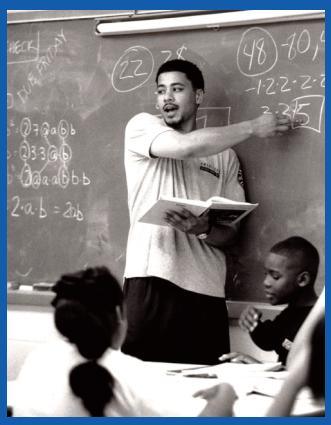
Serving Country and Community: A Longitudinal Study of Service in AmeriCorps

Early Findings

Appendices
December 2004



Corporation for NATIONAL & COMMUNITY SERVICE

AMERICORPS

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Corporation for National and Community Service

Office of Research and Policy Development

December 2004

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Senior Corps, the network of programs that helps Americans age 55 and older use their skills and experience in service opportunities that address the needs of their communities. Senior Corps includes the Retired and Senior Volunteer Program (RSVP), Foster Grandparent Program, and Senior Companion Program;

AmeriCorps, whose members serve with local and national organizations to meet community needs while earning education awards to help finance college or training; and

Learn and Serve America, which helps link community service and learning objectives for youth from kindergarten through college as well as youth in community-based organizations.

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Appendix A

Comparison of Treatment and Comparison Groups

A.1: AmeriCorps*State and National
A.2: Americorps*NCCC

Exhibit A.1
Baseline Comparison (State and National)

Characteristic	Treatment Group N	Treatment Group Mean	Treatment Group Std. Error	Comparison Group N	Comparison Group Mean	Comparison Group Std. Error	Mean Differ–ence
Demographics							
Gender(% male)	1746	29.0	1.26	1528	21.7	.92	**
Race (% white)	1729	46.2	1.48	1484	55.2	1.09	**
Age (years)	1723	27.9	.29	1516	27.7	.21	
Education (% bachelor's degree)	1741	29.8	1.41	1528	36.8	1.03	**
I. Civic Engagement	.						
IA. Civic Attitudes–Identification[a]	1732	3.91	.02	1523	3.95	.01	
IB. Civic Attitudes–Knowledge[b]	1743	3.56	.02	1527	3.57	.02	
IC. Civic Attitudes–Responsibilities[c]	1698	2.69	.01	1519	2.75	.01	**
Voting in the 1998 national election (%)	1527	54.7	1.61	1395	66.1	1.07	**
Registered to vote in the 1998 national election (%)	1523	73.2	1.38	1395	80.0	.92	**
ID. Prior Service–Perception[a]	989	4.09	.03	885	4.12	.01	
IE. Prior Service–Participation[d]	1723	3.11	.02	1517	3.32	.02	**
IF. Involvement–Attitudes: Number of Activities[i]	1567	1.76	.04	1519	1.71	.03	
IG. Involvement–Prior Participation[j]	1631	2.61	.03	1515	2.89	.02	**
Prior participation in voluntary community service							
Ever (%)	1749	81.4	1.01	1529	89.1	.74	**
Past 5 years (%)	1740	77.1	1.18	1527	81.9	.86	*
Past 12 months (%)	1740	57.6	1.46	1526	58.4	1.07	
Mean hours of participation (past 12 months)	1740	17.6	.85	1496	11.3	.62	**
II. Employment							
IIA. Basic Work Skills–Amount of Experience[g]	1648	2.47	.01	1527	2.47	.01	
IIB. Basic Work Skills–Importance to You[c]	1684	2.59	.01	1528	2.60	.01	
III. Life Skills							
IIIA. Diversity–Attitudes[a] (1)	1675	4.17	.01	1521	4.28	.01	**
IIIB. Diversity–Attitudes[h] (2)	1738	4.34	.02	1521	4.42	.01	**
IIIC. Diversity–Knowledge[b]	1683	3.45	.02	1527	3.55	.01	**
IIID. Teamwork	1726	4.05	.02	1526	4.08	.01	*
IIIE. Efficacy – Civic[e]	1726	2.32	.01	1514	2.44	.01	**
IIIF. Efficacy – Educational[a]	1711	4.32	.02	1514	4.34	.01	
IIIG. Efficacy – Employment[f]	1731	4.23	.02	1520	4.31	.02	*

a Possible range: 1 = Strongly disagree to 5 = Strongly agree
b Possible range: 1 = Know nothing to 5 = Know a great deal
c Possible range: 1 = Not important to 3 = Very important
d Possible range: 1 = Never to 5 = Always
e Possible range: 1 = I would not be able to get this done to 3 = I would be able to get this done
f Possible range: 1 = Not true at all to 5 = Very true
g Possible range: 1 = Little or none to 3 = A lot
h Possible range: 1 = Not very interested to 5 = Very interested
i Possible range: 0 to 5
j Possible range: 0 to 4

*Significant at " = .05 **Significant at " = .002

Exhibit A.2
Baseline Comparison (AmeriCorps*NCCC)

Characteristic	Treatment Group N	Treatment Group Mean	Treatment Group Std. Error	Comparison Group N	Comparison Group Mean	Comparison Group Std. Error	Mean Differ–ence
Demographics							
Gender(% male)	476	32.3	1.83	410	26.1	2.91	*
Race (% white)	465	85.6	1.47	403	80.4	2.31	*
Age (years)	472	21.5	.08	410	21.3	.12	
Education (% bachelor's degree)	476	50.2	1.97	410	39.3	3.14	**
Application Score	436	86.6	.34	410	81.5	.50	**
I. Civic Engagement							
IA. Civic Attitudes–Identification[a]	474	3.75	.02	410	3.87	.04	*
IB. Civic Attitudes–Knowledge[b]	471	3.37	.03	410	3.44	.04	
IC. Civic Attitudes–Responsibilities[c]	471	2.67	.01	408	2.74	.01	**
Voting in the 1998 national election (%)	373	48.8	2.32	328	54.0	3.24	
Registered to vote in the 1998 national election (%)	368	74.2	2.08	326	70.8	2.87	
ID. Prior Service–Perception[a]	329	3.97	.03	289	4.06	.04	
IE. Prior Service–Participation[d]	465	3.07	.03	407	3.27	.04	**
IF. Involvement–Attitudes: Number of Activities[i]	445	1.77	.05	404	1.92	.07	
IG. Involvement–Prior Participation[j]	462	2.56	.04	405	2.86	.07	**
Prior participation in voluntary community service							
Ever (%)	478	93.5	.96	410	94.1	1.54	
Past 5 years (%)	478	90.2	1.15	410	92.2	1.84	
Past 12 months (%)	478	69.7	1.82	408	70.8	2.91	
Mean hours of participation (past 12 months)	478	12.1	.95	395	12.5	1.55	
I. Employment							
IIA. Basic Work Skills–Amount of Experience[g]	471	2.46	.01	410	2.46	.02	
IIB. Basic Work Skills–Importance to You[c]	468	2.63	.01	410	2.59	.01	*
III. Life Skills							
IIIA. Diversity –Attitudes[a] (1)	465	4.23	.02	410	4.28	.03	*
IIIB. Diversity –Attitudes[h] (2)	472	4.42	.02	409	4.39	.04	
IIIC. Diversity –Knowledge[b]	470	3.31	.02	409	3.49	.04	**
IIID. Teamwork[d]	471	4.01	.02	409	4.10	.03	*
IIIE. Efficacy – Civic[e]	474	2.38	.01	404	2.51	.02	**
IIIF. Efficacy – Educational[a]	470	4.41	.02	410	4.33	.03	*
IIIG. Efficacy – Employment[f]	472	4.28	.03	408	4.32	.04	

a Possible range: 1 = Strongly disagree to 5 = Strongly agree
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i Possible range: 0 to 5
j Possible range: 0 to 4

*Significant at " = .05 **Significant at " = .002

Appendix B

Detailed Description of Impact Analysis

This appendix describes the methodology used to estimate the effects of participation in the AmeriCorps' State and National and National Civilian Community Corps (NCCC) programs.

Background: Study Design

The evaluation uses a quasi-experimental design that estimates program impacts by comparing the changes that occur in AmeriCorps members (treatment group) with changes in a comparable group of individuals (comparison group). Each individual has two potential conditions arising from the opportunity to join AmeriCorps, either participation or no participation. Since we can only observe one condition, participation, for AmeriCorps members, we can only observe the outcomes of interest that result after participation. Thus we assembled another group to represent the counterfactual—what their outcomes would have been had they not participated. The objective in selecting the comparison group is that the expected values of their outcomes should be the same as the expected values for the AmeriCorps group outcomes *if the AmeriCorps members had not chosen to participate in AmeriCorps.* Since the AmeriCorps members did choose to participate, our model identifies the changes that occurred as a result of participation as distinguished from those changes that would have occurred even in the absence of service.

The ideal approach to ensuring that participant and non-participant groups differ only in the fact of their participation, and not some other vital feature (e.g., inclination to serve), is the random assignment of subjects to either participant or non-participant groups. However, random assignment of subjects to AmeriCorps or control groups was not possible. Therefore, in this evaluation we needed to be careful when attributing apparent change to the effects of participation in the AmeriCorps program. Demographics, background, and motivation are examples of characteristics that, if correlated with the decision to participate and the outcome of interest, can bias the results of a quasi-experimental analysis. This issue of selection bias is discussed in more detail below. Separate comparison groups were selected for State and National and NCCC because differences exist in the nature of the two programs and in the characteristics of their participants.

The comparison group for the State and National program is comprised of individuals who contacted the Corporation's toll-free information line to request information about the program but did not enroll in AmeriCorps. The group is limited to those individuals who contacted the information line during the same period of time when future members were filling out applications and being accepted into AmeriCorps. The assumption implicit in the selection of this comparison group is that these individuals will be similar to members by virtue of expressing knowledge of, and interest in, the AmeriCorps program.

For the NCCC, the comparison group is comprised of individuals who were selected for the 1999-2000 program but did not enroll. These individuals completed the entire application process and were determined by the Corps to be eligible for the program, but declined to enroll or did not enroll because of limited space in the program. We expect that this group is similar to program participants,

by virtue of taking the time to complete the application and interview process, indicating a strong interest in the program and national service.

Since we expected volunteers for national service programs to have potentially unobservable qualities (motivation, commitment, interest) that differentiate them from the average citizen, the comparison group selection process placed primary emphasis on finding a pool of individuals who would be comparable on this set of unobservable characteristics. We have drawn comparison groups from seemingly similar populations. However, because we were unable to employ an experimental design (random assignment), we needed to consider the issue of selection bias. While comparison group members were clearly the same types of people as AmeriCorps participants, the fact that they ultimately chose not to participate suggests that they are not exactly the same. Preliminary comparisons between the treatment and control groups suggested that there were some key differences in outcomes of interest at the onset of our study, as reported in the baseline report.

The quasi-experimental design that has been chosen for this study can be highly sensitive to selection bias based on such characteristics as basic demographics, background history, and motivation to participate. Planning for the impact analysis began during the preparation of the baseline report, when it became evident that there were some potentially important differences between the treatment and comparison groups at baseline.[1] In addition, it became apparent that the baseline survey instrument did not capture sufficient background history and other motivational factors that are hypothesized to be correlated with both selection into/out of treatment as well as post-program outcomes. Finally, concerns were raised about the appropriateness of statistical models (ANCOVA and Difference-in-Differences) traditionally used in random assignment settings to estimate accurately the impact of participation in AmeriCorps, because they did not adequately address problems of selection bias.

All of these factors led the study team to make the decision to collect additional data about background and motivational factors[2] and to use Propensity Score Analysis (PSA) to estimate the effects of program participation on member outcomes. PSA estimates treatment effects by comparing treatment cases with comparison group cases that have a similar probability of selection into treatment. The use of PSA allows us to compare treatment individuals with comparison individuals with similar probabilities of service in order to focus on the impact of the AmeriCorps service program rather than simply reflecting the underlying differences between the treatment and control groups. Propensity score analysis is described in greater detail below.

Propensity Score Analysis

As described above, we employed PSA primarily to address the issue of selection bias in our study. Straight comparisons of the treatment and control groups potentially lead to biased estimates of the programs effect. Using PSA, treatment cases are compared to comparison group cases that have a similar probability of selection into treatment to estimate treatment. This method makes full use of all data on measured variables. We designed the Post-Program Supplemental Survey (PPSS) to collect a great deal of information about background and motivational characteristics that might affect both selection into treatment and the outcomes of interest; this information was used in the PSA.

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[1] In a random assignment study, we would expect there to be no systematic differences between the treatment and comparison groups in the expected values for pre-program demographic characteristics and outcomes.

[2] These data were collected in Fall/Spring 2002 as part of the Post-Program Supplemental Survey.

PSA begins with a logistic or similar equation to predict the probability of selection into treatment. In our model, we included baseline demographic measures, pre-program background measures, and measures of alternative opportunities that could potentially affect both participation and post-program outcomes.

Several methods of adjustment using propensity scores were considered, including matching, stratification, weighting, and regression adjustment. After careful consideration, we decided to use *stratification* as our method of adjustment. This strategy was chosen because it provides for the inclusion of the largest number of cases and does not impose a functional form (e.g., linear) on the relationship between propensity to participate and treatment effect.

The combined groups of comparison and treatment individuals were divided into seven (State and National) or six (NCCC) strata based on their propensity scores. Research has indicated that at least five strata are generally sufficient for removing 90 percent or more of the bias due to the covariates.[3] We included terms for these strata in our regression models to estimate treatment effects on outcomes[4] within each stratum as shown in the following equation:

$$X_i = b_0 + \sum_{j=1}^{s-1} \hat{b}_{1_j} Q_{ji} T_i + \sum_{j=1}^{s-1} \hat{b}_{2j} Q_{ji} + u_i$$

where X_i is the outcome for individual i, Q_{ji} is an indicator that individual i is in stratum j, T_i is an indicator of whether individual i is in the treatment group, s is the number of propensity strata, $\hat{b}$ is the set of parameter estimates, and u_i is the residual.[5]

The overall treatment effect was estimated by taking an average of the estimated treatment effects weighted by the number of treated observations within each stratum. We computed standard errors for the overall treatment effect using the bootstrapping method described by Becker and Ichino[6] in order to take account of possible measurement error in the propensity scores.

We expect that the use of PSA reduced the selection bias associated with the use of the comparison group, because it makes full use of the measured variables to distinguish between participants and non-participants. We believe that the surveys have produced a rich set of variables about respondents'

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3 Rosenbaum, P. R., and Rubin, D. B. (1984). Reducing Bias in Observational Studies Using Subclassification on the Propensity Score. *Journal of the American Statistical Association, 79*, pp. 516-523.

4 The outcomes used for the impact analysis were the change scores—also known as "gain scores"—that captured change in outcomes of interest from baseline to follow-up. Because the survey instruments used multiple questions to gather information on a common, underlying construct, composite measures were formed from sets of related items. Change scores were calculated by subtracting the baseline score from the post-program score for each composite measure. To create the composite measures, we employed Principal Components Analysis, using the methods described in Appendix F.

5 Although the equation has been written out as an individual-level relationship, and was estimated that way for convenience, note that the right-hand side variables are all invariant within treatment group/propensity stratum. Hence the parameter estimates are numerically identical to those that would be obtained based on a calculation of mean outcomes within each treatment group/propensity stratum.

6 Becker, Sascha O. and Andrea Ichino (2002). "Estimation of Average Treatment Effects Based on Propensity Scores." *The Stata Journal*, 2(4): 358-377.

attitudes and backgrounds that allowed for the development of a robust predictor of participation. In addition, we measured the goodness-of-fit of the model by examining the correlation between predicted and actual probabilities. Nonetheless, it is important to note that if any unmeasured variables significantly affect both the likelihood of participation and outcomes of interest, then PSA does not protect against selection bias from that source.

Development of the Propensity to Serve Model

As described above, a propensity score is the estimated probability of participation conditional upon pre-treatment characteristics. We estimated the propensity score in two steps. First, we calculated a logistic model using variables and respondents from the Baseline Survey. In the second step we added selected variables from the PPSS (Post Program Supplemental Survey) to the first model.[7] Propensity scores were calculated separately for State & National and NCCC samples. The resulting models are displayed in Exhibit B.1 (State & National sample) and Exhibit B.2 (NCCC sample).

The multidimensional vector of characteristics was created from the Baseline and PPSS surveys. The variables of interest were identified through cooperative discussions between Abt Associates and the Corporation. We used some measures directly as they were asked in the survey. For others, especially the baseline measures of outcomes, we used principal components analysis to construct scales from several survey items in order to improve accuracy. Missing values were replaced by the mean, median or mode of the non-missing observations' values for that variable.[8] Imputations were performed separately according to S&N or NCCC status. Variables in the model are presented in Exhibit B.3.

