older and younger students?

TYLER: They have in the past especially when we got kids that were back for their second year so they had already done the activity, so that made them feel good because they already knew what the answer was so they got to show someone else.

RENÉE: You said before that you don't really break up age groups for the most part, right?

TYLER: Right.

RENÉE: What challenges do you usually face when organizing the MetroWest/Greater Worcester youth to participate in your activities?

TYLER: Mainly just keeping them engaged because they are here on campus for two hours and especially in the springtime when they would prefer to go outside and run around and they don't want to just sit in the classroom, especially if the activity doesn't involve a whole lot of hands-on things for everyone in the group to be doing at once.

RENÉE: What do you do to overcome that challenge?

TYLER: We've stopped doing games at the beginning that make them get riled up and make them want to run and be very active. We've tried to make them come in and sit down and focus, kind of like when you go into school in the morning how you have to put your 'school mode' on. They will come in and we will do a more stationary activity so they aren't as inclined to just run around and be loud and talk over us.

RENÉE: Have you ever organized or chaperoned an activity that involved the youth in your program collaborating with a non-profit organization like HfH, Salvation Army, or American Red Cross?

TYLER: We have not.

RENÉE: No? Okay. Do you have any recommendations of any organizations that might have insight on the topic of youth engagement and anyone we should potentially contact at those organizations?

TYLER: You could potentially contact the employees of Friendly House especially if you were looking into potentially pursuing a partnership. I know that they'd be interested in getting more activities for the kids to do.

RENÉE: And then for Friendly House, when they plan the activities for the kids do they usually send them offsite somewhere else? Or do they have people that stay there and do activities with them as well?

TYLER: I don't know all of the organizations that they go to. I know they go to other places besides WPI, but I am not sure where they are. And they always send one adult who stays with them the entire time and so it depends on the person. We've had people in the past participate in the activities with them and keep them on topic and keep them motivated to keep going. We've also had people that just sit there on their phones and only intervene if they all start yelling. So it kind of depends on who you get there. But I know they are having problems right now bringing the kids anywhere because they don't have a van.

RENÉE: Okay, so transportation can be a problem sometimes?

TYLER: Yes.

RENÉE: Okay so those were all of our questions. If you have anything you want to add to the interview you can do so at any time by contacting us at hfh17@wpi.edu. We appreciate the time you took to speak to us. Thank you.

APPENDIX E

Interview Protocol for Habitat for Humanity Employees

Interview Protocol:

1. (Before interview) Request permission to use audio recorder prior to arriving to interview
 - a. If audio recorder is rejected, written notes will be taken to keep a log of interview results
2. (At interview) Read following statement
 - a. “Hello Mr./Ms. _____. We are Mack Eberhardt/Eric James/Jack Kingston/Renée Laliberte. We are a group of students from Worcester Polytechnic Institute working with Habitat for Humanity MetroWest/Greater Worcester (HfH) and we are attempting to identify ways in which Habitat can increase youth involvement. We will be using the data gathered from this interview to help solve this problem. The questions we ask you will be related to your experiences in dealing with, motivating, and maintaining the interest of people within or outside of your organization. We would like to remind you that this interview is 100% voluntary and at any point in the interview if you feel uncomfortable you may refuse to answer any question. If at any point you would no longer like to participate in the interview you may also quit the interview and it will be over. All data collected from this interview will be kept confidential and will be presented as anonymous unless you agree to allow us to quote you directly and use your name. At the end of the project, anonymous and aggregated findings will be presented to WPI and HfH leadership. Now, if it is ok with you, we would like to begin the interview.
2. Proceed with following questions
 1. What is your position in HfH?
 - b. What are your responsibilities?
 - c. How do you market/promote HfH to potential volunteers?
 - d. Do you have different strategies for targeting different demographics?
 1. If yes, how do you target youth under the age of 16?
 2. If no, why not?
 - b. Do you know of any youth outreach programs your Habitat for Humanity affiliate currently has in place? (i.e. school clubs, partnerships with other organizations, etc.) Please explain.
 - a. Are you aware of any volunteer activities available for young people who are not yet old enough to volunteer at ReStore or at a Build Site?
 1. If yes, have you ever lead one of these activities or programs and what are they?
 - b. Are there any youth volunteer activities that that you have tried in the past that

you judged to be successful and engaging for the youth? Unsuccessful?

1. If yes, what was the program and is there any way that it could have been improved? Please explain why an activity was deemed to be successful.
- b. Do you have any ideas as to how youth could be engaged in HfH?
1. If yes, please explain what they are and why you think they are effective.
1. (After interview) Those are all of our questions. If you have anything you would like to add, you may do so at this time or contact us at hfh17@wpi.edu. We appreciate the time you took to speak with us. Thank you.

APPENDIX F

Interview with Molly Pietrantonio, February 3, 2017

Eric James conducted this interview on Friday, February 3, 2017 at 10:30AM. Molly Pietrantonio, the volunteer coordinator for HfH was the focus of this interview. The purpose of this interview was to collect information regarding the status of the current youth outreach in place at HfH.

ERIC: Hello Molly. We are Mack Eberhardt/Eric James/Jack Kingston/Renée Laliberte. We are a group of students from Worcester Polytechnic Institute working with Habitat for Humanity MetroWest/Greater Worcester (HfH) and we are attempting to identify ways in which Habitat can increase youth involvement. We will be using the data gathered from this interview to help solve this problem. The questions we ask you will be related to your experiences in dealing with, motivating, and maintaining the interest of people within or outside of your organization. We would like to remind you that this interview is 100% voluntary and at any point in the interview if you feel uncomfortable you may refuse to answer any question. If at any point you would no longer like to participate in the interview you may also quit the interview and it will be over. All data collected from this interview will be kept confidential and will be presented as anonymous unless you agree to allow us to quote you directly and use your name. At the end of the project, anonymous and aggregated findings will be presented to WPI and HfH leadership. Now, if it is ok with you, we would like to begin the interview.

ERIC: What is your position in Habitat for Humanity MetroWest/Greater Worcester?

MOLLY: I'm our volunteer coordinator.

ERIC: What are your responsibilities?

MOLLY: As volunteer coordinator I pretty much help and facilitate anyone unpaid with the organization, which is like 95% of it. So I might not have direct supervision over all of them but I am more of like the affiliate funnel, I guess you could say. I find the people and I funnel them where they need to go. So I do outreach with groups for ReStore volunteers, build site volunteers, intern, AmeriCorps members, maintaining our active accounts with local colleges about internship opportunities, and I do outreach events. So I'm out and tabling at college fairs, farmers markets, community events... so I'm just that big old funnel and I help people get connected with Habitat, find their way, get them out to the build sites, get them to ReStore, and all of the logistical stuff in between. So that's pretty much what I do.

ERIC: So do you arrange most of the groups of people that go to the sites?

MOLLY: Yeah. I arrange all of our calendars: our build site calendars. For some of our heavy hitters, like big corporate groups, I don't have a hand in asking them to donate money, that's our development team, but once they've secured a financial donation then

they cc me on it and I tell them “here is your safety waiver”, “wear closed toed shoes”, that kind of stuff.

ERIC: So you aren't out there closing big deals with corporate groups?

MOLLY: No, I'm not. I might table at those big corporate events and connect them to the right people. For example, if I got a call from someone at Puma I would send that phone call to my development director. So I just kind of play the switchboard.

ERIC: How do you market/promote Habitat to potential volunteers?