In general, we did not exclude variables from the logistic model merely because of lack of significance. All pretest variables were included regardless of whether they predicted participation. We accepted collinearity among the predictors because the model was not intended to predict anything outside the sample space.

We divided the sample into strata within which participants and members of the comparison group had equal[9] mean propensity scores. Within each of these strata we then tested for significant differences between participants and non-participants on any variable. We continued adjusting the model until all such differences[10] were removed.

---

[7] Baseline survey variables entered the second model in two ways. First, the linear combination produced by applying the first model to their values was included as a single measure. Second, the race and ethnicity indicators were entered separately because they appeared in interactions with some of the PPSS measures.

[8] We retained indicators to test whether non-response to a particular item was related to participation. In cases where it was, we incorporated the fact of non-response in the model.

[9] Based on level $p<0.01$ t-tests.

[10] Except for a few involving one or two people.

Exhibit B.1

Propensity Score Logistic Models (State and National Sample)

	Step 1		
Variable	**Coefficient**	**Standard Error**	**Prob < |z|**
1998 Family Income	-0.0002**	0.0000	0.000
1998 Personal Income	-0.0001**	0.0000	0.000
Zero Income Reported	1.1586**	0.2716	0.000
Income Proxy 1	0.0001**	0.0000	0.000
Income Proxy 2	0.0000**	0.0000	0.002
Service Perception Missing	-0.4064**	0.1308	0.002
Confidence in Ability to Obtain an Education	-0.1309**	0.0488	0.007
Acceptance of Responsibility for Educational Success	0.2729**	0.0410	0.000
Civic Obligations	-0.2489**	0.0525	0.000
Neighborhood Obligations	-0.1420**	0.0418	0.001
Community-based Activism	0.1642**	0.0475	0.001
Engagement in the Political Process	-0.1838**	0.0474	0.000
Importance of Service-Oriented Careers	0.2193**	0.0521	0.000
Local Civic Efficacy	-0.2999**	0.0460	0.000
Grassroots Efficacy	-0.0057	0.0431	0.895
Connection to Community	0.0852*	0.0413	0.039
Community Problem Identification	0.0734*	0.0366	0.045
Personal Effectiveness of Community Service	-0.1086	0.0581	0.062
Personal Growth Through Community Service	-0.0138	0.0445	0.757
Basic Work Skills	0.1393**	0.0346	0.000
Constructive Group Interactions	-0.2737**	0.0445	0.000
Constructive Personal Behavior in Groups	0.2005**	0.0389	0.000
Acceptance of Responsibility for Employment Success	0.0564	0.0360	0.117
Appreciation of Ethnic and Cultural Diversity	-0.1481**	0.0315	0.000
School1	-0.8170**	0.1141	0.000
Work Activity	-0.7545**	0.1369	0.000
Volunteering Last Year	-1.4022**	0.2642	0.000
Prior Volunteering	-0.3895*	0.1723	0.024
Work and Volunteering Interaction	0.5788*	0.2382	0.015
Marital Status	-0.1054	0.1562	0.500

Exhibit B.1

Propensity Score Logistic Models (State and National Sample)

Children	0.7535**	0.1378	0.000
Gender	0.2579*	0.1262	0.041
Race	0.1372	0.1280	0.284
Latino	0.9481**	0.1749	0.000
_cons	2.0622**	0.2635	0.000
Number of observations = 2538	Pseudo R^2 = 0.3055		
LR $chi^2(34)$ = 1068.28	Log likelihood = –1214.450		
Prob < chi^2 = 0.0000			
Step 2			
Black and Other Interaction	0.7740*	0.2989	0.010
Rural	0.2446	0.1359	0.072
Urban	0.2947*	0.1350	0.029
Number Times Moved	-0.0695	0.0533	0.192
Spoke English	-0.4209	0.2305	0.068
Father Caretaker	-0.1948	0.1536	0.205
Other Caretaker	-0.2037	0.1631	0.212
Highest Degree Caretaker	-0.0106	0.0392	0.787
Family Friend Leader	0.0672	0.1318	0.610
Refused Political Question	-0.0592	0.0751	0.431
Comfort With Neighbors	0.0802*	0.0379	0.034
Family Connectedness	0.0478	0.0518	0.356
Factors Influencing Joining 1	0.3079**	0.0498	0.000
Factors Influencing Joining 2	0.1921**	0.0672	0.004
Private Sector Considered	0.1253	0.1516	0.409
Public Sector Considered	-0.1837	0.1412	0.193
Military Considered	-0.8328*	0.3719	0.025
Other Service Considered	-0.7346**	0.1750	0.000
Travel Considered	-0.5202	0.2938	0.077
No Other Options Considered	0.7301**	0.1958	0.000
No Other Options Available	0.1621	0.3356	0.629
Events: Graduated High School	-0.7328**	0.1704	0.000
Events: Graduated College	-0.3763**	0.1487	0.011
Events: Retired	-0.2026	0.5086	0.690
Events: Friend in AmeriCorps	0.4053**	0.1676	0.016
Events: Lost Job/Left School	-0.6932**	0.2598	0.008
Events: Ended Relationship	-0.2623	0.2272	0.248
Events: Child Left Home	-0.4377	0.5115	0.392
Events: Lost Financial Support	0.1299	0.2239	0.562

Exhibit B.1

Propensity Score Logistic Models (State and National Sample)

Married at PPSS	-0.0583	0.1867	0.755
Children at PPSS	-0.1857	0.1876	0.322
Gender	0.0248	0.1498	0.868
Black	-0.3500	0.1980	0.077
Hispanic	-0.2651	0.2384	0.266
Concerns: Family	-0.6154**	0.1908	0.001
Concerns: Health	0.0154	0.1990	0.938
Concerns: Relations	0.2431	0.2147	0.258
Concerns: Stipend	0.5175**	0.1347	0.000
Poverty	0.1420	0.1844	0.441
1998 Earned Income	0.0000	0.0000	0.216
Logistic Vector	1.0109**	0.0528	0.000
_cons	0.9008**	0.4207	0.032

Number of observations = 2014 Pseudo R^2 = 0.3705

LR $chi^2(34)$ = 126.03 Log likelihood = –871.59126

Prob < chi^2 = 0.0000

** Statistically significant at the p<.01 level.
* Statistically significant at the p<.05 level.

Exhibit B.2

Propensity Score Logistic Models (NCCC)

	Step 1		
Variable	**Coefficient**	**Standard Error**	**Prob < |z|**
1998 Family Income	-0.0002**	0.0001	0.000
1998 Personal Income	0.0000	0.0000	0.212
Zero Income Reported	3.0888**	0.6496	0.000
Income Proxy 1	0.0002**	0.0001	0.000
Income Proxy 2	0.0000	0.0000	0.751
Service Perception Missing	0.4716	0.2480	0.057
Confidence in Ability to Obtain an Education	-0.1797*	0.0850	0.034
Acceptance of Responsibility for Educational Success	0.4471**	0.0810	0.000
Civic Obligations	-0.2034*	0.0947	0.032
Neighborhood Obligations	-0.0805	0.0731	0.271
Community-based Activism	0.2444*	0.0965	0.011
Engagement in the Political Process	-0.2897**	0.0876	0.001
Importance of Service-Oriented Careers	0.1492	0.1014	0.141
Local Civic Efficacy	-0.0253	0.0881	0.774
Grassroots Efficacy	-0.3602**	0.0977	0.000
Connection to Community	-0.0090	0.0776	0.908
Community Problem Identification	-0.0042	0.0770	0.957
Personal Effectiveness of Community Service	-0.1234	0.1075	0.251
Personal Growth Through Community Service	-0.0195	0.0829	0.814
Basic Work Skills	0.0491	0.0704	0.485
Constructive Group Interactions	-0.2458**	0.0887	0.006
Constructive Personal Behavior in Groups	0.1310	0.0746	0.079
Acceptance of Responsibility for Employment Success	0.0024	0.0725	0.974
Appreciation of Ethnic and Cultural Diversity	0.0249	0.0611	0.683
School1	0.0948	0.2257	0.675
Work Activity	-1.9983**	0.3242	0.000
Volunteering Last Year	-0.8858	0.7300	0.225
Prior Volunteering	-0.0030	0.4430	0.995
Work and Volunteering Interaction	1.2154**	0.6017	0.043
Marital Status	-1.7601	1.1742	0.134

Exhibit B.2

Propensity Score Logistic Models (NCCC)

Children	0.1973	1.0376	0.849
Gender	0.5560	0.2141	0.009
Race	-0.3083	0.4781	0.519
Latino	-0.7649	0.4229	0.071
_cons	0.7822	0.6120	0.201
Number of observations = 759	Pseudo R^2 = 0.2697		
LR $chi^2(34)$ = 275.00	Log likelihood = –372.24196		
Prob < chi^2 = 0.0000			
Step 2			
Black and Other Interaction	-3.0782*	1.3487	0.022
Rural	0.0306	0.2361	0.897
Urban	0.1899	0.2397	0.428
Number Times Moved	-0.0672	0.0927	0.468
Spoke English	0.4484	0.5095	0.379
Father Caretaker	-0.0145	0.3312	0.965
Other Caretaker	-0.4116	0.2764	0.136
Highest Degree Caretaker	-0.0911	0.0848	0.283
Family Friend Leader	0.5042*	0.2433	0.038
Refused Political Question	-0.0594	0.1389	0.669
Comfort With Neighbors	0.0610	0.0699	0.383
Family Connectedness	0.0036	0.0984	0.971
Factors Influencing Joining 1	0.8167	0.4449	0.066
Factors Influencing Joining 2	0.1428	0.1439	0.321
Private Sector Considered	-0.0171	0.2482	0.945
Public Sector Considered	-0.6643*	0.2621	0.011
Military Considered	0.1752	0.6223	0.778
Other Service Considered	0.7546**	0.2881	0.009
Travel Considered	0.0622	0.3850	0.872
No Other Options Considered	1.2435**	0.4768	0.009
Events: Graduated High School	-1.5224**	0.3627	0.000
Events: Graduated College	-0.4935	0.3303	0.135
Events: Friend in AmeriCorps	-0.0364	0.3179	0.909
Events: Lost Job/Left School	-0.0222	1.0120	0.982
Events: Ended Relationship	-0.6838	0.5544	0.217
Events: Child Left Home	-0.3894	0.6225	0.532
Married at PPSS	-0.0319	2.2627	0.989
Children at PPSS	1.1457	1.2282	0.351
Gender	-0.0821	0.2652	0.757

Exhibit B.2

Propensity Score Logistic Models (NCCC)

Black	0.3257	0.5705	0.568
Hispanic	0.3368	0.5223	0.519
Concerns: Family	0.1765	0.3139	0.574
Concerns: Health	-0.0959	0.4536	0.833
Concerns: Relations	0.3497	0.2717	0.198
Concerns: Stipend	-0.0834	0.2613	0.750
Poverty	1.6990*	0.7867	0.031
1998 Earned Income	0.0000	0.0000	0.765
Logistic Vector	1.1198**	0.1079	0.000
_cons	5.9449	2.5048	0.018

Number of observations = 652 Pseudo R^2 = 0.3578

LR $chi^2(34)$ = 311.89 Log likelihood = –279.95438

Prob < chi^2 = 0.0000

** Statistically significant at the p<.01 level.
* Statistically significant at the p<.05 level.

Exhibit B.3

Measures Used in PSA Logistic Models

Variables from Baseline Survey		
Variable	**Survey Item**	**Measure**
1998 Family Income	37b	Coded 15 point scale representing an individual's family's total annual income in 1998
1998 Personal Income	37a	Coded 15 point scale representing an individual's total annual income in 1998
Zero Income Reported	37a,b	Dichotomous variable indicating that the values of both the personal and family income variables were zero.
Income Proxy 1	37a,b	Linear spline of maximum value between personal and family income variables that is bundled (bends) at $70000 and measured as a slope of the interval
Income Proxy 2	37a,b	Linear spline of maximum value between personal and family income variables that is measured as a slope of the interval
Service Perception Missing	7b,c,e,g,h	Flag for recoded (for missing) principal component of service perception- for self
Confidence in Ability to Obtain an Education	25a,b,c	Recoded[a] value of first principal component
Acceptance of Responsibility for Educational Success	25d,r,f,g	Recoded[a] value of first principal component
Civic Obligations	11a,d,e	Recoded[a] value of first principal component
Neighborhood Obligations	11b,c,f,g,h	Recoded[a] value of first principal component
Community-based Activism	13a,b,c	Recoded[a] value of first principal component
Engagement in the Political Process	13d,e,f	Recoded[a] value of first principal component
Importance of Service Oriented Careers	21b-d,	Recoded[a] value of first principal component
Local Civic Efficacy	12a,b,d	Recoded[a] value of first principal component
Grassroots Efficacy	12c,e,f	Recoded[a] value of first principal component
Connection to Community	10	Recoded[a] value of first principal component
Community Problem Identification	19	Recoded[a] value of first principal component
Personal Effectiveness of Community Service	7a,d,f	Recoded[a] value of first principal component

Exhibit B.3

Measures Used in PSA Logistic Models

Personal Growth Through Community Service	7b,c,e,g,h	Recoded[a] value of first principal component
Basic Work Skills	23a-j	Recoded[a] value of first principal component
Constructive Group Interactions	29 a-d	Recoded[a] value of first principal component
Constructive Personal Behavior in Groups	28 a-f	Recoded[a] value of first principal component
Acceptance of Responsibility for Employment Success	27a-f	Recoded[a] value of first principal component
Appreciation of Ethnic and Cultural Diversity	16a,c,d,e 20a,b,c,d,f,h	Recoded[a] value of first principal component for diversity construct
School1	3	Dummy variable indicating whether individual was attending school in the year before joining
Work Activity	3.	Dummy variable for having worked in the past year
Volunteering Last Year	4, 5, 6	Dummy variable for having volunteered in the past year
Prior Volunteering	9	Dummy variable for having volunteered in the past
Work and Volunteering Interaction	3, 4, 5, 6	Work x Volunteered
Marital Status	32	Marital status
Children	33	Recoded value of whether or not they had children[b]
Gender	35	Sex[c]
Race	31	Dummy variable for African-American identity
Hispanic	30	Dummy variable for Hispanic or Latino identity
Black	31	Dummy variable for Black identity
Black and Other Interaction	52c,g	Dummy for black x dummy for being of other race
Variables from Post-Program Supplemental Interview		
Rural	1a	Dummy for living in rural area
Urban	1b	Dummy for living in urban area
Number Times Moved	2	Value of how many times individual moved before age 18
Spoke English	3a	Dummy for speaking English at home
Father Caretaker	4b.	Recoded dummy for living with father as primary caretaker
Other Caretaker	4i.	Recoded dummy for living with father as primary caretaker
Highest Degree Caretaker	5	Highest level of education achieved by primary caregiver, as recorded on 9

Exhibit B.3

Measures Used in PSA Logistic Models

		point scale
Family Friend Leader	9a	Dummy variable for having a community leader as a friend of primary caretaker
Refused Political Question	11e	Recoded dummy for having refused to answer frequency of political conversations at home
Comfort With Neighbors	12a,b,c,d,e	Recoded[a] first principal component for having felt comfortable with their neighbors.
Family Connectedness	13a,c,e,f	Recoded[a] first principal component for level of family connectedness to community.
Factors Influencing Joining 1	21d, e, j & k	Recoded[a] first principal component for relevance of factors that influence decision to join.
Factors Influencing Joining 2	21a,g	Recoded[a] first principal component for relevance of factors that influence decision to join
Private Sector Considered	22e	Recoded dummy for having considered private sector job
Public Sector Considered	22f	Recoded dummy for having considered public sector job
Military Considered	22g	Recoded dummy for having considered military service
Other Service Considered	22h	Recoded dummy for having considered other service activity
Travel Considered	22i	Recoded dummy for having considered traveling
No Other Options Considered	22j	Recoded dummy for having considered no other options
No Other Options Available	22e	Recoded dummy for not having other available options
Events: Graduated High School	23a	Recoded dummy for having graduated from high school in the year before inquiry
Events: Graduated College	23b	Recoded dummy for having graduated (or about to) from college in the year before inquiry
Events: Retired	23c	Recoded dummy for having retired (or about to) in the year before inquiry
Events: Friend in AmeriCorps	23d	Recoded dummy for having friend or relative join AmeriCorp in the year before inquiry
Events: Lost Job/Left School	23e	Recoded dummy for having lost job or forced to leave school in the year before inquiry

Exhibit B.3

Measures Used in PSA Logistic Models

Events: Ended Relationship	23f	Recoded dummy for having relationship end in the year before inquiry
Events: Child Left Home	23g	Recoded dummy for having child leave home in the year before inquiry
Married at PPSS	54a	Dummy variable indicating marriage status
Children at PPSS	55a	Recoded value of whether or not they had children V246rc(c)
Concerns: Family	24b	Dummy variable indicating concerns over conflicts with family time
Concerns: Health	24a	Dummy variable indicating concerns over personal health problems
Concerns: Relations	24c	Dummy variable indicating concerns over close relations not joining AmeriCorp
Concerns: Stipend	24d	Dummy variable indicating concern that AmeriCorp stipend would be inadequate
Poverty	25a, 25b1-b3	First principal component for measures of having been homeless and/or having received some kind of public assistance.
1998 Earned Income	26d	Value of income participant reported earning in 1998
Logistic Vector	—	Predicted vector of propensity derived from baseline survey variables

Note: Survey item numbers reflect participant survey. Comparison group survey instrument contains same items, although numbers may differ. Recoded values have replaced missing values with the mean value for either State and National or NCCC except when otherwise indicated.

a Missing values replaced with program group mean

b Values not equal to 0 or 1 were replaced with 0

c Missing values replaced with program group model

Dropping the Top Stratum

We excluded from the impact analysis individuals who were almost certain to have joined AmeriCorps (those with estimated probabilities of 90 percent or more). We found only a few members of the comparison group who matched the characteristics of these near-certain participants. Because we did not know with any precision what would have happened to these participants had they not joined, our estimates for their treatment effect had very large standard errors – so large that they sometimes doubled the standard error of the total estimate of treatment effect.

Substantial numbers of participants in both NCCC and the State and National programs have patterns of characteristics that are associated with very high probabilities of participation. More than a third of

the participants in both the State and National programs and NCCC had estimated participation probabilities between 90 and 100 percent (Exhibit B.4).

Exhibit B.4

Distribution of Analysis Sample, by Program and Propensity Score

State and National			NCCC		
Propensity score	Sample size		Propensity score[a]	Sample size	
	Comparison	Participants		Comparison	Participants
0–0.2	325	35	0	72	11
0.2–0.4	225	96	0.2	63	27
0.4–0.6	40	165	0.4	55	53
0.6–0.8	100	223	0.6	37	83
0.8–0.9	28	163	0.8	10	59
0.9–0.95	15	148	0.9	5	172
0.95–1.00	5	288	Total	242	405
Total	838	1118			

Very few people with these characteristics inquired about AmeriCorps but then decided not to serve. We observed 20 such cases for the State and National programs, and only five for NCCC. Consequently we know almost nothing about how people like these participants fared when they chose not to participate.

Exhibit B.5 shows how much the standard errors are increased by including these “near-certain participants” in the analysis. The details depend on which outcome measure is considered, but a majority of the measures of treatment effect become at least 62 percent less precise when applied to the full NCCC group, and 85 percent less precise when applied to the whole State and National group, as compared with the error for estimates confined to those with propensity scores below 90 percent.

Exhibit B.5

Effects of Including "Near-Certain Participants" on Standard Errors of Estimated Program Impacts

Outcome Gain Measure	Effect Standard Error	
	SN	NCCC
Connection to Community (Attitude): ID1	116%	-18%
Community Problem Identification (Knowledge): ID2	156%	122%
Neighborhood Obligations (Attitude): NBH	283%	87%
Civic Obligations (Attitude): RSP	112%	85%
Importance of Service-Oriented Careers (Attitude): EMPL	209%	107%
Personal Effectiveness of Community Service (Attitude): SPO	8%	-34%
Personal Growth through Community Service (Attitude): SPS	-25%	34%
Community-Based Activism (Behavior): ACT	71%	78%
Engagement in the Political Process (Behavior): INFO	126%	58%
Basic Work Skills (Experience): WK	-7%	31%
Constructive Group Interactions (Experience): GRP	38%	71%
Constructive Personal Behavior in Groups (Behavior): IND	58%	-2%
Local Civic Efficacy (Attitude): CIVGOV	68%	158%
Grassroots Efficacy (Attitude): CIVGRA	116%	20%
Confidence in Ability to Obtain an Education (Attitude): INLOC	155%	139%
Acceptance of Responsibility for Educational Success (Attitude): EXLOC	34%	56%
Acceptance of Responsibility for Employment Success (Attitude): EMEF	170%	38%
Appreciation of Ethnic and Cultural Diversity (Attitude): DIV	65%	66%
Median of the above	92%	62%
Participant cases excluded	39%	42%

a Change is $\frac{(se_{full} - se_{90\%})}{se_{90\%}}$,

where se_{full} is the standard error of the estimated impact using the full analysis sample, and $se_{90\%}$ is the standard effort of the estimated impact using only those sample members with propensity scores less than or equal to 90 percent.

We concluded that there is a compelling case for excluding the near-certain participant. Normally, we are reluctant to drop cases from analysis samples because of the adverse effects on statistical power. In this situation, however, dropping more cases substantially improves the statistical power.

Estimate of Average Treatment Effect

As described above, the likelihood of AmeriCorps participation was estimated for each observation in the analytic sample and the sample was then stratified by the estimated propensity. For each outcome of interest, the overall treatment effect was estimated as the average across strata of the mean difference within strata between AmeriCorps and comparison group members' change scores, weighted by the number of treatment cases in the stratum. The impact of AmeriCorps was estimated separately for State and National and NCCC participants for each outcome, as shown in Exhibit 4.30

of the main report. The analytic sample excludes those study participants who did not respond to the PPSS survey. In addition, we excluded from the analytic sample those study participants with a propensity score greater than 0.90, as described earlier in this appendix.

Many of the outcomes were measured on arbitrary scales. This makes it difficult to determine if an effect is "large" or "small." To address this, standardized effect sizes were calculated for each outcome by dividing the average treatment effect by the standard deviation of the treatment group's outcome measure at baseline. These effect sizes can be meaningfully compared across outcomes.

The detailed results from the impact analysis are presented in Appendix G.[11]

Testing Robustness of the Results

In order to assess the effect of possible selection bias from unmeasured variables on the impact estimates, we performed a test using a method for sensitivity analysis described by David Harding.[12] The test hypothesizes the existence of an unmeasured covariate that affects both participation and the outcome of interest. The test then estimates the effects that such a variable would have on the treatment effect estimate.

We investigated two outcomes: Connection to Community, for which treatment had a very large estimated effect; and Community Problem Identification, for which treatment had a moderate estimated effect. We calculated effects on the analytic sample (p-score=0.9) including the unmeasured covariate within propensity stratum and then combined across strata using the treatment group distribution as weights. Within a stratum, the effect was calculated as

$$b_T \times p_C \times (1 - p_C),$$

where

b_T is the estimated coefficient on treatment from a stratum-specific logistic regression of a high gain score on treatment and the unmeasured covariate only, and

p_C is the proportion of C's with high gain scores in that stratum.

To get plausible estimates of the potential effects of the unmeasured covariate, we ran logistic models of both participation and high gain scores against the baseline variables. The most influential variables are shown in Exhibit B.6 below. Remarkably, while the pretest scores are important (inverse) predictors of the high gain scores, they are not very good predictors of participation.

A variable that had an impact of 0.5 on the logistic of both participation and high gain score would have odds-ratio effects of 1.65. A logistic impact of 0.69 corresponds to odds-ratio effects of 2.0. It does not seem necessary to consider any higher values than these.

---

[11] Appendix G displays the results from the truncated analytic sample (p-score=0.9), as well as the effects for the full sample (p-score=1.0).

[12] Harding, David (2003). "Counterfactual Models of Neighborhood Effects: The Effect of Neighborhood Poverty on Dropping Out and Teenage Pregnancy". *American Journal of Sociology*, 109 (3): 679-719.

Exhibit B.6

Results from Sensitivity Analysis using Harding Method

Variable Name	Effect on logistic of: High gain score, ID1	High gain score, ID2	Participa-tion
Connection to Communtiy	-0.85	0.14	0.086
Community Problem Identification	0.12	-0.77	0.073
Comfort with Neighbors	0.13		0.073
Engagement in the Political Process	0.14		-0.18
Service Perception Missing	-0.51		-0.40
Urban	0.39		0.27
Travel Considered	-0.81		-0.54
Importance of Service-Oriented Careers	0.14		0.22
Marital Status	0.35		-0.11
Neighborhood Obligations		0.14	-0.14
School		0.37	-0.81
Events: Graduated College		0.31	-0.38
Civic Obligations		0.16	-0.25
Income Proxy 2		0.20	0.33
Factors Influencing Joining 2 ["_1r" in B.3]		0.14	0.19
Constructive Group Interactions		0.11	-0.27

Starting with the observed distribution of high *versus* low gain scores for treatment and comparison group members in each propensity stratum, we calculated the latent distribution across all 8 cells (high/low gain score, high/low unmeasured covariate, treatment/comparison group) for fixed values of *M* and *N*, corresponding to the odds ratio effects of the unmeasured covariate on the likelihood of a high gain score and participation. From this latent distribution, we calculated the impact and its standard error conditional on *M* and *N* in each stratum following the suggestion in Harding's footnote 17,[13] and then combined across strata.

The results for Connection to Community and Community Problem Identification, shown as estimated percentage point effects are presented in Exhibits A.7 and A.8.

[13] "We can, e.g., create a data matrix with eight observations, one for each combination of X, Y, and U [i.e, intervention, outcome, latent variable], with a frequency weight equal to the corresponding cell count, and then estimate a logit model: logit (Y) = $b_0 + b_1 X + b_2 Y + e$. The desired treatment effect odds ratio is then exp (b_1), and its confidence interval can easily be calculated.")

Exhibit B.7

Estimated percentage point effects, Connection to Community

		M		
		1.00	1.65	2.00
N	1.00	0.212**	0.212**	0.212**
		(0.034)	(0.034)	(0.034)
	1.65	0.212**	0.198**	0.192**
		(0.034)	(0.034)	(0.034)
	2.00	0.212**	0.192**	0.185**
		(0.034)	(0.034)	(0.034)

** Significant at p<.05 level.

Exhibit B.8

Estimated percentage point effects, Community Problem Identification

		M		
		1.00	1.65	2.00
N	1.00	0.145**	0.145**	0.145**
		(0.034)	(0.035)	(0.035)
	1.65	0.145**	0.130**	0.125**
		(0.035)	(0.035)	(0.035)
	2.00	0.145**	0.125**	0.117**
		(0.035)	(0.035)	(0.035)

** Significant at p<.05 level.

That is, even with the unmeasured covariate doubling the likelihood of both probability of participation and a high gain score, the treatment still has percentage point effects on the likelihood of high gain scores for Connection to Community and Community Problem Identification of 19 and 12 percentage points, respectively, $p < 0.01$ for both. The results thus seem quite robust.

Appendix C

Programs Participating in the Study

	State and National	
	National Direct or State Commission Sponsor	**Program**
	Alabama Commission on National and Community Service	Birmingham Public Schools
	Alaska State Community Service Commission	Child Development AmeriCorps
	Alaska State Community Service Commission	Rural CAP Alaska EPA AmeriCorps Program - RAVEN
	Alaska State Community Service Commission	Nine Star Enterprises, Inc.
◆	Allegheny County Health Department	Allegheny County Health Department
	Allegheny County Health Department	Chicago Health Consortium
	American National Red Cross	American National Red Cross - Seattle
	American National Red Cross	American National Red Cross - Atlanta
	American National Red Cross	American National Red Cross - Philadelphia
	American National Red Cross	American National Red Cross - Dallas
	Arkansas Commission on National and Community Service	Blytheville Truancy & Dropout Prevention Program
	California Commission on Improving Life Through Service	Imperial County Office of Education
	California Commission on Improving Life Through Service	Bay Area Youth Agency Consortium
	California Commission on Improving Life Through Service	California Conservation Corps Watershed Stewards
◆	California Commission on Improving Life Through Service	Child Abuse Prevention Council of Sacramento, Inc.
	California Commission on Improving Life Through Service	East San Gabriel Valley Partnership AmeriCorps Project
	California Commission on Improving Life Through Service	Los Angeles Unified School District
	California Commission on Improving Life Through Service	California HIPPY Corps Reads
	Colorado Governor's Commission on Nat'l & Community Service	Community College of Denver
◆	Colorado Governor's Commission on Nat'l & Community Service	Mesa State College AmeriCorps Project
	Connecticut Commission on National and Community Service	City of Meriden, Connecticut - CITYSERVE/AmeriCorps
	Delaware Community Service Commission	Delaware Center for Educational Technology
	Earth Conservation Corps	Salmon Corps - Nez Perce
	Enterprise Foundation, Inc.	The Enterprise - Santa Fe
	Enterprise Foundation, Inc.	The Enterprise - Dallas
◆	Enterprise Foundation, Inc.	The Enterprise - Cleveland

◆ Case study sites

State and National	
National Direct or State Commission Sponsor	**Program**
Florida Commission on Community Service	The School Board of Gadsen County
◆ Florida Commission on Community Service	St. Petersburg Junior College
Governor of Guam / Governor's Community Outreach - Federal Programs	Office of the Governor, Guam
◆ Illinois Commission on Community Service	Aunt Martha's Youth Service Center, Inc.
Illinois Commission on Community Service	Public Allies - Chicago
Illinois Commission on Community Service	Illinois Department of Children and Family Services
Indiana Gov's Commission on Community Service & Volunteerism	Life Treatment Centers, Inc.
Indiana Gov's Commission on Community Service & Volunteerism	Indiana Dept. of Environmental Management
Iowa Commission on Community Service	Trees Forever - Deepening Roots
Iowa Commission on Community Service	Great River AmeriCorps
Kentucky Commission on Community Volunteerism and Service	Homeless and Housing Coalition
Kentucky Commission on Community Volunteerism and Service	Community Action of Southern Kentucky, Inc.
Local Initiatives Support Corporation	Boston LISC
Local Initiatives Support Corporation	Multi-City Michigan LISC
Local Initiatives Support Corporation	New York LISC
◆ Local Initiatives Support Corporation	Puget Sound LISC
Louisiana Serve Commission	Les Reflections du Bayou
Lower Mississippi Delta Service Corps	Louisiana Delta Service Corps Inc
Maine Commission on National and Community Service	Maine Conservation Corps
Maryland Governor's Office on Service & Volunteerism	Community Assisting Police
◆ Maryland Governor's Office on Service & Volunteerism	Dept. of Natural Resources - Maryland Conservation Corps
Maryland Governor's Office on Service & Volunteerism	Homecorps AmeriCorps
Massachusetts Service Alliance	Generations, Inc (Magic Me/Boston, Inc.)
◆ Massachusetts Service Alliance	Greater Holyoke Foundation, Inc.
Michigan Community Service Commission	Creston Neighborhood Association
Michigan Community Service Commission	Michigan Family Independence Agency
Michigan Community Service Commission	City Year Detroit
Minnesota Commission on National and Community Service	City of St. Paul - Future Force
Minnesota Commission on National and Community Service	Pillsbury Neighborhood Services
Mississippi Commission for Volunteer Service	Center for Community Development, Delta State University
Missouri Community Service Commission	American Youth Foundation (Safety Corps)
Montana Community Services Advisory Council	The University of Montana - Reads
National AIDS Fund, Inc.	National AIDS Fund AmeriCorps Program

State and National	
National Direct or State Commission Sponsor	**Program**
National AIDS Fund, Inc.	The Regional HIV/AIDS Consortium (NC)
National Association of Community Health Centers, Inc.	Colorado/Metro Denver
National Association of Community Health Centers, Inc.	Sea Mar Comm. Health Center
Nebraska Volunteer Service Commission	Community Action of Nebraska, Inc.
New Hampshire Job Training Council	North Country AmeriCorps
New Jersey Commission on National and Community Service	Urban League of Hudson County
New Jersey Commission on National and Community Service	St. Paul's Community Development corp.
New York Office of National and Community Service	Monroe Community College
New York Office of National and Community Service	Oswego City - County Youth Bureau
New York Office of National and Community Service	Phoenix House Foundation, Inc.
New York Office of National and Community Service	Rheedlen Centers for Children and Families
New York Office of National and Community Service	Public Space for Public Life - The Parks Council/The National and Social Initiative
New York Office of National and Community Service	Church Avenue Merchants Association, Inc. (CAMBA)
North Carolina Commission on National & Community Service	Children First of Buncombe County
Northeastern University	Athletes in Service
Ohio Governor's Community Service Council	Youth & Communities in Partnership
Ohio Governor's Community Service Council	Greater Cleveland Habitat for Humanity
Ohio Governor's Community Service Council	Mercy Health Partners
Oregon Community Service Commission	Portland Community Building
PennSERVE: The Governor's Office of Citizen Service	Family Service Corps
PennSERVE: The Governor's Office of Citizen Service	City Year, Philadelphia
Phoenix House Foundation, Inc.	Phoenix House of Texas
Phoenix House Foundation, Inc.	Phoenix House of California
Public Allies, Inc.	Public Allies South Bay/Silicon Valley
Shoshone-Bannock Tribes	Shoshone-Bannock Tribes
Tennessee State Commission on National and Community Service	NashvilleREAD, Inc. (Competitive)
Tennessee State Commission on National and Community Service	NashvilleREAD, Inc. (Formula)
Tennessee State Commission on National and Community Service	United Neighborhood Health Services, Inc.
Texas Commission on Volunteerism and Community Service	Central Texas Armed Services YMCA
Texas Commission on Volunteerism and Community Service	Youth and Family Alliance (Formerly Youth Options, Inc./Middle Earth)
Texas Commission on Volunteerism and Community Service	Mental Health Association in Texas
Texas Commission on Volunteerism and Community Service	United Way of San Antonio and Bexar County