MOLLY: We do a lot of outreach events and I'm trying to get that to be a little bit broader. So we recently started hitting up the farmer's market field, which has been a lot of fun. Different networks for us, sometimes they want us there or they don't want us there, it's difficult because it's like lettuce, lettuce, lettuce and that annoying non-profit, which is fine but mostly we want to target where we are building. So right now we are building in Northborough so we did Apple Fest and we had those students march in a parade about Apple Fest. In Holliston we did their town day. But usually come March/April we do a lot of Earth Day events. So typically we go to Hanover for their Earth Day event, UMass Med has one... So outreach comes in a whole variety of ways but most effective is word of mouth. It's people that have met me at that farmer's market or met me at a college fair is where I typically get most of that outreach.

ERIC: Do you have different strategies for different demographics?

MOLLY: Yes, for sure. For example, for Earth Day events, any tabling we do with Earth Day is very ReStore centered so I really heavily promote ReStore because what's a big part of ReStore is recycling. That's a big pull there. So when I'm doing, for example with Hanover or UMass, we really do push a lot when it comes to ReStore. But at a farmer's market I'm also potentially talking to applicants, like homeowner applicants because homeowners are again everywhere. Depending on where the event is and what we think the population is, I have information about everything about all of our programs, so I guess it just depends on what we want to promote at the time. If there are things we really want to push, then that's what we push, or it's usually like “here's our menu, come and we will tell you about everything”. We do one behind the commons in Downtown, the Thursday out to lunch, and that's a mixed bag because you have business individuals who work Downtown coming to go to the food trucks and all of that good stuff, you have bless and Worcester's finest just doing their thing so I have a lot of conversations about how our selection process works but we are also networking with other organizations there as well, which helps.

ERIC: What about youth under the age of 16?

MOLLY: Nothing. Nada. Zip. Nothing, absolutely nothing.

ERIC: Do you know any youth outreach programs your Habitat for Humanity affiliate currently has in place? We know you do have some partners with after school clubs like Algonquin, Marlborough, and Worcester Academy.

MOLLY: Yeah, even then it's still 16+. Whoever comes through our door, it's 16+, we randomly do some stuff with National Honor Society students, I know that, in the past, we have worked with kids from St. John's and St. Peter Marian and maybe Notre Dame.

ERIC: Are you aware of any activities for youth not yet old enough to volunteer at ReStore or a build site?

MOLLY: It looks like there are some really great ideas. So I talked to one of my counterparts at South Shore yesterday, Sarah, and I called her for a completely different reason but she had a really good idea on how to engage with lunch sponsors and faith groups. She was saying that she has from the youngest of participants decorate the brown bags, and then the next step up helps to put together the lunches so they are putting together the peanut butter and jelly sandwiches, and maybe the Women's' Club is making the brownies, and then another group is the one that delivers them. It was a really good idea so I actually proposed it. I got an email from a church in Holden wanting to do a lunch sponsorship so I kind of phrased it like you can have your younger kids help decorate bags with well wishes or fun pictures and then all of the different steps: multilevel, there are multiple steps, everyone can do it after church or Sunday school. So that was a good conversation and a new idea so I'm definitely going to incorporate that one. I thought it was really cute.

ERIC: Are there any youth volunteer activities that you have tried in the past that you have judged to be successful and engaging or unsuccessful? We know the birdhouses were not successful.

MOLLY: So I have told you about the birdhouses with the middle school kids, that was a hot mess express, we also worked with the JCC summer camp. So we agreed to take some of their friends and we needed to repaint our picnic benches. I think more paint was on those kids and the grass and the parking lot than the tables. I was like "how hard could it be? We got some paint brushes, we've got like eight kids, and it'll be fine."

ERIC: How old?

MOLLY: Clearly not old enough. I don't remember. It had to be under 15, so I'm thinking 10-13. And also they're so mean. Oh my god. So mean. So me and my coworker at the time, who is no longer with us, when the JCC approached us again we kindly said "hard pass, good luck". We just wanted these picnic benches painted. So I put my neck out there and want to think the best of these youths, but man or man was that another tragic experience.

ERIC: So those were the only two [experiences]?

MOLLY: Yeah and they were like a year and a half in between too. So my coworker and me came in with fresh eyes, but they're camp counselors weren't much better

because they were maybe 16. I now only want the JCC if they are 16 or over because otherwise they probably aren't facilitated and that can't [work].

ERIC: Do you have any ideas for how youth can be engaged in Habitat? Obviously we know that you have ideas.

MOLLY: Yeah, we have plenty of ideas. It's just executing the ideas.

ERIC: I think Marlborough's coffee house was a great idea.

MOLLY: That was a great idea! That was a really good idea and I think people would be into it. It's almost like a talent show but more casual. I'm behind that. I think that's a really great idea. So how can we promote that with the other clubs would be great.

ERIC: Those were all of our questions. Thank you for your time.

APPENDIX G

Interview with Gretchen Cundiff, February 2, 2017

Renée Laliberte conducted this interview on Friday, February 2, 2017 at 1:30PM. Ms. Gretchen Cundiff from the Forsyth County North Carolina Habitat for Humanity affiliate was the focus of this interview. The purpose of this interview was to collect information regarding how youth are involved in the organization and types of activities that they enjoy.

What is your position in HfH?

- Marketing and Volunteer Engagement manager

What are your responsibilities?

- Oversee the marketing digital wise, social media/website
- Run orientations for prospective ReStore volunteers
- Plan annual volunteer appreciation event
- Oversee youth programs (primarily high school students)
 - Working with 6 schools
 - 1 really well established club with 2 advisors
 - They did nickels for nails and donations drive, raised \$1400 is one week, tabled during the week and left boxes in the classroom
 - Half time shot competition (donate to join)
 - Some clubs more involved than others, seems to be dependent on advisers

How do you market/promote HfH to potential volunteers?

- Postings on volunteer websites (volunteer match, local service hub)
- Collegiate challenge program (opened volunteer lodge- trying to raise awareness)
- Calls for social media posts at least once a week
- E newsletter blasts
- Print newsletters mailed out 2-3 times a year
- Participate in community fairs to table
- Offer lunch and learn opportunities for businesses

Do you have different strategies for targeting different demographics?

- High school students
 - Emails haven't been as effectively lately
 - Have habitat remind me through the schools
 - Send texts to students in blast
 - Rely on student leaders and club advisers to communicate/recruit
 - Announcements at school
- College students
 - School related community service work
- Older populations
 - Assisted living/independent living- volunteer at ReStore
 - Special woodworking crew
- Cornerstone crew

- Rigorous training and get certified to lead on build site
- Deconstruction crews
 - Recruit past

Do you know of any youth outreach programs your Habitat for Humanity affiliate currently has in place? (i.e. school clubs, partnerships with other organizations, etc.)

Please explain.

- Pretty much just high school for now
 - Don't have many opportunities for 14
 - Have case by case
- 5K fundraiser
 - Can have people younger than 14

Are you aware of any volunteer activities available for young people who are not yet old enough to volunteer at Restore or at a Build Site?

- Every year they encourage high school students to fundraise to build a habitat house
 - 6 schools work together
 - On their 14th youth sponsored house
 - Allows younger people to participate
 - Letter writing campaigns have worked well
 - Soliciting
 - Bake sales, car wash, etc.

Are there any youth volunteer activities that that you have tried in the past that you judged to be successful and engaging for the youth? Unsuccessful?

- Nickels for Nails tend to be successful in schools and churches
- Collaborated with high schools and culinary arts departments
 - Pie sales- made almost \$7500
- Plan Raise the Roof for Restaurant week
 - See if local restaurants will donate a fraction of their proceeds of one night to Habitat

Do you have any ideas as to how youth could be engaged in HfH?

- Engage youth of Habitat homeowners
 - Get them more involved regardless of age
 - Have high school students tutor homeowner children
- Financial literacy workshop every summer
 - Homeowners and their children and other areas they are serving
 - They have a few elementary schools nearby that are struggling

Youth Sponsored Houses

- Offer monthly building opportunities
- Youth are always part of the house dedication
- Homeowners sometimes attend youth meetings

- Once a month for high school students where they can get updates about Habitat
- Allows them to see something tangible

Have a youth brochure

- Shows youth days and volunteer opportunities
- Send to principals and teachers

APPENDIX H**Permission Request Letter to Parents**

Dear Parent/ Guardian,

Habitat for Humanity MetroWest/Greater Worcester, a local non-profit organization, is looking to create new curricula and activities for youth to participate in. We are a group of Worcester Polytechnic Institute students conducting research to make this possible. We would like to speak with your son/daughter to determine what he/she would like to get from the youth groups and their activities. This information will help develop a curriculum of Habitat for Humanity activities that children could enjoy.

We are asking that we may have permission to speak with your son/daughter to ask him/her questions about their hobbies and activities. This will be done in a semi-structured interview type setting and all students' names will remain anonymous in our project.

Sincerely,

Mack Eberhardt
Eric James
John Kingston
Renée Laliberte

APPENDIX I

Interview Protocol and Questionnaire for Youth Individuals

Youth Interview Protocol

The purpose of this document is to outline a protocol for conducting interviews; specifically, with youth program participants. Interviews may slightly vary depending on the age of the participant. We are interested in attending meetings for youth programs as guests to meet with the children and get to know more about their experiences with their organizations. The information collected from these interactions will help us determine what aspects MetroWest/Greater Worcester youth value in their organizations.

A condensed version of this protocol was used as questionnaire to gather data from groups. This was done to save time and for the convenience of the youth participants as well as the group leaders/advisors responsible for organizing the group.

Youth Interview Protocol:

1. (Hello. My name is [name]. I'm a local WPI college student working on a project in order to discover what makes youth, like you, participate in organized activities. If you don't mind, I have a few questions to ask you regarding what attracted you to this organization and what makes you continue to return. Your name will never be used in our report and if at any point you don't want to answer a question, just say so and we can skip over it.
2. Proceed with the following questions
How old are you? _____ Gender? _____
 - a. How long have you been involved in [insert name of program here]?
 - b. How did you find out about this organization?
 - c. Why did you want get involved with this organization?
 - d. What is your favorite activity that you have done as a part of this group? Why?
Is there anything that you think could be done to make being involved in [insert name of program here] more fun? Please explain.
 - e. Have you ever heard of Habitat for Humanity?
 1. If yes, how did you hear about it?
 - b. Have you ever volunteered for a local organization or a local cause?
 1. If yes,

1. With what organization and what did you do?
2. What motivated you to volunteer?
3. Did you enjoy your experience? Why?
4. What in particular did you enjoy?
2. If no
 1. What would have made it more fun?
 2. Why?
- b. What would make you want to volunteer?
 1. E.g. Being with friends, free food, the rewarding experience, etc.
- b. Do you use social media?
 1. If yes, what is your favorite social media app?
 2. Do you think it would be more convenient for your program organizer to utilize social media in order to reach out to youth and organize activities/events? Please explain.
2. (After interview) Thank you very much for answering these questions. The information you gave me was very helpful and will be used to help create fun activities for Habitat for Humanity.

Youth Interview Questionnaire

1. How old are you? _____ Gender? _____
2. Organization?
3. How did you find out about this organization?
4. Why did you want to get involved with this organization?
5. What is your favorite activity you have done as part of this group?
6. Have you ever volunteered for a local organization or a local cause?
7. What organization did you work with and what did you do?
8. What motivated you to volunteer?
9. Did you enjoy your experience(s)? Why or why not?
10. Is there anything that you think could have made your volunteer experience more fun?
11. What would make you want to volunteer? (i.e. being with friends, free food, the rewarding experience, etc.)

APPENDIX J

Youth Interview Questionnaire Responses

How old are you?	What is your gender?	Organization	How did you find out about this organization?	Why did you want to get involved?	What is your favorite activity you have done as part of this group?	Have you ever volunteered for a local organization or a local cause?	What organizations have you worked with and what did you do?	What motivated you to volunteer?	Did you enjoy your experience(s)? Why or why not?	Is there anything that you think could have made your volunteer experience more fun?	What would make you want to volunteer? (i.e. being with friends, free food, the rewarding experience, etc.)
16	Female	LHS Variety Show	My parents were in it and told me how much fun it was and I saw flyers and heard announcements at school.	I wanted to get involved because I think it's really cool to have a student made production. Also it is a proud Lincoln tradition I wanted to join.	My favorite part of V-show is the friendships and connections made. People who had never met before come together and make a show that is entirely student run and are able to meet a diverse group of students they otherwise would not have met.	Yes	Roger Williams Park Zoo- CIT at Zoo Camp and Junior Keeper St Jude's Church-Sang in Children's Choir	I was brought up being involved in the organizations and when I was old enough to give back I wanted to help give other students and kids the experiences that helped shape who I am as a person.	I enjoyed my experience because I was able to meet so many new people and see first-hand the work I had done.	I think more independence for teen volunteers and better communication would have made my experience better.	I think making volunteering times flexible and accommodating to a school schedule as well as making it interest based so people can do things they like to do or are good at.
15	Female	LHS Variety Show	I used to come see the show as a kid with my parents	My friend made me do the tech interview	I love the sense of community	Yes	No specific organization, just local soup kitchens and such		I did, I think it taught me a lot about lives that are different from me		Being with friends, free food, and a rewarding experience

17	Male	LHS Variety Show	One of my friends in the show told me about it	It seemed like a fun thing to do outside of school and their tech crew needed help so, I figured I would join	My favorite part is simply being able to hang out with my friends, but also other kids in my school that I would normally never talk to	Yes	My Boy Scout troop helps a lot of organizations such as the relay for life. Outside of Boy Scouts I have volunteered at a hospital during the summer	I needed a productive way to fill time, and volunteering seemed like a good option	Yes, the experience I gain from volunteering allowed me to help out people while, have fun and learn something new		Simply having more time to do it and my friends would be a great motivator
17	Female	LHS Variety Show	Everyone in Lincoln pretty much knows about it.	I knew it was a big part of the high school so I wanted to be part of it.	Definitely the February break rehearsals. Vshow cast and crew takes over the school and it's our major chance to bond.	Yes	I do a lot of work with Center for Dynamic Learning.	I was part of their theatre program when I was younger so now I help out.	I like helping the kids and I've come to know the staff well.		Friends
15	Female	LHS Variety Show	My sister	It seemed like a great activity to get to know more people.	The people and how fun it can be.	No					Being with friends, I would love to in general!
18	Female	Girl Scouts	My mother	It seemed fun and my friends were doing it	We went to Disney and it was really rewarding to know we had raised all the money to go	Yes	Hingham robotics team and the Hingham Girl Scouts house	I like that I get to help people and meeting new people	Yes I always felt that I made a connection whenever I helped		Rewarding experience
11	Female	Girl Scouts	Newspaper	Trips	Badges, feeling accomplished	Yes	Congregational Church, helped elderly and made soup	Mom	Yes, I realized waiting on people was fun and maybe I could be a waitress	More people there	Rewarding experience