State and National	
National Direct or State Commission Sponsor	**Program**
The Arc of The United States	Arc of Montgomery County
The ASPIRA Association Inc.	ASPIRA Corps - PA
◆ The Houston READ Commission	Houston Read Commission - Literacy AmeriCorps
The Houston READ Commission	Palm Beach County Literacy Coalition
United States Veterans Initiative, Inc.	United States Veterans Initiative, Inc. - DC
United States Veterans Initiative, Inc.	United States Veterans Initiative, Inc. - LA
University of Maryland Baltimore County	Milwaukee Community Service Corps
University of Maryland Baltimore County	Clear Corps
University of Maryland Baltimore County	PBX, Inc.
University of Maryland Baltimore County	SS/UMBC Coalition to End Childhood Lead Poisoning
Utah Commission on Volunteers	Association for Utah Community Health
Utah Commission on Volunteers	Salt Lake County Reads and Promotes Service
Virginia Commission on National & Community Service	Hampton Redevelopment and Housing - 2
Virginia Commission on National & Community Service	City of Richmond - Human Services Commission
Washington Commission on National and Community Service	Washington State Employment Security Department
Wisconsin National & Community Service Board	America Reads / Wisconsin Reads
Woodrow Wilson National Fellowship Foundation	Notre Dame AmeriCorps
YouthBuild USA, Inc.	Housing Authority of the City of Milwaukee
NCCC Regions	
◆ Capitol Region campus, Washington, DC	
Central Region campus, Denver, CO	
◆ Western Region campus, San Diego, CA	

Appendix D
General Theory of Change Model: AmeriCorps

Program Activities (PA)

SERVICE PROJECTS 1
- Team/individual
- Supervision/mentoring
- Interaction with beneficiaries

PHYSICAL EDUCATION 6

MEMBER DEVELOPMENT 2
- Diversity
- Leadership
- Team building

ACADEMIC INSTRUCTION 7
- GED classes
- Referrals to adult education
- College courses
- Academic counseling

REFLECTION 3
- Journals
- Discussion

OCCUPATIONAL SKILLS TRAINING 8
- Career counseling
- Certification workshops

EXTRA-SIGNATURE PROJECTS 4
- Occasional team activity
- Member-developed

END-OF-PROGRAM TRAINING 9

GROUP LIVING 5
a. Residential experience
b. Living in community

POST-PROGRAM EDUCATION AWARD 10

Intermediate Outcomes (IO) (Positive/Negative)

WORKPLACE SCANS SKILLS A
- Communication
- Teamwork
- Etiquette

PA: 1, 4, 8

IDENTIFY NEEDS AND SOLUTIONS TO COMMUNITY ISSUES F

PA: 1, 2, 4

CONNECTION TO COMMUNITY (+/-) B

PA: 1, 2, 3, 4, 5b

PHYSICAL STAMINA/ FITNESS G

PA: 1, 4, 6

AWARENESS OF OTHERS/ DIVERSITY C

PA: 1, 2, 3, 4, 5a, 5b

ACADEMIC PROGRESS H

PA: 7

SPECIFIC JOB SKILLS D

PA: 1, 8

POLITICAL/SOCIAL AWARENESS (+/-) I

PA: 1, 2, 3, 4

SELF-KNOWLEDGE AND ASSESSMENT E
- Self-esteem
- Member-developed "extra-Signature" projects

PA: 2, 3, (6)

Short-term Outcome(s) (SO) End of Program

LIFE PATH AWARENESS AND PLANNING I

IO: 9, 10, A, D, E, H

POSITIVE SELF-IMAGE/ SELF-EFFICACY II

IO: A, E, G, H, I

IMPLEMENTING SOCIAL SOLUTIONS III

IO: B, F, I

COMMITMENT TO CAUSES IV

IO: B, F, I

LEADERSHIP SKILLS/ PRACTICE V

IO: A, E, F

VALUES/DIVERSITY/ MULTICULTURALISM VI

IO: B, C, F, I

Long-term Outcome(s) (LO) Follow-up: 2-3 years or more

CIVIC VALUES AND PARTICIPATION a
- Advocacy
- Socially responsible behavior
- Volunteering
- Community leadership

SO: III, IV, V, VI

EDUCATIONAL SKILLS ASPIRATIONS/ ACHIEVEMENTS b

SO: I, II

EMPLOYMENT SKILLS ASPIRATIONS/ ACHIEVEMENTS c

SO: I, II

PERSONAL LIFE SKILLS/ VALUES/BEHAVIORS d
- Social skills and attitudes

SO: I, II

Note: **Bolded** characters refer to antecedent activities or goals, e.g., Specific Job Skills stemming from Service Projects and Occupational Skills.

Appendix E

Survey Instruments

Baseline:
- AmeriCorps
- Comparison Groups

Post-Program:
- AmeriCorps*State and National
- AmeriCorps*NCCC
- Comparison Groups

Post-Program Supplemental Interview
- AmeriCorps
- Comparison Groups

AmeriCorps Program Director Survey

OMB # 3045-0060
Expiration Date: 9/30/2002

Longitudinal Study of AmeriCorps:
Baseline Interview for AmeriCorps Members

For office use only:

Program Name: _____

Program ID: _____

Today's Date: _____

Screener for AmeriCorps Members

You have been randomly selected to participate in a national study on volunteerism and national service. We are interviewing new, full-time AmeriCorps participants as they enter their service program.

1. Is this the first time you have enrolled and served in an AmeriCorps program (including AmeriCorps State/National, National Civilian Community Corps, or VISTA)?

   ❑ 1 Yes
   ❑ 2 No

2. Are you serving full-time in this AmeriCorps program?

   ❑ 1 Yes
   ❑ 2 No

If you answered "YES" to BOTH of these questions, we would like you to complete this questionnaire.

If you answered "No" to one or both of these questions, please return this form to your supervisor. You do not need to complete the rest of the questionnaire.

Notice: The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMB control number. (See 5 C.F.R. 1320.5(b)(2)(i)). The time required to complete this collection of information is estimated to average 30 minutes per response, including the time to review instructions and complete the information collection. Comments on the burden or content of this collection of information may be sent to the Corporation for National and Community Service, Office of Evaluation, 9th floor, Attn: Marcia Scott, 1201 New York Avenue, N.W. Washington, D.C. 20525.

This information is provided pursuant to Public Law 93-579 (Privacy Act of 1974") for individuals completing Federal records and forms that solicit personal information. The information in this survey is to be used solely for research and for statistical purposes to help meet the requirements of Federal law. No other uses will be made of this information.

OMB No. 3045-0060 Expires 9/30/2002

Longitudinal Study of AmeriCorps:
Baseline Interview for AmeriCorps Members

Introduction

The program you have enrolled in is one of over 700 AmeriCorps programs nationwide. This program has been randomly selected for a national long-term study of AmeriCorps. This government-funded study will help us understand what happens to people after their involvement in AmeriCorps. We need you to fill out the following questionnaire which coincides with the beginning of the program. We will also administer a follow-up questionnaire toward the end of the program, and a long-term follow-up questionnaire in 2 to 3 years.

It will be important for you to maintain up-to-date contact information with us to ensure the success of this important long-term study.

Participation in the study is voluntary and will not affect your enrollment in AmeriCorps. What you tell us will be kept strictly confidential. All reporting of information will be about groups of responses reported.

1. What are the two most important reasons why you decided to join this AmeriCorps program?

   - ❑ 1 To get an education scholarship
   - ❑ 2 To help other people/perform a community service
   - ❑ 3 To get a job/earn money
   - ❑ 4 To learn about or work with different ethnic/cultural groups
   - ❑ 5 To explore future job/education interests
   - ❑ 6 To get involved in issues
   - ❑ 7 Other (specify)_____

2. Did you move from somewhere in order to enroll in AmeriCorps?

   - ❑ 1 Yes
   - ❑ 2 No

3. In the twelve months before you started AmeriCorps, what were you doing? *(Check all that apply.)*

   - ❑ 1 Working outside the home
   - ❑ 2 Attending school
   - ❑ 3 Taking care of my children at home
   - ❑ 4 Looking for a job
   - ❑ 5 Volunteering/voluntary community service
   - ❑ 6 Other (specify)_____

4. Before you started AmeriCorps, had you **ever** participated in voluntary community service or a volunteer activity?

   - ❑ 1 Yes
   - ❑ 2 No *(Please go to question 8)*

5. Have you participated in voluntary community service or a volunteer activity within the **past 5 years**?

- ❑ 1 Yes
- ❑ 2 No *(Please go to question 8)*

6. Have you participated in voluntary community service or a volunteer activity within the **past 12 months**?

- ❑ 1 Yes
- ❑ 2 No *(Please go to question 8)*

6a. Approximately how many hours per month did you participate in this voluntary community service or volunteer activity? _____ hours per month

6b. During the past 12 months, did you live in the community where you participated in this voluntary community service or volunteer activity?

- ❑ 1 Yes, for all of the service activities
- ❑ 2 Yes, for some of the service activities
- ❑ 3 No

6c. Was this voluntary community service or volunteer activity done as part of a course requirement at a school or college?

- ❑ 1 Yes, for all of the service activities
- ❑ 2 Yes, for some of the service activities
- ❑ 3 No

6d. In performing these services did you...

		Yes	No
1.	Keep a journal or write about what your service or volunteer experience meant to you?	❑ 1	❑ 2
2.	Talk about your service or volunteer experience with other volunteers, friends, or relatives?	❑ 1	❑ 2

7. Thinking about all of your voluntary community service or volunteer activities over the **past 12 months**, please indicate how much you agree with the following statements, using a scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree. Please check one box for each statement.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a. I felt that I made a contribution to the community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I re-examined my beliefs and attitudes about myself.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
c. I was exposed to new ideas and ways of seeing the world.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. I felt like part of a community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. I learned more about the "real" world.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. I felt I could make a difference in the life of at least one person.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. I did things I never thought I could do.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. I changed some of my beliefs and attitudes.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

8. Did you do any of the following activities during the **past 12 months**?

	Yes	No
a. Help to take care of sick, elderly, or homeless people	❑ 1	❑ 2
b. Tutor, mentor, or take care of children, teenagers, or adults	❑ 1	❑ 2
c. Help renovate, construct, or clean offices or buildings for needy people	❑ 1	❑ 2
d. Organize or do administrative work for programs helping needy individuals	❑ 1	❑ 2
e. Clean trails or do other environmental work	❑ 1	❑ 2

9. Did you do any of the following things when you were younger?

	Yes	No
a. Saw someone in your family help others	❑ 1	❑ 2
b. Personally saw someone you admire (not a family member) helping others	❑ 1	❑ 2
c. Were active in student government	❑ 1	❑ 2
d. Were active in a church group, religious organization, or community group	❑ 1	❑ 2

10. Please indicate how strongly you agree with each of the following statements.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a. I have a strong attachment to my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I often discuss and think about how larger political and social issues affect my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. I am aware of what can be done to meet the important needs in my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. I feel I have the ability to make a difference in my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. I try to find the time or a way to make a positive difference in my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

11. Do you feel that each of the following is not an important obligation, a somewhat important obligation, or a very important obligation that a citizen owes to the country?

	Not An Important Obligation	Somewhat Important Obligation	Very Important Obligation
a. Serving on a jury if called.	❑ 1	❑ 2	❑ 3
b. Reporting a crime that you may have witnessed.	❑ 1	❑ 2	❑ 3
c. Participating in neighborhood organizations (school, religious, community, recreational organizations).	❑ 1	❑ 2	❑ 3
d. Voting in elections.	❑ 1	❑ 2	❑ 3
e. Keeping informed about news and public issues.	❑ 1	❑ 2	❑ 3
f. Helping to keep the neighborhood safe	❑ 1	❑ 2	❑ 3
g. Helping to keep the neighborhood clean and beautiful	❑ 1	❑ 2	❑ 3
h. Helping those who are less fortunate	❑ 1	❑ 2	❑ 3

12. Below is a list of activities that you, along with others, might accomplish. Think about how hard it would be for **you** to accomplish each activity. Assume that each of these is an activity you feel is worthwhile to accomplish.

	I **would not** be able to get this done	I **might be** able to get this done	I **would be** able to get this done.
a. Getting the local government to fix a pothole in my street.	❑ 1	❑ 2	❑ 3
b. Getting the local government to build an addition to the community center.	❑ 1	❑ 2	❑ 3
c. Organizing an event to benefit a charity or religious organization.	❑ 1	❑ 2	❑ 3
d. Getting an issue on the ballot for a statewide election. (Assume your state allows this.)	❑ 1	❑ 2	❑ 3
e. Starting an after-school program for children whose parents work.	❑ 1	❑ 2	❑ 3
f. Organizing an annual cleanup program for the local park.	❑ 1	❑ 2	❑ 3

13. How often do you do each of the following?

	Never	Not Very Often	Some-times	Very Often	Always
a. Participate in events such as community meetings, celebrations, or activities in my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Join organizations that support issues that are important to me.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Write or e-mail newspapers or organizations to voice my views on an issue.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Vote in local elections.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Try to learn as much as I can about candidates or ballot questions before voting.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. Keep informed about local or national news.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

14. Did you vote in the 1998 national election?

❑ 1 Yes *(Please go to question 15)*
❑ 2 No
❑ 3 N/A, under 18 years of age *(Please go to question 15)*

14a. Were you registered to vote in the 1998 election?

❑ 1 Yes
❑ 2 No

15. In the past year, how often have you socialized with someone of another racial or ethnic group?

- ❑ 1 Not at all
- ❑ 2 Occasionally
- ❑ 3 Frequently

16. Please indicate how much you agree with each of the following statements.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a. If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. If I lead the way, my friends will get involved in fighting prejudice and discrimination.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Some of my friends are of different backgrounds from me: racial, cultural, ethnic or language.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Racism affects everyone.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. I feel comfortable belonging to groups where people are different from me.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

17. How would you describe your...

a. **Interest** in forming friendships with people who come from a different race or ethnicity from you?	Not Very Interested ❑ 1	❑ 2	❑ 3	❑ 4	Very Interested ❑ 5
b. **Interest** in looking for opportunities to work with people from different backgrounds?	Not Very Interested ❑ 1	❑ 2	❑ 3	❑ 4	Very Interested ❑ 5
c. **Comfort level** in talking about social barriers, race, and/or diversity with others from different backgrounds than you?.	Very Uncomfortable ❑ 1	❑ 2	❑ 3	❑ 4	Very Comfortable ❑ 5

18. On a scale from 1 to 5 where 1 = nothing and 5 = a great deal, how much do you feel you know about the concerns and issues facing individuals in the following groups? *(Please check one per item.)*

	Know Nothing				Know a Great Deal
a. Your family and friends	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. African Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Asian Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Hispanics/Spanish/Latinos	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Whites, non-Latinos	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. People with low incomes	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. Rural young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. Urban young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. Older/elder people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
j. The disabled	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

19. On a scale from 1 to 5 where 1 = nothing and 5 = a great deal, how much do you feel you know about problems facing the community such as ...?

	Know Nothing				Know a Great Deal
a. The environment	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Public health issues	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Literacy	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Crime	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Lack of civic involvement	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

20. Please indicate how much you agree with each of the following statements.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	NA
a. Diverse viewpoints bring creativity and energy to a work group.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6
b. Multicultural teams can be stimulating and fun.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	NA
c. People are more motivated and productive when they feel they are accepted for who they are.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6
d. Diversity improves the work of organizations.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6
e. I am afraid to disagree with members of other racial or ethnic groups for fear of being called prejudiced or racist.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6
f. Diversity brings many perspectives to problem-solving.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6
g. If I had a problem on the job, I would feel more comfortable going to a staff member of my own race or ethnicity.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6
h. I am comfortable interacting with people from a different racial or ethnic background.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6
i. My interactions with people at work are largely confined to people of my own race or ethnicity.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6
j. It's not easy to be tolerant when people have beliefs and attitudes that are different from my own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5	❑ 6

21. Please indicate whether you feel each of the following things is very important, somewhat important, or not important to you.

	Not Important	Somewhat Important	Very Important
a. Being able to find steady work	❑ 1	❑ 2	❑ 3
b. Working to correct social and economic inequalities	❑ 1	❑ 2	❑ 3
c. Having a job that involves working with other people	❑ 1	❑ 2	❑ 3
d. Working in a job where I am of direct service to people	❑ 1	❑ 2	❑ 3
e. Working in a job where I can make as much money as possible	❑ 1	❑ 2	❑ 3

22. What would you like to be doing **two years** from now? *(Check as many as apply.)*

- ❑ 1 Working full-time
- ❑ 2 Working part-time
- ❑ 3 Enlisted in military service *(Please go to question 23)*
- ❑ 4 Participating in national service or volunteer work (for example, Peace Corps, faith-based volunteer service, etc.)
  - Will this be
    - ❑ 1 Full-time
    - ❑ 2 Part-time
- ❑ 5 Attending school at a community college
- ❑ 6 Attending school at a technical school or apprenticeship program
- ❑ 7 Attending school at a four-year college
- ❑ 8 Attending school at a graduate or professional school
- ❑ 9 Other (Please specify:) *(Please go to question 23)*

_____

22a. In what field? *(Please check only one.)*

- ❑ 01 Teaching children/adults
- ❑ 02 Social/community work
- ❑ 03 Law
- ❑ 04 Business
- ❑ 05 Health-related
- ❑ 06 Computer/technical/scientific
- ❑ 07 Environmental
- ❑ 08 Public safety
- ❑ 09 Agriculture
- ❑ 10 Military
- ❑ 11 Other (*please specify*)_____

23. Think about the following skill areas. For each skill area, indicate how much experience you have and how important the skill is to you.

	Amount Of Experience			**Importance To You**		
	Little or None	Some	A Lot	Not Impor-tant	Some-what Impor-tant	Very Impor-tant
a. Solving unexpected problems or finding new and better ways to do things.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
b. Knowing how to gather and analyze information from different sources such as other people or organizations.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
c. Listening and responding to other people's suggestions or concerns.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
d. Stopping or decreasing conflicts between people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3

	Amount Of Experience			Importance To You		
	Little or None	Some	A Lot	Not Impor-tant	Some-what Impor-tant	Very Impor-tant
e. Leading a team by taking charge, explaining and motivating co-workers.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
f. Negotiating, compromising, and getting along with co-workers, supervisors.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
g. Learning new ways of thinking or acting from other people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
h. Adapting your plans or ways of doing things in response to changing circumstances.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
i. Managing your time when you're under pressure.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
j. Dealing with uncomfortable or difficult working conditions.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3

24. What is the highest level of education you expect to complete? *(Please check one.)*

- ❑ 01 Some high school
- ❑ 02 High school diploma
- ❑ 03 High school equivalency diploma or certificate (GED)
- ❑ 04 Vocational, trade, or business school after high school (not for a BA or MBA)
- ❑ 05 Less than 2 years of college
- ❑ 06 Two or more years of college (including 2-year degree)
- ❑ 07 College degree (4- or 5-year degree)
- ❑ 08 Master's degree or equivalent
- ❑ 09 Ph.D., M.D., or other professional degree

25. Please indicate how much you agree with each of the following statements.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a. I have mostly bad luck when it comes to education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I can work really hard when it comes to getting the education I need.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
c. I have the intelligence I need to finish my education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. If I don't finish my education, it is because I didn't have the chances others had.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. To get the education I need, I have to be lucky.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. When I have trouble with schoolwork, it's because teachers or other education staff don't like me.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. I can't figure out what it takes to finish my education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

26. Have you ever been employed full- or part-time?

❑ 1 Yes
❑ 2 No

27. Here are some statements about how some people feel about getting a job. For each statement, please indicate how true the statement is for you.

	Not At All True For Me	Mostly Not True For Me	Neither True Nor Untrue For Me	Mostly True For Me	Very True For Me
a. There aren't enough jobs for me to get the kind of job I want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I can't get people to treat me fairly when I apply for the kind of job I want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. I can't seem to try very hard to get a good job.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. I don't know what it takes to get the kind of job I want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. If I can't get a good job, it's because people aren't fair to people like me.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. To get a good job I just have to try hard enough.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

The next set of questions asks about your experiences in group situations.

28. Please answer how often you do the following.

	Never	Not Very Often	Some-times	Very Often	Always
a. I try to understand other team members' ideas and opinions before arguing or stating my own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I try to present my ideas without criticizing the ideas of others.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. I encourage different points of view without worrying about agreement.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. I try to consider all points of view or possible options before forming an opinion or making a decision.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. I encourage the participation of other team members and support their right to be heard.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. I help find solutions when unexpected problems arise.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

29. How often have you been in a group situation with others where the following things have occurred?

	Never	Not Very Often	Some-times	Very Often	Always
a. We discuss issues and problems and share ideas.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. We involve everyone and avoid favoritism.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. We can disagree and be different from one another without fear.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. We take time to work out any conflicts.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

Finally, we would now like to ask you some general background questions.

30. What is your ethnicity? *(Please check only one.)*

❑ 1 Hispanic or Latino
❑ 2 Not Hispanic or Latino

31. What is your race? *(Please check one or more.)*

- ❑ 1 American Indian or Alaskan Native
- ❑ 2 Asian
- ❑ 3 Black or African American
- ❑ 4 Native Hawaiian or other Pacific Islander
- ❑ 5 White

32. What is your current marital status? *(Please check one.)*

- ❑ 1 Married
- ❑ 2 Single, never married
- ❑ 3 Widowed
- ❑ 4 Divorced
- ❑ 5 Separated

33. Do you have any children?

- ❑ 1 Yes
  - a. How many children do you have? _____
  - b. How many of them currently live with you? ___
- ❑ 2 No

34. Just before you joined AmeriCorps, did you mostly... (Check one.)

- ❑ 1 Live with your parents?
- ❑ 2 Live with spouse/partner and/or children?
- ❑ 3 Live with other family members?
- ❑ 4 Live with friends or roommates?, or
- ❑ 5 Live alone?
- ❑ 6 Other (Please specify)_____

35. What is your gender?

- ❑ 1 Male
- ❑ 2 Female

36. What is your date of birth? _____ / _____ / 19_____
Month Day

37. Have you ever served on active duty in the U.S. Armed Forces?

- ❑ 1 Yes
- ❑ 2 No

38. Have you ever served in the U.S. Military Reserves or National Guard?

- ❑ 1 Yes
- ❑ 2 No

39. Which best represents the total annual income in 1998 for (a) you and (b) your immediate family living in your household **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. *(Check one box per column.)*

a. Your own 1999 income (before taxes)	b. Total for the family in your household (before taxes)
❑ 01 Under $5,000	❑ 01 Under $5,000
❑ 02 $5,000 – less than $10,000	❑ 02 $5,000 – less than $10,000
❑ 03 $10,000 – less than $15,000	❑ 03 $10,000 – less than $15,000
❑ 04 $15,000 – less than $20,000	❑ 04 $15,000 – less than $20,000
❑ 05 $20,000 – less than $25,000	❑ 05 $20,000 – less than $25,000
❑ 06 $25,000 – less than $30,000	❑ 06 $25,000 – less than $30,000
❑ 07 $30,000 – less than $40,000	❑ 07 $30,000 – less than $40,000
❑ 08 $40,000 – less than $50,000	❑ 08 $40,000 – less than $50,000
❑ 09 $50,000 – less than $60,000	❑ 09 $50,000 – less than $60,000
❑ 10 $60,000 – less than $70,000	❑ 10 $60,000 – less than $70,000
❑ 11 $70,000 – less than $80,000	❑ 11 $70,000 – less than $80,000
❑ 12 $80,000 – less than $90,000	❑ 12 $80,000 – less than $90,000
❑ 13 $90,000 – less than $100,000	❑ 13 $90,000 – less than $100,000
❑ 14 $100,000 or more	❑ 14 $100,000 or more
❑ 15 Don't Know	❑ 15 Don't Know
	❑ 16 Not applicable

40. What is the highest level of education you have completed? *(Please check one.)*

- ❑ 01 8th grade or less
- ❑ 02 Some high school, no diploma
- ❑ 03 High school graduate
- ❑ 04 High school diploma or the equivalent (for example, GED)
- ❑ 05 Some college credit, but less than 1 year
- ❑ 06 One or more years of college, no degree
- ❑ 07 Associate degree
- ❑ 08 Bachelor's degree
- ❑ 09 Master's degree
- ❑ 10 Ph.D., M.D. or other professional degree

In case we lose touch with you, please provide the names and contact information for 3 relatives or friends who do not live with you and who are most likely to know where to contact you in the future. Please list people at different addresses.

1. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

2. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

3. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

The following information is needed so that we can reach you in the future for the follow-up and long-term follow-up interviews. This information will be kept confidential and will not be linked to your responses.

1. Your full name: _____

2. Your current address: _____

_____ _____ _____
City State ZIP

3. Your current telephone number (_____) _____ - _____
(area code)

4. Your permanent address: _____

_____ _____ _____
City State ZIP

5. Your permanent telephone number (_____) _____ - _____
(area code)

6. Your e-mail address _____

7. Your Social Security Number __ __ __ - __ __ - __ __ __ __

Thank you very much for your time and cooperation. We look forward to interviewing you again at the end of your service program.

OMB # 3045-0060
Expiration Date: 9/30/2002

STATE/NATIONAL SAMPLE
Longitudinal Study of AmeriCorps:
Baseline Interview for Comparison Group Members

Screener for AmeriCorps Eligibility and Willingness to Participate in Study

Hello, my name is _____. I'm calling from Abt Associates Inc., a research firm based in Cambridge, Massachusetts. We are conducting a study of people who have recently called the Corporation for National Service's AmeriCorps toll free number.

S1. Have you ever participated or are you currently participating in an AmeriCorps Program such as: AmeriCorps State/National, VISTA, or National Civilian Community Corps program?

- ❑ 1 Yes (GO TO SCREENER TERMINATE)
- ❑ 2 No (CONTINUE)

S2a. Do you expect to enroll in the AmeriCorps program within the next 6 months?

- ❑ 1 Yes (CONTINUE)
- ❑ 2 No (GO TO S3)
- ❑ 2 DK/RF (CONTINUE)

S2b. Have you been formally accepted into that AmeriCorps program?

- ❑ 1 Yes (GO TO SCREENER TERMINTE)
- ❑ 2 No (CONTINUE)
- ❑ 2 DK/RF (CONTINUE)

S3. How likely are you to enroll in full-time national service in AmeriCorps during the next five years? Would you say you are...

- ❑ 1 Very likely
- ❑ 2 Likely
- ❑ 3 Not sure
- ❑ 4 Unlikely
- ❑ 5 Very unlikely

S4. We are conducting an important evaluation of the AmeriCorps Program. As part of that study, it's important to interview those persons who are not currently AmeriCorps participants or who do not plan to become participants during the next 6 months. The interview will take approximately 45 minutes. To thank you for your time and cooperation, we will pay you $25.

Can we begin now?

- ❑ 1 YES, WILLING TO DO INTERVIEW NOW (CONTINUE)
- ❑ 2 YES, WILLING GO DO INTERVIEW AT A LATER TIME (SCHEDULE CALLBACK)
- ❑ 3 NOT WILLING TO DO INTERVIEW (GO TO SCREENER CLOSING)

SCREENER TERMINATION AT S.4: Thank you very much for your time and cooperation.

SCREENER TERMINATION AT S.1 AND S.2: Thank you very much for your time. We are looking for people who have not participated, or do not plan to participate in the AmeriCorps program in the next 6 months.

Notice: The Paperwork Reduction Act of 1995 requires the Corporation to inform all potential persons who respond to this collection of information that such persons are not required to respond unless it displays a currently valid OMB control number. (See 5 C.F.R. 1320.5(b)(2)(i)). The time required to complete this collection of information is estimated to average 30 minutes per response, including the time to review instructions and complete the information collection. Comments on the burden or content of this collection of information may be sent to the Corporation for National and Community Service, Office of Evaluation, 9th floor, Attn: Marcia Scott, 1201 New York Avenue, N.W. Washington, D.C. 20525.

This information is provided pursuant to Public Law 93-579 (Privacy Act of 1974") for individuals completing Federal records and forms that solicit personal information. The information in this survey is to be used solely for research and for statistical purposes to help meet the requirements of Federal law. No other uses will be made of this information.

OMB No. 3045-0060 Expiration Date 9/30/2002

Longitudinal Study of AmeriCorps:
Baseline Interview for Comparison Group Members

FOR CALL-BACKS ONLY:
Introduction

We are conducting a long-term study of national service and volunteerism. You were selected from a list of people who inquired about national service within the last few months.

We will also interview you in 8 to 12 months and again 2 to 3 years later. For this reason, it will be important for you to maintain up-to-date contact information with us to ensure the success of this important long-term study.

Participation in the study is voluntary. What you tell us will be kept confidential.

1. Please tell me what you have been doing during the past 12 months. Have you been...(READ LIST) (MULTIPLE RESPONSE)

- ❑ 1 Working outside the home
- ❑ 2 Attending school
- ❑ 3 Taking care of your children at home
- ❑ 4 Looking for a job
- ❑ 5 Volunteering/voluntary community service
- ❑ 6 Other *(Specify)* _____

[IF Q1, ITEM 5 IS CHECKED, THEN SKIP Q2 AND RECORD Q2 = 1 IN CATI.

2. Have you **ever** participated in voluntary community service or a volunteer activity?

- ❑ 1 Yes
- ❑ 2 No *(Please go to question 6)*

3. Have you participated in voluntary community service or a volunteer activity within the **past 5 years**?

- ❑ 1 Yes
- ❑ 2 No *(Please go to question 6)*

4. Have you participated in voluntary community service or a volunteer activity within the **past 12 months**?

- ❑ 1 Yes
- ❑ 2 No *(Please go to question 6)*

4a. Approximately how many hours per month did you participate in this voluntary community service or volunteer activity? _____ hours per month

4b. During the past twelve months, did you live in the community where you participated in this service? (READ LIST)

- ❑ 1 Yes, for all of the service activities
- ❑ 2 Yes, for some of the service activities
- ❑ 3 No

4c. Was this voluntary community service or volunteer activity done as part of a course requirement at a school or college? (READ LIST)

- ❑ 1 Yes, for all of the service activities
- ❑ 2 Yes, for some of the service activities
- ❑ 3 No

4d. In performing these services did you...

		Yes	No
1.	Keep a journal or write about what your service or volunteer experience meant to you?	❑ 1	❑ 2
2.	Talk about your service or volunteer experience with other volunteers, friends, or relatives?	❑ 1	❑ 2

5. Thinking about all of your voluntary community service or volunteer activities over the **past 12 months**, please indicate how much you agree with the following statements. (READ ITEM.) Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a.	You felt that you made a contribution to the community.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
b.	You re-examined your beliefs and attitudes about yourself.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
c.	You were exposed to new ideas and ways of seeing the world.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
d.	You felt like part of a community.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
e.	You learned more about the “real” world.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
f.	You felt you could make a difference in the life of at least one person.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
g.	You did things you never thought you could do.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
h.	You changed some of your beliefs and attitudes.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1

6. Did you do any of the following activities during the **past 12 months**? (READ LIST)

	Yes	No
a. Help to take care of sick, elderly, or homeless people	❑ 1	❑ 2
b. Tutor, mentor, or take care of children, teenagers, or adults	❑ 1	❑ 2
c. Help renovate, construct, or clean offices or buildings for needy people	❑ 1	❑ 2
d. Organize or do administrative work for programs helping needy individuals	❑ 1	❑ 2
e. Clean trails or do other environmental work	❑ 1	❑ 2

7. Did you do any of the following things when you were younger? (READ LIST)

	Yes	No
a. Saw someone in your family help others	❑ 1	❑ 2
b. Personally saw someone you admire, not a family member, helping others	❑ 1	❑ 2
c. Were active in student government	❑ 1	❑ 2
d. Were active in a church group, religious organization, or community group	❑ 1	❑ 2

8. Please indicate how strongly you agree with each of the following statements. (READ ITEM.) Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. You have a strong attachment to your community.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
b. You often discuss and think about how larger political and social issues affect your community.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
c. You are aware of what can be done to meet the important needs in your community.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
d. You feel you have the ability to make a difference in your community.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
e. You try to find the time or a way to make a positive difference in your community.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1

9. Do you feel that each of the following is not an important obligation, a somewhat important obligation, or a very important obligation that a citizen owes to the country? (READ ITEM)

	Not An Important Obligation	Somewhat Important Obligation	Very Important Obligation
a. Serving on a jury if called.	❑ 1	❑ 2	❑ 3

	Not An Important Obligation	Somewhat Important Obligation	Very Important Obligation
b. Reporting a crime that you may have witnessed.	❑ 1	❑ 2	❑ 3
c. Participating in neighborhood organizations (school, religious, community, recreational organizations).	❑ 1	❑ 2	❑ 3
d. Voting in local elections.	❑ 1	❑ 2	❑ 3
e. Keeping informed about news and public issues.	❑ 1	❑ 2	❑ 3
f. Helping to keep a neighborhood safe.	❑ 1	❑ 2	❑ 3
g. Helping to keep a neighborhood clean and beautiful.	❑ 1	❑ 2	❑ 3
h. Helping those who are less fortunate	❑ 1	❑ 2	❑ 3

10. The following is a list of activities that you, along with others, might accomplish. Think about how hard it would be for **you** to accomplish each activity. Assume that each of these is an activity you feel is worthwhile to accomplish. (READ ITEM) Would you say that you would ... not be able to get this done, might be able to get this done, or would be able to get this done?