13	Female	Girl Scouts	My mom was a Girl Scout	I like learning about the outdoors, and how I can make the world a better place	Going to savannah Georgia and seeing Juliette Gordon Lowe's house, because I got to learn about the woman who started the organization	Yes	Lowell wish project sorting clothes, making birthday bags, Paul center painting cabins, and the lowest transitional center, helping make and serve meals	My family	Yes, because I was helping people in need	Doing it with friends	Friends, and treats
13	Female	Girl Scouts	Friends	My brother did cub scouts and it seemed like fun	Encampment because it's fun to run workshops and have a good time with all your friends in Girl Scouts	Yes	The Paul Center, we organized a book drive to update their library and color coded the books to make it easier for the kids to find books that interest them.	Bronze award project	Yes we had fun helping out the kids	Not sure	Having fun with friends to help others out.
11	Female	Girl Scouts	School	My mom got me involved	going to Rocking Horse Ranch	Yes	St. Paul's Feeding Ministry. Serve food.	To be a part of the group and help out.	Yes, it made me feel good to help others.	No	Being able to help others
14	Male	NYLT	scoutmaster	become a more advanced leader	first week as a member, lots of fun	Yes					helping a good cause
13	Male	NYLT	Boy scout troop is really into it	To make myself a better leader	Everything because u get to meet new people and help guide and lead other people	Yes	YMCA	To help kids	Yes fun meeting new people	No	Gets mind of stuff and you can relax

16	Female	NYLT	Family	It is a great program that helps youth gain stronger leadership skills and people skills in general	Getting to grow as a person and spreading my knowledge of the program to others	Yes					Rewarding experiences and friends
18	Female	NYLT	One of the adults in scouting	To better my skills in front of crowds.	Giving advice and presentations to kids	Yes	I work at the Falmouth Service Center helping with their community garden and seasonal events. I also work with the Salvation Army to serve lunch to homeless on Cape Cod.	The idea that I am able to help others.	Yes! They felt rewarding and I had pride in my actions, knowing I could make a difference.	More bonding with other volunteers, or more people my aged.	Rewarding experience, little preparation.
15	Male	NYLT	(Paper handouts) my troop committee	I was motivated to train myself to become a better leader, teacher, and spiritual advisor through my time on staff.	Course, itself.	Yes	Diapers n Things, Gifts to Give	To see huge strides of improvement arise in my fellow citizens	Absolutely; the people who I worked for and with were incredibly altruistic and selfless, in and out of the workplace. Seeing the results take flight in the community was beyond satisfying and motivational.	If more people MY age assisted	Rewarding experience, promises of personal growth, similar age groups/similar ability groups
17	Male	NYLT	My scoutmaster told me	To improve my leadership	Staff a course because to actually help provide the experience I took part in is amazing	Yes	I collected and sorted donated food for Doorways in Seekonk, Ma	A drive to help others	I do because I spend time with people who are a family to me	No	Helping others

15	Male	NYLT	My troop's scoutmaster	It is a wonderful program that teaches useful leadership skills to youth.	The courses that are taught during this program because of the valuable skills and traditions that are part of the course.	Yes	West Greenwich Land Trust, we cleaned trails near a pond.	Helping the environment and knowing I am making an impact on the community	Yes, I enjoyed the experiences mostly because I did these activities with people I knew and we're friends with.	No	The organization being useful to the environment or the education of people.
18	Male	NYLT	Home troop	To further my leadership skills and to learn how to work better as a team	My favorite activity would be the team building games we play because it brings out different strength in everyone	Yes	I have done extensive volunteer work for S.A.L.T.Y teaching and guide youths and adult how to sail and safely operate all types of water craft	Seeing how much other people who are in need benefit from volunteers	I enjoyed my experiences because it showed how a small effort by one individual can help many	No, nothing that I can think of	Just being with friends
15	Male	NYLT	My troop always sends people, I was next in line	It is a great program that trains you for the future	RFA (Realistic first aid) - It shows real life scenarios that could happen	Yes	Toys 4 tots	My family has all served in the military	Yes giving back felt great	No my experience was pretty great	Food and being with friends definitely helps but just feeling good about myself and knowing I helped someone today is the main goal.
15	Male	NYLT	My scoutmaster	I really liked it	Favorite Active that I've done as part of NYLT is helping set up the camp because it is a way to get my energy out	No	NJROTC car was and community events	I like doing community events what can I say	Yes because I just like community events	Not really no	The Experience and rewards
16	Male	NYLT	Recommendation by past participant.	To grow my skills.	Making lifelong friends that are fun to be around.	Yes	Narrows Center for the Arts, festival setup/cleanup.	Need for hours	Yes, got to see behind the scenes and spend a day at the festival.	Not much	Good work experience

15	Male	NYLT	Other scouts in my troop	It is a great program and I knew it would have major benefits in the end.	I enjoyed the team building activities that made us work as a team but also had a lot of fun doing it.	Yes					I would want to volunteer for the rewarding experience and the work experience, but the free food is always a plus.
16	Male	NYLT	My scoutmaster recommended that I sign up for it.	It's a fantastic opportunity for scouts to expand their leadership skills	Overnight staff developments	Yes	Normal Bird Sanctuary as a Teen Green Trail Guide and an Assistant Naturalist in Training; and at Catholic Social Services as a gift wrapper.	I like helping out other people, and I enjoy the jobs I have to do.	Yes	Nothing that I can think of off the top of my head.	Mostly meeting people that are similar to me. Experience is another big part of it, because it can be useful in college and job applications.
16	Female	NYLT	The leader	To become a better person and to make a Difference	Going camping and it Builds Relationship so we can Communicate better	No					Enjoying peoples company and being able to make people happy
17	Male	NHS	School	Resume, liked leadership roles	volunteering at the St. John's soup kitchen	yes		Resume	Yes, going with friends	No	I want to be a lawyer, opportunities to build resume
17	Male	NHS	Campus ministry	Opportunity to help others	servicing and giving back to the community	yes		Helping others	Yes, interacting with people is fun	No	Opportunity to help others
17	Male	NHS	Campus ministry	Friends told me to join	service trips/service days	yes		Seeing friends do it	Yes, get to see and meet a lot of people	No	Being able to volunteer with friends

APPENDIX K

Focus Group Protocol and Questionnaire for High School Clubs

Focus Group Protocol

The purpose of this document is to outline our protocol for conducting focus groups comprised of members of existing Habitat for Humanity (HfH) clubs. We are interested in attending a regularly scheduled meeting for each of the existing after school clubs to ask them about their experiences with HfH. The information collected from these interactions will help us determine what keeps these students involved with HfH and what they would like to see from the organization.

One member of our team will moderate the focus group while the remaining members observe the discussion and take notes. Our group sizes will consist of five to ten participants, depending on how many students are present in the club meeting and their ages.

A condensed version of this protocol was used as questionnaire to gather data from groups. This was done to save time and for the convenience of the youth participants as well as the group leaders/advisors responsible for organizing the group.

Focus Group Protocol:

a. (At focus group) Hello. We are Mack Eberhardt/Eric James/Jack Kingston/Renée Laliberte. We are students from Worcester Polytechnic Institute and are working with HfH MetroWest/Greater Worcester to help create more activities that student groups like yours can participate in. We will be using the information we learn from you to help us with our work. You are the experts on what types of activities would be appealing to you. The questions we ask you will be related to what you like and would wish to see from the organization. We would like to remind you that this interview is voluntary and at any point in the focus group, if you feel uncomfortable you may refuse to answer any question. If at any point you would no longer like to participate in the discussion you may let us know and it can be finished. All data collected from this focus group will be kept confidential and will be presented as anonymous. At the end of the project, anonymous and aggregated findings will be presented to WPI and Habitat leadership. Now, if it is ok with you, we would like to begin.

Provide the focus group questionnaire to each participant before beginning.

- b. Do you feel that HfH (MetroWest /Greater Worcester) is currently utilizing your clubs' potential? How would you like to see the Habitat for Humanity branch play a more active role in this club?
- c. For those of you who have not yet gone on a build, are you looking forward to a Build or would you rather contribute time to fundraising and increasing awareness? Please explain the reasons for your answer.