	Would not be able to get this done	**Might be** able to get this done	**Would be** able to get this done.
a. Getting the local government to fix a pothole in your street.	❑ 1	❑ 2	❑ 3
b. Getting the local government to build an addition to the community center.	❑ 1	❑ 2	❑ 3
c. Organizing an event to benefit a charity or religious organization.	❑ 1	❑ 2	❑ 3
d. Getting an issue on the ballot for a statewide election. (Assume your state allows this.)	❑ 1	❑ 2	❑ 3
e. Starting an after-school program for children whose parents work.	❑ 1	❑ 2	❑ 3
f. Organizing an annual cleanup program for the local park.	❑ 1	❑ 2	❑ 3

11. How often do you do each of the following? (READ ITEM) Would you say you do this ... never, not very often, sometimes, very often, or always?

	Never	Not Very Often	Some-Times	Very Often	Always
a. Participate in events such as community meetings, celebrations, or activities in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Join organizations that support issues that are important to you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Never	Not Very Often	Some-Times	Very Often	Always
c. Write or e-mail newspapers or organizations to voice your views on an issue.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Vote in local elections.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Try to learn as much as you can about candidates or ballot questions before voting.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. Keep informed about local or national news	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

12. Did you vote in the 1998 national election? (DO NOT READ LIST)

❑ 1 YES *(PLEASE GO TO QUESTION 13)*
❑ 2 NO
❑ 3 N/A, UNDER 18 YEARS OF AGE *(PLEASE GO TO QUESTION 13)*

12a. Were you registered to vote in that election?

❑ 1 YES
❑ 2 NO

13. In the past year, how often have you socialized with someone of another racial or ethnic group? (READ LIST)

❑ 1 Not at all
❑ 2 Occasionally
❑ 3 Frequently

14. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
b. If you lead the way, your friends will get involved in fighting prejudice and discrimination.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
c. Some of your friends are of different backgrounds from you: racial, cultural, ethnic, or language.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
d. Racism affects everyone.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
e. You feel comfortable belonging to groups	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
where people are different from you.					

15. On a scale of 1 to 5 where 1 = not very interested and 5 = very interested, how would you describe your... (CONFIRM RESPONSE)

	Not Very Interested				Very Interested
a. **Interest** in forming friendships with people who come from a different race or ethnicity from you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. **Interest** in looking for opportunities to work with people from different backgrounds?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

On a scale of 1 to 5 where 1 = very uncomfortable and 5 = very comfortable, how would you describe your... (CONFIRM RESPONSE)

	Very Uncomfortable				Very Comfortable
c. **Comfort level** in talking about social barriers, race, and/or diversity with others from different backgrounds than you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

16. On a scale from 1 to 5 where 1 = know nothing and 5 = know a great deal, how much do you feel you know about the concerns and issues facing individuals in the following groups? (READ ITEM) (CONFIRM RESPONSE)

	Know Nothing				Know a great deal
a. Your family and friends	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. African Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Asian Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Hispanics, Spanish, and Latinos	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Whites	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. People with low incomes	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. Rural young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. Urban young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. Older, elder people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
j. The disabled	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

17. On a scale from 1 to 5 where 1 = know nothing and 5 = know a great deal, how much do you feel you know about problems facing the community such as: (READ ITEM) (CONFIRM RESPONSE)

	Know Nothing				Know a Great Deal
a. The environment	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Public health issues	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Literacy	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Crime	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Lack of civic involvement	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

18. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. Diverse viewpoints bring creativity and energy to a work group.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
b. Multicultural teams can be stimulating and fun.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
c. People are more motivated and productive when they feel they are accepted for who they are.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
d. Diversity improves the work of organizations.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
e. You are afraid to disagree with members of other racial or ethnic groups for fear of being called prejudiced or racist.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
f. Diversity brings many perspectives to problem-solving.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
g. If you had a problem on the job, you would feel more comfortable going to a staff member of your own race or ethnicity.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
h. You are comfortable interacting with people from a different racial or ethnic background.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
i. Your interactions with people at work are largely confined to people of your own race or ethnicity.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
j. It's not easy to be tolerant when people have beliefs and attitudes that are different from your own.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1

19. Please indicate whether you feel each of the following is very important, somewhat important, or not important to you. (READ ITEM) Would you say this is ... very important, somewhat important, or not important to you?

	Very Important	Somewhat Important	Not Important
a. Being able to find steady work	❑ 3	❑ 2	❑ 1
b. Working to correct social and economic inequalities	❑ 3	❑ 2	❑ 1
c. Having a job that involves working with other people	❑ 3	❑ 2	❑ 1
d. Working in a job where you are of direct service to people	❑ 3	❑ 2	❑ 1
e. Working in a job where you can make as much money as possible	❑ 3	❑ 2	❑ 1

20. What would you like to be doing **two years** from now? (MULTIPLE RESPONSE) (READ LIST)

- ❑ 1 Working full-time
- ❑ 2 Working part-time
- ❑ 3 Enlisted in military service *(Please go to question 21)*
- ❑ 4 Participating in national service or volunteer work: for example, AmeriCorps, Peace Corps, faith-based volunteer service
  - Will this be
    - ❑ 1 Full-time
    - ❑ 2 Part-time
- ❑ 5 Attending school at a community college
- ❑ 6 Attending school at a technical school or apprenticeship program
- ❑ 7 Attending school at a four-year college
- ❑ 8 Attending school at a graduate or professional school
- ❑ 9 Other (Please specify:) *(Please go to question 21)*

_____

20a. In what field? (SINGLE RESPONSE) (READ LIST)

- ❑ 01 Teaching children/adults
- ❑ 02 Social or community work
- ❑ 03 Law
- ❑ 04 Business
- ❑ 05 Health-related
- ❑ 06 Computer, technical, scientific
- ❑ 07 Environmental
- ❑ 08 Public Safety
- ❑ 09 Agriculture
- ❑ 10 Military
- ❑ 11 Other (Please specify:) _____

21. I'm going to read you a list of skill areas. For each skill area, please indicate how much experience you have and how important the skill is to you. (READ STATEMENT.)

21a. Would you say you had ... little or no experience, some experience, or a lot of experience in this?

21b. Would you say this area is not important, somewhat important, or very important to you? (READ ITEM)

	21a. Amount of Experience			21b. Importance to You		
	Little or no experi-ence	Some experi-ence	A lot of experi-ence	Not impor-tant to you	Some-what impor-tant to you	Very impor-tant to you
a. Solving unexpected problems or finding new and better ways to do things.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
b. Knowing how to gather and analyze information from different sources such as other people or organizations.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
c. Listening and responding to other people's suggestions or concerns.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
d. Stopping or decreasing conflicts between people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
e. Leading a team by taking charge, explaining and motivating co-workers.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
f. Negotiating, compromising, and getting along with co-workers, supervisors.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
g. Learning new ways of thinking or acting from other people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
h. Adapting your plans or ways of doing things in response to changing circumstances.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
i. Managing your time when you're under pressure.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
j. Dealing with uncomfortable or difficult working conditions.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3

22. What is the highest degree, or level of school, you have completed? (SINGLE RESPONSE) (READ LIST IF NECESSARY)

- ❑ 01 8th grade or less
- ❑ 02 Some high school, no diploma
- ❑ 03 High school graduate
- ❑ 04 High school diploma or the equivalent (for example, GED)
- ❑ 05 Some college credit, but less than 1 year
- ❑ 06 One or more years of college, no degree
- ❑ 07 Associate degree
- ❑ 08 Bachelor's degree
- ❑ 09 Master's degree
- ❑ 10 Ph.D., M.D., or other professorial degree

23. What is the highest level of education you expect to complete? (SINGLE RESPONSE) (READ LIST IF NECESSARY)

- ❑ 01 Some high school
- ❑ 02 High school diploma
- ❑ 03 High school equivalency diploma or certificate (GED)
- ❑ 04 Vocational, trade, or business school after high school (not for a BA or MBA)
- ❑ 05 Two years or less of college
- ❑ 06 Two or more years of college (including 2-year degree)
- ❑ 07 College degree (4- or 5-year degree)
- ❑ 08 Master's degree or equivalent
- ❑ 09 Ph.D., M.D., or other professional degree

24. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. You have mostly bad luck when it comes to education.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
b. You can work really hard when it comes to getting the education you need.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
c. You have the intelligence you need to finish your education.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
d. If you don't finish your education, it is because you didn't have the chances others had.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
e. To get the education you need, you have to be lucky.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
f. When you have trouble with schoolwork, it's because teachers or other education staff don't like you.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1
g. You can't figure out what it takes to finish your education.	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1

25. Have you ever been employed full- or part-time?

❑ 1 Yes
❑ 2 No

26. Here are some statements about how some people feel about getting a job. For each statement, please indicate how true the statement is for you. (READ ITEM) Would you say this is not at all true for you, mostly not true for you, neither true nor untrue for you, mostly true for you, or very true for you?

	Not at all true for you	Mostly not true for you	Neither true nor untrue for you	Mostly true for you	Very true for you
a. There aren't enough jobs for you to get the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You can't get people to treat you fairly when you apply for the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You can't seem to try very hard to get a good job.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You don't know what it takes to get the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Not at all true for you	Mostly not true for you	Neither true nor untrue for you	Mostly true for you	Very true for you
e. If you can't get a good job, it's because people aren't fair to people like you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. To get a good job you just have to try hard enough.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

The next set of questions asks about your experiences working in group situations.

27. Please answer how often you do the following. (READ ITEM) Would you say you ... never do this, do this not very often, sometimes, very often, or always?

	Never	Not Very Often	Some-times	Very Often	Always
a. You try to understand other team members' ideas and opinions before arguing or stating your own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You try to present your ideas without criticizing the ideas of others.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You encourage different points of view without worrying about agreement.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You try to consider all points of view or possible options before forming an opinion or making a decision.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You encourage the participation of other team members and support their right to be heard.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. You help find solutions when unexpected problems arise.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

28. How often have you been in a group situation with others where the following things have occurred? (READ ITEM) Would you say you ... never do this, do this not very often, sometimes, very often, or always?

	Never	Not Very Often	Some-times	Very Often	Always
a. You discuss issues and problems and share ideas.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You involve everyone and avoid favoritism.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You can disagree and be different from one another without fear.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You take time to work out any conflicts.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

Finally, we would now like to ask you some general background questions.

29. Are you Hispanic or Latino?

- ❑ 1 YES
- ❑ 2 NO

30. What is your race? Are you: (READ LIST) (MULTIPLE RESPONSES)

- ❑ 1 American Indian or Alaskan Native
- ❑ 2 Asian
- ❑ 3 Black or African American
- ❑ 4 Native Hawaiian or other Pacific Islander
- ❑ 5 White
- ❑ 95 (DO NOT READ) OTHER (SPECIFY:) _____

31. What is your current marital status? (SINGLE RESPONSE) (READ LIST)

- ❑ 1 Married
- ❑ 2 Single, never married
- ❑ 3 Widowed
- ❑ 4 Divorced
- ❑ 5 Separated

32. Do you have any children?

- ❑ 1 Yes (ASK Q32a AND Q32b)
- ❑ 2 No (GO TO Q33)

a. How many children do you have? _____

b. How many of them currently live with you? ___

33. What is your gender?

- ❑ 1 Male
- ❑ 2 Female

34. What is your date of birth? _____ / _____ / 19__ __
Month Day

35. Have you ever served on active duty in the U.S. Armed Forces?

- ❑ 1 Yes
- ❑ 2 No

36. Have you ever served in the U.S. Military Reserves or National Guard?

- ❑ 1 Yes
- ❑ 2 No

37. a. Which of the following best represents the total annual income in 1998 for you **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (SINGLE RESPONSE) (READ LIST)

b. Which of the following best represents the total annual income in 1998 for your immediate family living in your household **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (SINGLE RESPONSE) (READ LIST)

a. Your own 1998 income (before taxes)	b. Total for the family in your household (before taxes)
❑ 01 Under $5,000	❑ 01 Under $5,000
❑ 02 $5,000 – less than $10,000	❑ 02 $5,000 – less than $10,000
❑ 03 $10,000 – less than $15,000	❑ 03 $10,000 – less than $15,000
❑ 04 $15,000 – less than $20,000	❑ 04 $15,000 – less than $20,000
❑ 05 $20,000 – less than $25,000	❑ 05 $20,000 – less than $25,000
❑ 06 $25,000 – less than $30,000	❑ 06 $25,000 – less than $30,000
❑ 07 $30,000 – less than $40,000	❑ 07 $30,000 – less than $40,000
❑ 08 $40,000 – less than $50,000	❑ 08 $40,000 – less than $50,000
❑ 09 $50,000 – less than $60,000	❑ 09 $50,000 – less than $60,000
❑ 10 $60,000 – less than $70,000	❑ 10 $60,000 – less than $70,000
❑ 11 $70,000 – less than $80,000	❑ 11 $70,000 – less than $80,000
❑ 12 $80,000 – less than $90,000	❑ 12 $80,000 – less than $90,000
❑ 13 $90,000 – less than $100,000	❑ 13 $90,000 – less than $100,000
❑ 14 $100,000 or more	❑ 14 $100,000 or more
❑ 15 Don’t Know	❑ 15 Don’t Know
	❑ 16 Not Applicable

Additional Contact and Tracking Information

In case we lose touch with you, please provide the names and contact information for three relatives or friends who do not live with you and who are most likely to know where to contact you in the future. Please include 3 people at different addresses.

1. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

_____

2. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

3. Name _____

Relationship to you _____

Address _____

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

The following information is needed so that we can reach you in the future for the follow-up and long-term follow-up interviews and so that we can send you your check. This information will be kept confidential and will not be linked to your responses.

1. Your full name: _____

2. Your current address: _____

_____ _____ _____
City State ZIP

3. Your current telephone number (_____) _____ - _____
(area code)

4. Your permanent address: _____

_____ _____ _____
City State ZIP

5. Your permanent telephone number (_____) _____ - _____
(area code)

6. Your e-mail address _____

7. Your Social Security Number __ __ __ - __ __ - __ __ __ __

Thank you very much for your time. We look forward to interviewing you again in 8 to 12 months.

Long-Term Impacts on Service Participants: Post-Program Interview for AmeriCorps Members

Introduction

Hello. My name is _____. I'm calling from Abt Associates, a research firm based in Cambridge, MA. When you enrolled in AmeriCorps, you became part of an important long-term study of AmeriCorps. This government-funded study will help us understand what happens to people after their involvement in AmeriCorps. You may remember filling out a questionnaire when you started the program. We would now like to find out what has happened to you since then. Although participation in the interview is voluntary, your opinion is very important to us. What you tell us will be kept confidential. The interview will take about half an hour, and we will send you a check for $25 as a token of our appreciation for completing the interview.

1. *What have you been doing since (BASELINE)? (CODE ALL THAT APPLY)

- ❑ 1 Working outside the home (ASK 1a)
- ❑ 2 Attending school
- ❑ 3 Taking care of your children at home
- ❑ 4 Looking for a job
- ❑ 5 Enrolled in AmeriCorps
- ❑ 6 Other volunteering/voluntary community service
- ❑ 7 Serving in the National Guard
- ❑ 8 Serving in the Armed Forces
- ❑ 9 Other (SPECIFY) _____

1a. *Is this in the:

- ❑ 1 Government/public sector
- ❑ 2 Private sector
- ❑ 3 Non-profit organization

2. *How do you spend most of your time now? (CODE ONE)

- ❑ 1 Working outside the home (ASK 1a)
- ❑ 2 Attending school
- ❑ 3 Taking care of your children at home
- ❑ 4 Looking for a job
- ❑ 5 Enrolled in AmeriCorps
- ❑ 6 Other volunteering/voluntary community service
- ❑ 7 Serving in the National Guard
- ❑ 8 Serving in the Armed Forces
- ❑ 9 Other (SPECIFY) _____

2a. *Is this in the:

- ❑ 1 Government/Public sector
- ❑ 2 Private sector
- ❑ 3 Non-profit organization

* New question, not on baseline.

3. *Did you complete the term of service with the AmeriCorps/NCCC program?

- ❑ 1 Yes (GO TO QUESTION 6)
- ❑ 2 No, still enrolled as first-year member (GO TO QUESTION 5)
- ❑ 3 No, enrolled as second-year member (GO TO QUESTION 5)
- ❑ 4 No (GO TO QUESTION 4)

4. *What was the **main** reason you did not complete the entire term of service? (DO **NOT** READ LIST. CODE ONE) You left . . .

- ❑ 1 TO TAKE A JOB
- ❑ 2 FOR FINANCIAL REASONS
- ❑ 3 TO ENROLL IN SCHOOL
- ❑ 4 FOR PERSONAL REASONS/HEALTH REASONS
- ❑ 5 BECAUSE YOU WERE ASKED TO LEAVE THE PROGRAM
- ❑ 6 BECAUSE OF DISSATISFACTION WITH THE PROGRAM (PLEASE EXPLAIN. WRITE ANSWER VERBATIM AND CODE BELOW. DO NOT READ LIST.

  _____

  (DO NOT READ LIST)
  NOT WHAT EXPECTED 1
  SERVICE PROGRAM TOO HARD (PHYSICALLY) 2
  SERVICE PROJECTS NOT INTERESTING.....3
  DISAGREEMENT WITH SUPERVISOR.....4
  DISAGREEMENT WITH OTHER MEMBER(S).....5
  OTHER (SPECIFY) _____.....6
- ❑ 7 Other (SPECIFY)

  _____

GO TO QUESTION 6.

5. What do you think you will be doing after completing AmeriCorps? Will you... (READ LIST. CODE ALL THAT APPLY)

- ❑ 1 Work full-time
- ❑ 2 Work part-time
- ❑ 3 Enlist in military service
- ❑ 4 Participate in national service or volunteer work--for example, AmeriCorps, Peace Corps, faith-based volunteer service

  Will this be
  - ❑ 1 Full-time
  - ❑ 2 Part-time
- ❑ 5 Attend school at a community college
- ❑ 6 Attend school at a technical school or apprenticeship program
- ❑ 7 Attend school at a four-year college
- ❑ 8 Attend school at a graduate or professional school
- ❑ 9 DO NOTHING (PROBE FOR REASONS: Why? _____)
- ❑ 10 Other (SPECIFY:)

  _____

6. *While you were in AmeriCorps, did you also: (CODE ALL THAT APPLY)

- ❑ 1 Have a full-time job outside of AmeriCorps
- ❑ 2 Have a part-time job outside of AmeriCorps
- ❑ 3 Attend school full-time
- ❑ 4 Attend school part-time
- ❑ 5 Didn't have another job or go to school

7. *Thinking about all the time you spent in AmeriCorps, how often did you . . . (READ ITEM) Would you say . . . never, not very often, sometimes, very often, or always?

	Never	Not Very Often	Some-times	Very Often	Always
a. Serve with other members at the same location?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Serve in direct contact with service beneficiaries?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Work in the community where you live?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Work with members from diverse backgrounds?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Get involved in planning your service activities?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. Work with service recipients from different backgrounds than you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

8. *How often did the program bring all members together for meetings or trainings? (READ LIST. CODE ONLY ONE)

- ❑ 1 Never
- ❑ 2 Daily
- ❑ 3 Weekly
- ❑ 4 Every other week
- ❑ 5 Monthly
- ❑ 6 1-2 times a year
- ❑ 7 3-4 times a year

9. *Did you attend an orientation session at the beginning of your enrollment in the program?

- ❑ 1 Yes
- ❑ 2 No (GO TO QUESTION 10)

9a. *How many **days** did you attend? _____

10. *Do you most closely associate your service as part of: (READ LIST. CHECK ONLY ONE)

- ❑ 1 Our country's National AmeriCorps program
- ❑ 2 _____ (LOCAL PROGRAM NAME)
- ❑ 3 The organization or site where you served
- ❑ 4 The national non-profit program that operates your program and similar ones in other states (FOR NATIONAL DIRECTS ONLY)
- ❑ 5 Other (SPECIFY) _____

11. *Do you have a disability that affects the type of work you can do?

- ❑ 1 Yes
- ❑ 2 No (GO TO QUESTION 12)

11a. *How well were your needs related to your disability accommodated while participating in AmeriCorps?

- ❑ 1 Poor
- ❑ 2 Fair
- ❑ 3 Good
- ❑ 4 Excellent

12. While you were in AmeriCorps, how often did you . . . (READ ITEM) Would you say . . . never, occasionally, or frequently?

	Never	Occasionally	Frequently
a. Keep a journal or write about what your service or volunteer experience meant to you?	❑ 1	❑ 2	❑ 3
b. Talk about your AmeriCorps experience with other volunteers, friends, or relatives?	❑ 1	❑ 2	❑ 3

13. Thinking about your AmeriCorps experience, please indicate how much you agree with the following statements. (READ ITEM) Would you say you ... strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. You felt that you made a contribution to the community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You re-examined your beliefs and attitudes about yourself.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You were exposed to new ideas and ways of seeing the world.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You felt like part of a community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You learned more about the "real" world.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. You felt you made a difference in the life of	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
at least one person.					
g. You did things you never thought you could do.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. You changed some of your beliefs and attitudes.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

14. Did you do any of the following activities while in AmeriCorps? (READ LIST)

	YES	NO
a. Help to take care of sick, elderly, or homeless people	❑ 1	❑ 2
b. Tutor, mentor, or take care of children, teenagers, or adults	❑ 1	❑ 2
c. Help renovate, construct, or clean offices or buildings for needy people	❑ 1	❑ 2
d. Organize or do administrative work for programs helping needy individuals	❑ 1	❑ 2
e. Clean trails or do other environmental work	❑ 1	❑ 2

15. *Thinking about your current job or the next job you expect to have, how much do you think your AmeriCorps experience helped/will help you...

	Not at all	A little	Somewhat	Quite a bit	A great deal
a. To improve your performance on the job	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. To improve your chances of getting a promotion	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. To improve your chances of finding a job	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Make a career change	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

16. *How much are the activities you did during your AmeriCorps service related to any long-term career or job interests you have?

❑ 1 A lot
❑ 2 A little
❑ 3 Not at all

17. *Do you ever worry about not having enough money in the future?

❑ 1 YES (ASK 17a)
❑ 2 NO (GO TO 18)
❑ 3 DON'T KNOW (GO TO 18)

17a. *Would you say you worry a lot, a moderate amount, or only a little about not having enough money?

- ❑ 1 A lot
- ❑ 2 A moderate amount
- ❑ 3 Only a little
- ❑ 4 DON'T KNOW

18. *In what ways has your AmeriCorps experience had an effect on your educational plans?

- ❑ 1 Less likely to continue education
- ❑ 2 More likely to continue education
- ❑ 3 Had no effect

ASK Q.19 ONLY IF **NOT** STILL ENROLLED IN AMERICORPS/NCCC:

19. * Did you qualify to receive an AmeriCorps education award?

- ❑ 1 Yes
- ❑ 2 No

20. *Thinking about your overall AmeriCorps experience, how satisfied were you with your AmeriCorps experience in terms of... (READ ITEM). Would you say you were ... very satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, or very dissatisfied?

	Very satisfied	Somewhat satisfied	Neither satisfied nor dis-satisfied	Somewhat dis-satisfied	Very dis-satisfied
a. Gaining an understanding of the community where you worked	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Gaining an understanding of the organization(s) where you worked	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Establishing a relationship with your supervisor	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Establishing a relationship with your co-workers	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Providing services to the community	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. Learning new skills on the job	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. Participating in training, workshops, or educational programs	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. Overall service experience	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

21. *If a good friend of yours told you that he or she were interested in joining AmeriCorps, would you ...

- ❑ 1 Advise against it
- ❑ 2 Have second thoughts
- ❑ 3 Recommend it

22. *Knowing what you know now, if you had to decide all over again whether to join AmeriCorps, what would you decide?

- ❑ 1 Would definitely enroll
- ❑ 2 Would not enroll
- ❑ 3 Not sure

23. *How much did your service experience compare to what you expected when you first enrolled?

- ❑ 1 Exactly as expected
- ❑ 2 Somewhat as expected
- ❑ 3 Not at all as expected

24. *How likely is it that you will be involved in community service in the future? Would you say you will...

- ❑ 1 definitely be involved in community service
- ❑ 2 probably be involved in community service
- ❑ 3 probably not be involved in community service

25. *How much will/did your AmeriCorps experience affect your future participation in community service?

- ❑ 1 Will make/Made you much less likely to participate
- ❑ 2 Will make/Made you less likely to participate
- ❑ 3 Will have/Had no effect on your future participation
- ❑ 4 Will make/Made you more likely to participate
- ❑ 5 Will make/Made you much more likely to participate

ASK Q26-29 ONLY IF QUESTION 3 = "YES" = 1.
The next set of questions is about the transition from AmeriCorps to home, job, college, or another community.

26. *Has anyone, a friend, member, relative, co-worker, etc., discussed with you or helped you make a decision about what your next step would be?

- ❑ 1 YES (SPECIFY WHO _____)
- ❑ 2 NO

27. *If you felt you were not ready for the transition, how, if at all, did you try to increase the support available to you? Did you... (CODE ALL THAT APPLY)

- ❑ 1 Talk with a friend
- ❑ 2 Talk with a family member
- ❑ 3 Talk with a co-worker
- ❑ 4 Talk with a mentor
- ❑ 5 Seek career counseling
- ❑ 6 Talk with a counselor
- ❑ 7 Other (SPECIFY:) _____
- ❑ 8 Do nothing
- ❑ 9 Do not feel unready

27a. *Did you talk with someone who has successfully completed a similar transition?

- ❑ 1 YES
- ❑ 2 NO

28. *Do you feel you take good care of yourself physically and emotionally, even when under a lot of stress?

- ❑ 1 YES
- ❑ 2 NO
- ❑ 3 DON'T KNOW

29. *How likely is it that you will keep in touch with individuals you met while you were enrolled in AmeriCorps?

- ❑ 1 Very likely
- ❑ 2 Somewhat likely
- ❑ 3 Not likely
- ❑ 4 DON'T KNOW

30. Please indicate how strongly you agree with each of the following statements. (READ ITEM.) Would you say you ... strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. You have a strong attachment to your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You often discuss and think about how larger political and social issues affect your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
c. You are aware of what can be done to meet the important needs in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You feel you have the ability to make a difference in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You try to find the time or a way to make a positive difference in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

31. Do you feel that each of the following is not an important obligation, a somewhat important obligation, or a very important obligation that a citizen owes to the country? (READ ITEM)

	Not An Important Obligation	Somewhat Important Obligation	Very Important Obligation
a. Serving on a jury if called.	❑ 1	❑ 2	❑ 3
b. Reporting a crime that you may have witnessed.	❑ 1	❑ 2	❑ 3
c. Participating in neighborhood organizations (school, religious, community, recreational organizations).	❑ 1	❑ 2	❑ 3
d. Voting in local elections.	❑ 1	❑ 2	❑ 3
e. Keeping informed about news and public issues.	❑ 1	❑ 2	❑ 3
f. Helping to keep a neighborhood safe.	❑ 1	❑ 2	❑ 3
g. Helping to keep a neighborhood clean and beautiful.	❑ 1	❑ 2	❑ 3
h. Helping those who are less fortunate	❑ 1	❑ 2	❑ 3
i. *Working to strengthen your community	❑ 1	❑ 2	❑ 3

32. The following is a list of activities that you, along with others, might accomplish. Think about how hard it would be for **you** to accomplish each activity. Assume that each of these is an activity you feel is worthwhile to accomplish. (READ ITEM) Would you say that you ... would not be able to get this done, might be able to get this done, or would be able to get this done?

	Would not be able to get this done	M**ight be** able to get this done	**Would be** able to get this done.
a. Getting the local government to fix a pothole in your street.	❑ 1	❑ 2	❑ 3
b. Getting the local government to build an addition to the community center.	❑ 1	❑ 2	❑ 3
c. Organizing an event to benefit a charity or religious organization.	❑ 1	❑ 2	❑ 3

		Would not be able to get this done	M**ight be** able to get this done	**Would be** able to get this done.
d.	Getting an issue on the ballot for a statewide or local election. (Assume your state/locale allows this.)	❑ 1	❑ 2	❑ 3
e.	Starting an after-school program for children whose parents work.	❑ 1	❑ 2	❑ 3
f.	Organizing an annual cleanup program for the local park.	❑ 1	❑ 2	❑ 3

33. How often do you do each of the following? (READ ITEM) Would you say you do this ... never, not very often, sometimes, very often, or always?

		Never	Not Very Often	Some-Times	Very Often	Always
a.	Participate in events such as community meetings, celebrations, or activities in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	Join organizations that support issues that are important to you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	Write or e-mail newspapers or organizations to voice your views on an issue.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d.	Vote in local elections.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e.	Try to learn as much as you can about candidates or ballot questions before voting.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f.	Keep informed about local or national news	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

34. Did you vote in the 2000 primary presidential election?

- ❑ 1 Yes (GO TO QUESTION 35)
- ❑ 2 No

34a. *(IF NO TO Q34): Why didn't you vote? (DO NOT READ LIST. CODE ALL THAT APPLY)

- ❑ 1 UNDER 18 YEARS OF AGE
- ❑ 2 OUT OF COUNTRY/STATE
- ❑ 3 PARTY NOT REPRESENTED
- ❑ 4 STATE DIDN'T HOLD PRIMARY ELECTIONS
- ❑ 5 ELECTIONS DON'T AFFECT ME
- ❑ 6 FEEL VOTE WON'T MAKE A DIFFERENCE
- ❑ 7 INCONVENIENT
- ❑ 8 NOT INTERESTED IN PARTICIPATING IN NATIONAL ELECTIONS
- ❑ 9 NOT REGISTERED, ALTHOUGH 18 YEARS OR OLDER
- ❑ 10 OTHER (SPECIFY) _____

35. *Did you vote in state and/or local elections in the past year?

- ❑ 1 Yes (GO TO QUESTION 36)
- ❑ 2 No

35a. *(IF NO TO Q.35:) Why didn't you vote? (DO NOT READ LIST. CODE ALL THAT APPLY)

- ❑ 1 UNDER 18 YEARS OF AGE
- ❑ 2 OUT OF COUNTRY/STATE
- ❑ 3 PARTY NOT REPRESENTED
- ❑ 4 NO STATE OR LOCAL ELECTIONS
- ❑ 5 ELECTIONS DON'T AFFECT ME
- ❑ 6 FEEL VOTE WON'T MAKE A DIFFERENCE
- ❑ 7 INCONVENIENT
- ❑ 8 NOT INTERESTED IN PARTICIPATING IN NATIONAL ELECTIONS
- ❑ 9 NOT REGISTERED, ALTHOUGH 18 YEARS OR OLDER
- ❑ 10 OTHER (SPECIFY) _____

36. *During your AmeriCorps experience, did you live or serve in a community that was culturally different from the place where you grew up?

- ❑ 1 Yes
- ❑ 2 No

37. *How much did your AmeriCorps experience enhance your understanding about people different from you?

- ❑ 1 Not at all
- ❑ 2 A little
- ❑ 3 Quite a bit
- ❑ 4 A great deal

38. *How often did your AmeriCorps experience expose you to communities different from the one(s) that you grew up in?