- d. Do you have any suggestions of activities your group has done in the past that new Habitat clubs might enjoy?
1. If yes, please explain what they are and why they are enjoyable.
- d. Why are you here? What motivated you most to become a part of this HfH club?
- social aspect and having fun
 - resume building
 - desire to help provide homes for those in need
 - other (explain)
- e. What type of HfH related activities are you most interested in being a part of?
- fundraising
 - build related
 - ReStore related
 - “In club” activities
 - other (specify)
- f. What suggestions do you have for Habitat for Humanity activities that could be fun and engaging for High School students? Middle School students? Younger?

Focus Group Questionnaire

1. How old are you? _____
2. Gender? _____
3. How long have you been involved in your HfH club?
4. How did you find out about this group?
5. What is your favorite activity that you have done as a part of this group?

APPENDIX L

Algonquin Regional High School Focus Group

Interviewees: 10 Algonquin Regional High School HfH club members

Location: Algonquin Regional High School, Marlborough, MA

Moderator: Renée

Note-takers: Mack, Jack, and Eric

Summary –

- This is a new group; they recently finished raising the money necessary to become a recognized Habitat for Humanity campus chapter.
- They have not yet done any activities with HfH, partly because they are so new but also because activities beyond the build site and ReStore have not been offered to them.
- Everyone in the club wants to go on a build but they all feel that the fundraising aspect is necessary for sustainability of the club.
- They completed one fundraising activity in the past, called sign-a-stud, that they particularly enjoyed. This involves bringing a stud to the cafeteria during lunchtime and charging other students a dollar to sign it. The stud then gets donated to HfH and built into a local home.
- This activity got some of the club members out of their comfort zone and allowed them to socialize with new people.
- Most students joined the club because friends were already involved but many also cited that being involved with HfH is a unique volunteer opportunity allowing participants to build a house. Other community service clubs can be limited to fundraising. One student specifically cited that she wanted to join the HfH club at school because she wasn't old enough to join the age sixteen and up club at her church.
- Students in the club are most interested in participating in build events, but still expressed an interest in fundraising. Some students stated that they were also interested in raising awareness and educating others about HfH's mission.
- The students then gave recommendations for activities that might be fun/engaging for other youth.
 - Dance-a-thon: an activity where youth find someone to donate money to HfH depending on how long they dance
 - One girl works at a pottery studio and recommended that students come in and pay to build a piece of pottery. The piece is then donated to the homeowner and profits from the pottery studio are donated to HfH.
 - "North-South Day": a day where 8th graders from two local middle schools meet for the first time before attending their regional high school. The club could go there and table in order to raise awareness and recruit new members.

- The students expressed interest in a mentorship type program, whether it is with younger students or college campus chapters.
- A school event where 5 teachers each are assigned a jar. Students are invited to donate money to the jar of their choice and whichever teacher’s jar gets the most money, the teacher must dress up in a costume of the students choosing.
- Selling t-shirts, with a HfH design made up of the school’s colors, during sporting events.
- Applefest: a local community event with a BBQ, music and family fun games where club students can advocate for HfH.

Table 4

Algonquin Regional High School Focus Group Questionnaire Responses

How old are you?	Gender	How long have you been involved in your HfH club?	How did you find out about this group?	What is your favorite activity that you have done as a part of this group?
16	F	1 year	my friend	making posters
16	M	6 months	friends	Applefest
15	F	3 months	friend	Applefest
16	F	since the beginning	friends	Bake Sale
16	F	since we took the club picture, I just wanted to be in it	friend	I haven't done any
16	F	6 months	created club @ Gonk	ReStore, AppleFest
16	F	5 months	TV-> Church-> School	Candy
16	F	6 months	I started the club at Algonquin	Sign a Stud, AppleFest
15	F	3 months	friend	Sign a Stud
15	F	6 months	friends	Parade (AppleFest)

APPENDIX M

Marlborough High School Focus Group

Interviewees: 7 Marlborough High School club members

Location: Marlborough High School, Marlborough, MA

Moderator: Eric

Note-takers: Mack, Jack, and Renée

Summary –

- A relatively new club that was recognized by Habitat for Humanity International (HFHI) in 2015.
- HfH has been good at connecting with them to sign students up for build events and ReStore volunteer opportunities, but they need more for those under the age of 16.
- Every student we spoke with has participated in a build event where they did demolition. They also recently participated in Operation Playhouse, a HfH run event where volunteers build playhouses for children of veterans.
- Students were excited to talk about the demolition project that they had recently worked on, expressing that this was their favorite activity so far.
- The club spent much of their first year fundraising in order to raise the money necessary to pay dues required by HFHI (to be recognized).
- All of the students in the club were friends of the founders but they also stated that they were motivated to join the club because they wanted to get out there and do more for the community and help others.
- One student expressed that National Honor Society offers community service opportunities, but these opportunities are random and not as meaningful to their community.
- Students also said that they enjoy volunteering with their friends because it never feels like work.
- Some fundraising activities they suggested might be enjoyable include
 - Selling chips and t-shirts with the habitat logo on them during the school pep rally.
 - Coffee House: event where a local Starbucks donates coffee and students pay to come and listen to fellow student musicians.
 - Movie night: a night where students can pay a small donation to come see a habitat related movie.
 - Dance-a-thon: an activity where youth find someone to donate money to HfH depending on how long they dance. Although students were interested in doing this at their school, administration did not allow it.
 - Gardening: students suggested that providing gardening/landscaping for HfH homeowners might be fun, especially for those under the age of 16.

- Lego building contest: youth attempt to build Lego houses and are judged on their homes.
- Outdoors Relay for Life: karaoke, talent show, hypnotist show, etc. while others walk around a track and get donations for it.

Table 5

Marlborough High School Focus Group Questionnaire Responses

How old are you?	Gender	How long have you been involved in your HfH club?	How did you find out about this group?	What is your favorite activity that you have done as a part of this group?
18	F	2 years	Friend that started club	Demolition
17	F	2 years	She's a co-founder	Demolition
17	F	2 years	Friend that started club	Demolition
18	M	2 years	Friend that started club	Demolition
18	F	2 years	Friend that started club	operation playhouse
17	F	2 years	Friend that started club	fundraising

APPENDIX N

Worcester Academy Focus Groups

Focus Group 1

Interviewees: 8 Worcester Academy HfH club members

Location: Worcester Academy, Worcester, MA

Moderator: Eric

Note-takers: Mack

Summary –

- Most of the students in this group were 15, so there is not much they can do right now. They feel left out and under-utilized.
- The students recommend that being on an email alias would be helpful so that they can be kept in the loop about HfH opportunities for those under 16.
- All students are looking forward to their first build event because that is a large reason they joined the club in the first place.
- The students said that builds are habitat specific and fundraising can be done with any club, only HfH gives them the unique opportunity to build a home.
- In the past, students have done:
 - A pizza sale at lunch
 - Pie sale around holiday season
 - A Jean drive: club members ask for donated denim material which they then give to an organization that converts the material into insulation for habitat homes.
 - Act!Speak!Build! week: one week filled with lots of hands-on/fundraising/educational activities related to building.
- All students in this club have a community service requirement in order to graduate high school.
- Most stated they joined this club because they were influenced by friends/siblings to do so.
- Some students stated that HfH provides them with the most tangible reward.
- All students love being a part of the pizza sale because it proves to be successful week after week, but they are also looking forward to their first build and an annual club retreat (this year to North Carolina) when they come of age.
- The students recommended activities for other groups that include:
 - Pizza sale
 - Gardening/Landscaping at HfH build sites
 - Painting items offsite that will be included in the home

Table 6

Worcester Academy Focus Group 1 Questionnaire Responses

How old are you?	Gender	How long have you been involved in your HfH club?	How did you find out about this group?	What is your favorite activity that you have done as a part of this group?
15	F	since September	clubs fair	jean drive
15	F	1 year	clubs fair	jean drive
15	F	1 year	uncle runs the club	apple pie sale
15	M	1 year	club fair	pizza sale
16	F	3 years	older brothers	pizza sale
15	F	1 year	other brother	pizza sale
17	M	since September	seemed like the best/most interesting club offered	Organizing Act! Speak! Build! Week
16	M	first year	friends were in it	pizza sale

Focus Group 2

Interviewees: 10 Worcester Academy HfH club members

Location: Worcester Academy, Worcester, MA

Moderator: Jack

Note-takers: Renée

- Every participant in this group was 16 years of age or older.
- These students don't think that they have been fully utilized and HfH hasn't reached out to them enough. The only way to formulate ideas is when they reach out to HfH.
- Students want to actually do things at their meetings, rather than just planning them. They wish there were activities available.
- They would like to see more community service opportunities to help them fulfill their 60-hour community service requirement.
- First year members aren't eligible for the annual retreat so they tend to be more excited for build events.
- Everyone enjoys build events more than fundraising and they wish to participate in more local builds.
- Students enjoy the pizza sale, saying it's much better than school lunch.
- They enjoy making and selling pies during the holiday season in order to raise money. This pie sale has proven to be successful in the past, just like the pizza sales.
- Many students joined to fulfill community service hours but chose the HfH club because of the direct impact it has on their community and the social aspect.
- Some recommended activities these students have for other youth include:
 - Pizza/pie sale
 - A Brush with Kindness: A HfH sponsored activity where participants volunteer to paint the outside of a low income homeowners house who struggles to maintain the exterior of their home.
 - Planting/landscaping for homeowners, working on planting trees at a neighborhood park.
 - Provide snacks for build sites
 - Make something that can go into the home
 - Collaborate with other local HfH clubs
- Students are most interested in doing anything hands-on (building, planting, etc.) and all students are interested in going on the retreat.

Table 7

Worcester Academy Focus Group 2 Questionnaire Responses

How old are you?	Gender	How long have you been involved in your HfH club?	How did you find out about this group?	What is your favorite activity that you have done as a part of this group?
17	M	1 minute	friends	N/A since this is their 1st meeting
17	F	1 year	Mr. Scott emailed them	pie baking for pie sales
17	F	3 years	siblings	pie and pizza sales
17	F	3 years	Mr. Scott	Build trip
16	M	first year	friends	pizza sale
17	M	first year	club fair	pie sale
16	F	1 year	at school	pie sale
17	M	2 years	friends	Build trip
17	M	4 months	siblings	pizza sale
17	M	1 year	Mr. Scott and friends	pizza sale

APPENDIX O

High School Club Focus Group Questionnaire Responses

How old are you?	Gender	How long have you been involved in your HfH club?	How did you find out about this group?	What is your favorite activity that you have done as a part of this group?
16	F	1 year	my friend	making posters
16	M	6 months	friends	Applefest
15	F	3 months	friend	Applefest
16	F	since the beginning	friends	Bake Sale
16	F	since we took the club picture, I just wanted to be in it	friend	I haven't done any
16	F	6 months	created club @ Gonk	ReStore
16	F	5 months	TV-> Church-> School	Candy
16	F	6 months	I started the club at Algonquin	Sign a Stud, AppleFest
15	F	3 months	friend	Sign a Stud
15	F	6 months	friends	parade (AppleFest)
15	F	since September	clubs fair	jean drive
15	F	1 year	clubs fair	jean drive
15	F	1 year	uncle runs the club	apple pie sale
15	M	1 year	club fair	pizza sale
16	F	3 years	older brothers	pizza sale
15	F	1 year	other brother	pizza sale
17	M	since September	seemed like the best/most interesting club offered	Organizing Act! Speak! Build! Week
16	M	first year	friends were in it	pizza sale
17	M	1 minute	friends	N/A since this is their 1st meeting
17	F	1 year	Mr. Scott emailed them	pie baking for pie sales
17	F	3 years	siblings	pie and pizza sales
17	F	3 years	Mr. Scott	Build trip
16	M	first year	friends	pizza sale
17	M	first year	club fair	pie sale
16	F	1 year	at school	pie sale
17	M	2 years	friends	Build trip
17	M	4 months	siblings	pizza sale
17	M	1 year	Mr. Scott and friends	pizza sale

18	F	2 years	Friend that started club	Demolition
17	F	2 years	She's a co-founder	Demolition
17	F	2 years	Friend that started club	Demolition
18	M	2 years	Friend that started club	Demolition
18	F	2 years	Friend that started club	operation playhouse
17	F	2 years	Friend that started club	fundraising

APPENDIX P

Participatory Observation Notes

On January 17, 2016 we volunteered at ReStore from 8am-4pm. Throughout the day we completed a variety of tasks which can be seen below.

Jack and Eric worked as a team during the day. They:

- Brought priced items out on the floor
- Moved large items to customer cars (i.e. Wood stove)
- Stacked boxes in the back room
- Assembled fans
- Unloaded a box truck full of furniture, metal scaffolding, and warehouse supplies
- Measured windows, sorted them, and put them in appropriate locations
- Assisted with general customer service
- Moved benches
- Loaded a large kitchen set into a truck
- Threw out trash and sorted scrap metal
- Tested appliances

Mack worked independently completing the following tasks:

- Moved, sorted, and organized paint
- Put books away in alphabetical order
- Put away priced items of various sizes and weights
- Organized the hardware aisles

Renée worked with the other ReStore volunteers during the day. She:

- Sorted and priced items that came into ReStore
- Put priced items out on the sales floor
- Sorted books and put them away in alphabetical order
- Tested lamps

Through this volunteer day we got a sense for what happens at ReStore, why it is not youth friendly, and aspects of the experience that may or may not be able to be simulated in youth activities. Overall we found that ReStore is not youth friendly because:

- It is a confined space with little extra room to move around
- It is unsafe for minors and unorganized
- A constantly changing, unpredictable environment
 - It is impossible to plan what items will come in and out
- Tasks are not as fun and engaging as other activities, such as a build
- At times there is often heavy lifting
- Nothing is super engaging, volunteers need to find task to complete and be independent
- There are no other youth present and there are no younger volunteers to relate to

On January 25, 2017 we volunteered at the Holliston, MA build site on Chamberlain Street from 8am-4pm. We found this experience to be more engaging than volunteering at ReStore but youth also would not be able to complete the tasks we did. While at the site we worked under a construction site supervisor for Habitat for Humanity

MetroWest/Greater Worcester. A corporate group of volunteers were also on the site working with us. We completed the following tasks during the day:

Renée

- Shaved installation throughout the house with one of the corporate volunteers
- Used a variety of saws to cut down wood throughout the day
- Crowned boards with Mack and cut them down to the same width using the table saw
- Put caulking around the windows
- Reinforced windows
- Insulated windows
- Moved wood and other supplies around the site
- Supervised Mack and Eric while they were on the scaffolding
- Helped with general site clean up

Mack

- Moved scaffolding
- Took out and reinstalled a window with Eric
- Crowned and ripped boards with Renée
- Reinforced a dryer vent on the second floor with insulation board
- Helped with general site clean up

Eric and John

- Installed a stove vent
 - Were on scaffolding on the outside of the house to increase the vent's size
 - Used ladders on the inside of the house
- Put up a wall inside the utility closet
- Piled lumber
- Installed another vent

Overall we noticed some general trends on the build site:

- Many of our tasks involved power tools and ladders
- The job site was muddy, hazardous, and cramped
- Ted was spread thin between volunteers
 - Many day-to-day volunteers have had little to no construction experience
 - There are a few regular volunteers on the site that are very knowledgeable and are more independent.
- The daily tasks were loosely structured because Ted never knows how many volunteers he will get each day and what their abilities are.
- Local vocational schools come to volunteer on site to gain hands-on experience in their area of focus. For example, while we were on site Keefe Tech students came to do some plumbing.
- There were opportunities to bond with other volunteers on site.
 - We got to work with people we had just met and got to know them.
 - There were site-wide coffee and meal breaks.

We as a team found the build day to be much more fun than working at the ReStore due to the nature of the work we were completing and the more personal relationships you got to build with the volunteers on site. Developing relationships and completing hands-on

activities are what youth seem to look forward to and we now understand why Habitat clubs and other youth aspire to go on a build if they have any interest in volunteering for Habitat for Humanity.

Compared to ReStore, it was also possible to see the work that you did by the end of the day. Once a task was completed on the build you could move forward and see all of your work. In ReStore, a lot of work gets completed however it is a never ending process due to the nature of the activity at that location. On the build site we learned from Ted that youth are allowed to be on the build site when there is no construction happening and all hazards are removed from the grounds. This means that youth under 14 may be able to contribute to the site by landscaping or painting but it is hard to plan when the site will be ready for those steps.

Overall we found it to be extremely valuable to experience volunteering for Habitat for Humanity first hand. This gave us an understanding of the current state of volunteering for the organization and why it is hard for youth to get involved.

APPENDIX Q

Complete List of Suggested Activities by Age Group

This list of activities has been created by combining activities found in background research with those recommended by interviewees and focus group participants.

Activities are divided by age and into three categories: fundraising, education/advocacy, and hands-on. Each of the activities in this list falls into one or more of these categories.

The essential components of engagement for each activity are also listed.

AGES 5+

Lego Build Mania

Classification: Hands-on

Components: Social

Youth are provided with a variety of Lego pieces and either work in teams or individually to see who can build the best Lego structure. Organizers of the activity can choose to provide awards to participants. Another version of this activity would be to provide instructions on how to make a specific structure and seeing who can finish building.

Pennies for Habitat

Classification: Fundraising

Components: Social, Community Impact

Youth set aside a jar at a location of their choosing (e.g. classroom, home, etc.) to put spare change into and encourage their friends and family to join in. All of the money in the jar gets donated to Habitat for Humanity. Add an extra level of fun and make it a competition between groups or classrooms to see who can collect the most change.

Thank You

Classification: Hands-on, Education/Advocacy

Components: Social, Community Impact

An activity where youth obtain cardstock or card-making kits and design/decorate thank you cards that are sent to contributors that have made a recent donation to Habitat for Humanity. Information regarding HfH's mission and what donations support can be included in the cards. Participants can work alone or in groups to complete this activity.

Welcome Basket

Classification: Hands-on, Fundraising

Components: Social, Build Related, Community Impact

An activity where youth ask for donations of household supplies that are then used to fill welcome baskets. Youth work in groups to decorate and fill the baskets which are then given to a Habitat for Humanity family on the day of dedication for their new home. This activity is completed outside of Habitat for Humanity's facilities and is available for any schools or youth organizations.

AGES 7+**Ice Cream Social**

Classification: Fundraising

Components: Social, Community Impact

Groups select ice cream, toppings, and a location for the event. Each attendee makes a donation in exchange for an ice cream sundae using the toppings provided. Youth/organizers can either set a flat rate for each sundae or ask attendees for a donation upon entrance. The youth then donate the proceeds to Habitat for Humanity.

Serve Some Snacks

Classification: Fundraising, Education/Advocacy

Components: Social, Build Related, Community Impact

Youth work in groups to brainstorm a list of snack that would be suitable for build site volunteers to eat during a break. They will then ask for either monetary or physical donations to obtain those items. Organizers will then coordinate with their local Habitat for Humanity affiliate in order to establish a time to visit a local build site. Once at the site, youth can then hand out the snacks they bring to volunteers. This is a great opportunity to get to know Habitat for Humanity volunteers and learn about what they do to help the organization.

Sign-a-stud

Classification: Hands-on, Fundraising, Education/Advocacy

Components: Social, Build Related, Community Impact

An activity where youth obtain a piece of wood donated from a Habitat for Humanity build site. The youth work with friends to solicit donations of a predetermined amount and in return the donor will be able to sign the piece of wood which is then incorporated into a Habitat for Humanity home. Youth will educate each donor about Habitat for Humanity's mission and what the donation goes towards. This activity is completed outside of Habitat for Humanity's facilities and is available for any schools or youth organizations.

AGES 10+**Calendar of Awareness**

Classification: Fundraising, Education/Advocacy

Components: Community Impact

Youth participants print out a copy of the Calendar of Awareness that can be found on the Habitat for Humanity website and display it somewhere it can be seen every day. For each day on the calendar, individuals donate according to every day aspects of life that they are thankful for. This calendar serves as a daily reminder to participants of Habitat's mission. Participants set aside a jar or bag to put daily contributions in and at the end of the month they donate the proceeds to Habitat for Humanity.

Flower Box Frenzy

Classification: Hands-on, Fundraising

Components: Social, Build Related, Community Impact

An activity where youth seek donations of seeds, flowers or other plants and a flower box. Youth then collaborate with one another to decorate the box and plant the seeds/flowers/plants. Youth then take their completed flower boxes to a Habitat for Humanity home and present them to the homeowner. This activity is completed outside of Habitat for Humanity's facilities and is available for any schools or youth organizations.

Habitour

Classification: Education/Advocacy

Components: Social, Build Related

Habitour is an opportunity for youth to visit a build site or the ReStore before they are old enough to volunteer. During the tour, youth learn from volunteers what volunteering at these sites will entail and will have the opportunity to see first-hand what Habitat for Humanity does. In order to set up a tour, youth organizers will coordinate with their local Habitat for Humanity affiliate.

Jean Drive

Classification: Fundraising

Components: Social, Build Related, Community Impact

Conduct a denim drive within your community and encourage people to donate their used denim products to the cause. Youth can ask for permission to put bins in areas throughout the community or their organization/school in order to collect denim items. Organizers send the denim to Blue Jeans Go Green, an organization that turns denim into insulation for use in Habitat for Humanity homes. For more information youth participants and organizers can visit the Blue Jeans Go Green website <http://bluejeansgogreen.org/>.

Pack the Pantry

Classification: Fundraising, Hands-on

Components: Social, Build Related, Community Impact

This activity involves youth individuals or groups collecting non-perishable food items from within their group or community. Organizers coordinate with their Habitat for Humanity affiliate to see when a local build will be completed. Once the house is ready

for the homeowner family, youth plan a visit to the house and fill the pantry with the items they have collected.

AGES 12+

Chalk for Change

Classification: Education/Advocacy, Hands-on

Components: Social

Youth participants work together using sidewalk chalk to write messages or fun facts about Habitat for Humanity around their school/organization or community. To get the facts, youth can research Habitat for Humanity or reach out to their local affiliates volunteer coordinator for recommendations.

Food for Thought

Classification: Hands-on, Fundraising, Education/Advocacy

Components: Social, Community Impact

Youth carry out a bake sale with the assistance of supervisors. Participants bake the goods as a group or individually. Baked goods are then sold and the profits are donated to a Habitat for Humanity affiliate. Participants create an informational card/note that is included with each baked good sold. These cards provide the donor with information regarding Habitat for Humanity and their mission. This activity is completed outside of Habitat for Humanity's facilities and is available for any schools or youth

Hoops for Habitat

Classification: Fundraising

Components: Social, Community Impact

Youth work as a team to organize a basketball tournament and charge teams to participate. Groups select a venue for the tournament and registration should take place ahead of time so that a bracket can be set up. The winning team earns a prize or a fraction of the proceeds. The remaining funds are then donated to Habitat for Humanity.

Newswriter

Classification: Education/Advocacy

Components: Social, Community Impact

Youth work together to write a contribution for a website or newsletter that is seen by people in their community. This contribution should contain information regarding Habitat for Humanity's mission and contributions to the community. Youth get approval from whoever oversees the media that they would like to contribute to. Examples of places to post an article include: school newspapers, public newspapers, or church bulletins.

ReStore Drive

Classification: Fundraising

Components: Social, Community Impact

This activity involves youth participants working together to collect and sort items that are then donated to Habitat for Humanity's ReStore. Organizers coordinate with their local Habitat for Humanity affiliate to obtain a list of items that are not accepted at ReStore and establish a date and time for drop off or pick up of the items.

AGES 14+

Coffee House

Classification: Fundraising

Components: Social, Community Impact

Youth collaborate to find a venue, a local organization willing to donate snacks and/or coffee to the event, as well as artists or performers willing to be involved. Attendees provide a donation in order to indulge in snacks/coffee and see these artists or performers present their work or performance. All proceeds are donated to Habitat for Humanity.

Dance-A-Thon

Classification: Fundraising, Hands-on

Components: Social, Community Impact

Youth work together to identify and reserve an appropriate venue for the event. Once a venue has been established, chaperones or supervision must also be brought on board. Each group of dancers must find a sponsor/sponsors to provide a monetary donation for each hour they dance at the event. Proceeds are then donated to Habitat for Humanity. Be sure to provide water for those in attendance.

Landscaping

Classification: Hands-on

Components: Social, Build Related, Community Impact

Youth set up a day to work at a recently completed build site by contacting their Habitat for Humanity affiliate. Groups of participants will have the opportunity to help landscape the property. No prior experience is necessary. Youth must be accompanied by least one adult to supervise the group.

Letter Writing Campaign

Classification: Education/Advocacy

Components: Social, Community Impact

Youth can use their voice to support Habitat for Humanity by writing and sending a letter to local legislators and encouraging their peers to sign the document. Youth contact their local Habitat for Humanity affiliate in order to determine appropriate content for the letters.

Polish the Place

Classification: Hands-on

Components: Social, Build Related, Community Impact

Youth work in groups to clean the inside of a recently completed Habitat for Humanity home and “polish” the home for the incoming family. Organizers reach out to their local Habitat for Humanity volunteer coordinator in order to establish a time to clean the home. This activity is completed by members of Habitat for Humanity clubs or youth organizations while under the supervision of a Habitat for Humanity affiliate.

Social Media Showdown

Classification: Education/Advocacy

Components: Social, Community Impact

Youth work together to establish a social media campaign promoting Habitat for Humanity and what their group is doing to help the cause. It is suggested that a period of time, such as a week, is selected so that everyone is posting on social media during the same time period. This will help raise attention and help others hear more about Habitat for Humanity. Youth can coordinate with their local Habitat for Humanity affiliate to use hashtags, such as #habitatforhumanity, to get the message out.

AGES 16+

Build Event

Classification: Hands-on

Components: Social, Build Related, Community Impact

Individuals/groups of youth coordinate with their local Habitat for Humanity affiliate to establish a day and time to attend a local build event. Participants are assigned construction related tasks to complete throughout the day. No construction experience is required, just a willingness to learn something new.

Operation Playhouse

Classification: Hands-on, Fundraising

Components: Social, Community Impact

An activity where groups of 10-12 youth fundraise in order to meet a donation requirement of \$2,500. The group then attends a Habitat for Humanity sponsored event, “Operation Playhouse”, and designs, builds, and decorates a playhouse. Each playhouse is completed in one day and donated at the end of the day to the children of a local veteran. This activity is completed by members of Habitat for Humanity clubs or youth organizations while under the supervision of the volunteer staff of Operation Playhouse.

Volunteer at ReStore

Classification: Hands-on

Components: Social

ReStore is Habitat’s open to the public retail outlet. Groups coordinate with their local Habitat for Humanity ReStore in order to volunteer and complete tasks consisting of donations processing, customer service and sales floor merchandising. No prior experience is necessary.

APPENDIX R

Menu of Activities



Our Programs



Education/Avocation - your efforts will help others in your community learn about Habitat for Humanity and show them the importance of supporting this organization.



Fundraising - work with others to collect funds or resources to help contribute a world where everyone has a decent place to live.



Hands-on - every helping hand every day can contribute to monumental change.



Habitat for Humanity®
MetroWest/Greater Worcester
Youth Involvement



Habitat for Humanity®
MetroWest/Greater Worcester

Contact us today:

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11 Distributor Road, Worcester, MA 01605

**We build
strength, stability
and self-reliance
through shelter**



every parent
wants a better future for their family

"Being on site and seeing the time and effort that others so willingly give of themselves, not even knowing us personally, is a lesson in gratitude at a level we have never experienced. These volunteers are helping to build our dreams.

Home ownership was a goal we had to put on the back burner due to financial hardships that arose from raising 3 boys diagnosed with autism. Habitat for Humanity MetroWest/Greater Worcester has provided us with support, knowledge and opportunity to reach a goal we thought was out of reach. They have helped us provide a forever home for our boys."

- Quote from Sophie Ewings, pictured above with her husband Marc, a Marine Corp Veteran, and their three boys at their new home in Worcester, MA.

Sample Activities

Ages 5+

Welcome Basket

Make a list of common household items to collect for a local homeowner family and collect money and items to make a basket to give to the family at the dedication.

Thank You

Decorate note cards to be sent to donors to thank them for their donation.

Lego Build Mania

Teams can enter the competition for a small fee. Winning teams in each age category receive a prize.

Ages 7+

Sign-A-Stud

Teach members of your community about Habitat. Anyone that donates a minimum value of your choosing gets to sign a stud that will be used in a local build.

Ages 10+

Habitour

Coordinate with Habitat to visit a build site or ReStore to see first-hand what the location is like and learn more about what Habitat does.

Ages 12+

Chalk for Change

Use sidewalk chalk to put messages fun facts about Habitat around your school or community.

ReStore Drive

Coordinate a ReStore drive with our volunteer coordinator.

Ages 14+

Social Media Showdown

Run a social media campaign promoting Habitat for Humanity and what you/ your group is doing to help the cause. Choose from the suggested hashtags and get the message out.

Polish the Place

Help clear a build site of debris or clean the inside of a local Habitat home so it looks shiny and new for its owners.

Ages 16+

Volunteer at ReStore

ReStore is Habitat's open to public retail outlet selling donated new and gently used home furnishings and building materials. Volunteer tasks consist of donations processing, customer service and sales floor merchandising. No prior experience is necessary.

Visit our website for more information and the complete list of activities.

APPENDIX S

Leader Satisfaction Survey

Activity Title: _____

Organization: _____

Facilitator(s): _____

Date: _____

Please take a moment to rate how effective the activity you completed was. Check off the box that best represents your response to each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure
This activity was easy to organize.						
The provided description of the activity was clear and easy to follow.						
The participants seemed engaged in the program.						
I would like to do an activity like this again.						

Did this activity meet your expectations?

- Exceeding expectations
- Met expectations
- Met some expectations
- Did not meet expectations
- Unsure

What was your favorite part of facilitating this activity?

If anything, what would you suggest to make this activity better?

Any additional comments?

Appendix T

Participant Satisfaction Survey

Activity Title: _____

Organization: _____

Facilitator(s): _____

Date: _____

Please take a moment to rate how effective the activity you completed was. Check off the box that best represents your response to each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unsure
I learned something new through completing this activity.						
I had a lot of fun.						
I got to work with others during this activity.						
The leader of this activity was well organized.						
Other youth will probably enjoy completing this activity.						

Did this activity meet your expectations?

- Exceeding expectations
- Met expectations
- Met some expectations
- Did not meet expectations
- Unsure

What was your favorite part of this activity?

If anything, what would you to suggest to make this activity better?

Any additional comments?