- ❑ 1 Never
- ❑ 2 Not very often
- ❑ 3 Sometimes
- ❑ 4 Very often
- ❑ 5 Always

39. Since (BASELINE), how often have you socialized with someone of another racial or ethnic group? (READ LIST)

- ❑ 1 Not at all
- ❑ 2 Occasionally
- ❑ 3 Frequently

40. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. If you lead the way, your friends will get involved in fighting prejudice and discrimination.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Some of your friends are of different backgrounds from you: racial, cultural, ethnic, or language.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Racism affects everyone.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You feel comfortable belonging to groups where people are different from you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

41. On a scale of 1 to 5 where 1 = not very interested and 5 = very interested, how would you describe your... (CONFIRM RESPONSE)

	Not Very Interested				Very Interested
a. **Interest** in forming friendships with people who come from a different race or ethnicity from you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

On a scale of 1 to 5 where 1 = very uncomfortable and 5 = very comfortable, how would you describe your... (CONFIRM RESPONSE)

	Very Uncomfortable				Very Comfortable
b. **Comfort level** in talking about social barriers, race, and/or diversity with others from different backgrounds than you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

42. On a scale from 1 to 5 where 1 = know nothing and 5 = know a great deal, how much do you feel you know about the concerns and issues facing individuals in the following groups? (READ ITEM) (CONFIRM RESPONSE)

	Know Nothing				Know a great deal
a. Your family and friends	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. African Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Asian Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Hispanics and Latinos	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Whites	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. People with low incomes	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. Rural young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. Urban young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. Older people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
j. The disabled	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

43. On a scale from 1 to 5 where 1 = know nothing and 5 = know a great deal, how much do you feel you know about problems facing the community such as: (READ ITEM) (CONFIRM RESPONSE)

	Know Nothing				Know a Great Deal
a. The environment	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Public health issues	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Literacy	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Crime	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Lack of civic involvement	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

44. *During your AmeriCorps service year, in which areas did you primarily serve? (CODE ALL THAT APPLY)

- ❑ 1 Education
- ❑ 2 Environment
- ❑ 3 Public safety
- ❑ 4 Other human needs
- ❑ 5 OTHER (SPECIFY:) _____

45. *I am going to read you a list of frustrations and challenges to service that some AmeriCorps members have identified in the past. Please answer yes or no for each of the following. Did you experience. . .?

	Yes	No
a. Too much administrative work	❑ 1	❑ 2
b. Apathy/lack of initiative from community members	❑ 1	❑ 2
c. Lack of continuity in service activities	❑ 1	❑ 2
d. Lack of understanding of AmeriCorps by others	❑ 1	❑ 2
e. Limited resources	❑ 1	❑ 2
f. Not enough work to keep you busy on service projects	❑ 1	❑ 2

46. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you ... strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Diverse viewpoints bring creativity and energy to a work group.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Multicultural teams can be stimulating and fun.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. People are more motivated and productive when they feel they are accepted for who they are.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Diversity improves the work of organizations.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You are afraid to disagree with members of other racial or ethnic groups for fear of being called prejudiced or racist.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
f. Diversity brings many perspectives to problem-solving.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. If you had a problem on the job, you would feel more comfortable going to a staff member of your own race or ethnicity.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. You are comfortable interacting with people from a different racial or ethnic background.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. Your interactions with people at work are largely confined to people of your own race or ethnicity.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
j. It's not easy to be tolerant when people have beliefs and attitudes that are different from your own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

47. Please indicate whether you feel each of the following is not important, somewhat important, or very important to you. (READ ITEM) Would you say this is ... very important, somewhat important, or not important to you?

	Very Important	Somewhat Important	Not Important
a. Working to correct social and economic inequalities	❑ 3	❑ 2	❑ 1
b. Having a job that involves working with other people	❑ 3	❑ 2	❑ 1
c. Working in a job where you are of direct service to people	❑ 3	❑ 2	❑ 1

48. What would you like to be doing **two years** from now? Would you like to be... (READ ITEM). FOR EACH "YES" RESPONSE, ASK:

48a. In what field? (IF NECESSARY, PROBE BY READING LIST BELOW THE GRID. ENTER CORRESPONDING CODE FOR FIELD.

	YES	NO	DK/ UNSURE	IF YES, ENTER CODE FOR FIELD:
a. Working full-time	❑ 1	❑ 2	❑ 3	
b. Working part-time	❑ 1	❑ 2	❑ 3	
c. Enlisted in military service	❑ 1	❑ 2	❑ 3	
d. Enlisted in National Guard/Reserve part-time	❑ 1	❑ 2	❑ 3	
e. Enlisted in National Guard/Reserve full-time	❑ 1	❑ 2	❑ 3	
f. Participating in national service or volunteer work, for example Peace Corps, faith-based volunteer service, etc.	❑ 1	❑ 2	❑ 3	
IF YES: Will this be full-time or part-time?	❑ 1 full-time	❑ 2 Part time	❑ 3	
g. Attending school at a community college	❑ 1	❑ 2	❑ 3	
h. Attending school at a technical school or apprenticeship program	❑ 1	❑ 2	❑ 3	
i. Attending school at a four-year college	❑ 1	❑ 2	❑ 3	
j. Attending school at a graduate or professional school	❑ 1	❑ 2	❑ 3	
k. Other (SPECIFY:) _____	❑ 1	❑ 2	❑ 3	

CODES FOR 48a:

1 TEACHING CHILDREN/ADULTS
2 SOCIAL/COMMUNITY WORK
3 LAW
4 BUSINESS
5 HEALTH-RELATED
6 COMPUTER/TECHNICAL/SCIENTIFIC
7 ENVIRONMENTAL
8 PUBLIC SAFETY
9 AGRICULTURE
10 MILITARY
11 OTHER (SPECIFY—WRITE ANSWER IN GRID)

49. I'm going to read you a list of skill areas. For each skill area, please indicate how much experience you have and how important the skill is to you. (READ STATEMENT.)

49a. Would you say you have little or no experience, some experience, or a lot of experience in this?

49b. Would you say this area is not important, somewhat important, or very important to you? (REPEAT ITEM IF NECESSARY)

	49a. Amount of Experience			49b. Importance to You		
	Little or no experi-ence	Some experi-ence	A lot of experi-ence	Not impor-tant to you	Some-what impor-tant to you	Very impor-tant to you
a. Solving unexpected problems or finding new and better ways to do things.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
b. Knowing how to gather and analyze information from different sources such as other people or organizations.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
c. Listening and responding to other people's suggestions or concerns.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
d. Stopping or decreasing conflicts between people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
e. Leading a team by taking charge, explaining and motivating co-workers.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
f. Negotiating, compromising, and getting along with co-workers, supervisors.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
g. Learning new ways of thinking or acting from other people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
h. Adapting your plans or ways of doing things in response to changing circumstances.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
i. Managing your time when you're under pressure.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
j. Dealing with uncomfortable or difficult working conditions.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3

Now I'm going to ask you a series of questions related to education.

50. What is the highest degree, or level of school, you have completed? (READ LIST IF NECESSARY) (CODE ONE.)

- ❑ 01 8th grade or less
- ❑ 02 Some high school, no diploma
- ❑ 03 High school diploma
- ❑ 04 High school equivalency, or GED
- ❑ 05 Vocational, trade, or business school after high school (not for a BA for MBA)
- ❑ 06 Some college credit, but less than 1 year
- ❑ 07 One or more years of college, no degree
- ❑ 08 Associate degree
- ❑ 09 Bachelor's degree
- ❑ 10 Master's degree
- ❑ 11 Ph.D., M.D., or other professorial degree

51. What is the highest level of education you expect to complete? (READ LIST IF NECESSARY) (CODE ONE.)

- ❑ 01 Some high school, no diploma
- ❑ 02 High school diploma
- ❑ 03 High school equivalency, or GED
- ❑ 04 Vocational, trade, or business school after high school, not for a BA or MBA
- ❑ 05 Two years or less of college
- ❑ 06 Two or more years of college, including 2-year degree
- ❑ 07 College degree, 4- or 5-year degree
- ❑ 08 Master's degree or equivalent
- ❑ 09 Ph.D., M.D., or other professional degree

52. *On a scale of 1 to 5, where 1 is not very important and 5 is very important, how important is the AmeriCorps education award to continuing your education? (CODE ONE)

Not very Important				Very Important
1	2	3	4	5

53. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you ... strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. You have mostly bad luck when it comes to education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You can work really hard when it comes to getting the education you need.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You have the intelligence you need to finish your education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. If you don't finish your education, it is because you didn't have the chances others had.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. To get the education you need, you have to be lucky.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. When you have trouble with schoolwork, it's because teachers or other education staff don't like you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. You can't figure out what it takes to finish your education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

54. Were you enrolled in service learning courses in elementary, middle, or high school?

	Yes	No
a. Elementary school	❑ 1	❑ 2
b. Middle school	❑ 1	❑ 2
c. High school	❑ 1	❑ 2

55. Here are some statements about how some people feel about getting a job. For each statement, please indicate how true the statement is for you. (READ ITEM)

	Not at all true	Mostly not true	Neither true nor untrue	Mostly true	Very true
a. There aren't enough jobs for you to get the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You can't get people to treat you fairly when you apply for the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You can't seem to try very hard to get a good job.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You don't know what it takes to get the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. If you can't get a good job, it's because people aren't fair to people like you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

The next set of questions asks about your experiences working in group situations.

56. Please answer how often you do the following. (READ ITEM) Would you say you ... never do this, do this not very often, sometimes, very often, or always?

	Never	Not Very Often	Some-times	Very Often	Always
a. You try to understand other team members' ideas and opinions before arguing or stating your own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You try to present your ideas without criticizing the ideas of others.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You encourage different points of view without worrying about agreement.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You try to consider all points of view or possible options before forming an opinion or making a decision.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You encourage the participation of other team members and support their right to be heard.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. You help find solutions when unexpected problems arise.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

57. How often have you been in a group situation with others where you have done the following things? (READ ITEM) Would you say you ... never do this, do this not very often, sometimes, very often, or always?

	Never	Not Very Often	Some-times	Very Often	Always
a. You discuss issues and problems and share your ideas.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You involve everyone and avoid favoritism.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You can disagree and be different from others without fear.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You take time to work out any conflicts.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

Finally, we would now like to ask you some general background questions. This information will be kept confidential and will not be used to identify you individually.

58. ASK ONLY IF MISSING IN BASELINE: What is your race? Are you: (READ LIST) (MULTIPLE RESPONSES)

❑ 1 American Indian or Alaskan Native
❑ 2 Asian
❑ 3 Black or African American
❑ 4 Native Hawaiian or other Pacific Islander
❑ 5 White
❑ 95 OTHER (SPECIFY:) _____

59. ASK ONLY IF MISSING IN BASELINE: Are you Hispanic or Latino?

❑ 1 YES
❑ 2 NO

60. What is your current marital status? (CODE ONE.) (READ LIST)

❑ 1 Married
❑ 2 Single, never married
❑ 3 Widowed
❑ 4 Divorced
❑ 5 Separated

61. Do you have any children?

❑ 1 YES (ASK Q61A)
❑ 2 NO (GO TO Q62)

61a. How many children do you have? _____

62. ASK ONLY IF MISSING IN BASELINE: What is your gender?

- ❑ 1 MALE
- ❑ 2 FEMALE

63. ASK ONLY IF MISSING IN BASELINE: What is your date of birth?

_____ / _____ / 19__ __
Month Day

64. a. Which of the following best represents the total annual income in 1999 for you **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (CODE ONE.) (READ LIST)

b. Which of the following best represents the total annual income in 1999 for your immediate family living in your household **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (CODE ONE.) (READ LIST)

i. Your own 1999 income (before taxes)	ii. Total for the family in your household (before taxes)
❑ 01 Under $5,000	❑ 01 Under $5,000
❑ 02 $5,000 – less than $10,000	❑ 02 $5,000 – less than $10,000
❑ 03 $10,000 – less than $15,000	❑ 03 $10,000 – less than $15,000
❑ 04 $15,000 – less than $20,000	❑ 04 $15,000 – less than $20,000
❑ 05 $20,000 – less than $25,000	❑ 05 $20,000 – less than $25,000
❑ 06 $25,000 – less than $30,000	❑ 06 $25,000 – less than $30,000
❑ 07 $30,000 – less than $40,000	❑ 07 $30,000 – less than $40,000
❑ 08 $40,000 – less than $50,000	❑ 08 $40,000 – less than $50,000
❑ 09 $50,000 – less than $60,000	❑ 09 $50,000 – less than $60,000
❑ 10 $60,000 – less than $70,000	❑ 10 $60,000 – less than $70,000
❑ 11 $70,000 – less than $80,000	❑ 11 $70,000 – less than $80,000
❑ 12 $80,000 – less than $90,000	❑ 12 $80,000 – less than $90,000
❑ 13 $90,000 – less than $100,000	❑ 13 $90,000 – less than $100,000
❑ 14 $100,000 or more	❑ 14 $100,000 or more
❑ 15 Don't Know	❑ 15 Don't Know

We will want to talk with you again in about two years. The following information is needed so that we can reach you in the future and so that we can send you your check. This information will be kept confidential.

65. Your full name: _____

66. Your current address: _____

_____ _____ _____
City State ZIP

67. Your current telephone number (_____) _____ - _____
(area code)

68. Your permanent address: _____

_____ _____ _____
City State ZIP

69. Your permanent telephone number (_____) _____ - _____
(area code)

70. Your e-mail address _____

Additional Contact and Tracking Information

In case we lose touch with you, please provide the names and contact information for three relatives or friends who do not live with you and who are most likely to know where to contact you in the future. Please include 3 people at different addresses.

1. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

2. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

3. Name _____

Relationship to you _____

Address _____

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

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71. ASK ONLY IF NOT COLLECTED AT BASELINE: I have one final question. As I previously mentioned, we will want to interview you again in future years and because of that we may need your social security number in case we lose touch with you. What is your Social Security Number?

__ __ __ - __ __ - __ __ __ __

Thank you, that is the end of my questions. We really appreciate your continued participation in this important evaluation of AmeriCorps and will be in touch with you again in a couple of years. If you have any questions about the study or its legitimacy, please feel free to contact the Corporation for National Service at 202-606-5000, ext. 488.

IF NECESSARY: This is a federally-approved study and is governed by the Federal Privacy Act. The information in this survey is to be used solely for research and for statistical purposes to help meet the requirements of federal law. No other uses will be made of this information.

IF NECESSARY: Alternative toll-free number: 1-800-942-2677

[LABEL]

Long-Term Impacts on Service Participants: Post-Program Study for NCCC Corpsmembers

Introduction

You may recall that your NCCC program was selected for inclusion in a national long-term study of AmeriCorps. This government-funded study conducted by Abt Associates Inc. will help us understand what happens to people after their involvement in AmeriCorps. At the start of your NCCC program, you filled out a questionnaire and became part of this study. The questions in the first part of this survey are designed to help us find out what has happened to you since you entered AmeriCorps. In addition to questions for the long-term study, the second part of this questionnaire includes questions developed by Research Triangle Institute (RTI) as part of a corpsmember satisfaction study. RTI will use results from their items together with selected items from Abt's long-term study to assist the Corporation in improving NCCC programs. Although participation in these studies is entirely voluntary, your opinion is very important. What you tell us will be kept confidential by both studies. Your responses will never be reported on an individual basis.

1. What have you been doing since you first enrolled in AmeriCorps? *(Check all that apply)*

   ❑ 1 Working outside the home *(Answer 1a)*

   1a. Is this in the:
   - ❑ 1 Government/public sector
   - ❑ 2 Private sector
   - ❑ 3 Non-profit organization

   ❑ 2 Attending school
   ❑ 3 Taking care of your children at home
   ❑ 4 Looking for a job
   ❑ 5 Enrolled in AmeriCorps
   ❑ 6 Other volunteering/voluntary community service
   ❑ 7 Serving in the National Guard
   ❑ 8 Serving in the Armed Forces
   ❑ 9 Other *(Specify:)* _____

   _____

2. What do you think you will be doing after you complete AmeriCorps? *(Check all that apply)*

   ❑ 1 Working full-time
   ❑ 2 Working part-time
   ❑ 3 Enlisting in military service
   ❑ 4 Participating in national service or volunteer work—for example, AmeriCorps, Peace Corps, faith-based volunteer service
   Will this be
   - ❑ 1 Full-time
   - ❑ 2 Part-time

   ❑ 5 Attending school at a community college
   ❑ 6 Attending school at a technical school or apprenticeship program
   ❑ 7 Attending school at a four-year college
   ❑ 8 Attending school at a graduate or professional school
   ❑ 9 Nothing *(Please state why:)* _____

   _____

   ❑ 10 Other *(Specify:)* _____

   _____

3. While you were in AmeriCorps, did you also: *(Check all that apply)*

   ❑ 1 Have a full-time job outside of AmeriCorps
   ❑ 2 Have a part-time job outside of AmeriCorps
   ❑ 3 Attend school full-time
   ❑ 4 Attend school part-time
   ❑ 5 Didn't have another job or go to school

4. Thinking about all the time you spent in AmeriCorps, how often did you...

		Never	Not very often	Sometimes	Very often	Always
a.	Serve with other members at the same location?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	Serve in direct contact with service beneficiaries?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	Work in the community where you live?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d.	Work with members from diverse backgrounds?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e.	Get involved in planning your service activities?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f.	Work with service recipients from different backgrounds than you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

5. How often did the program bring all members together for meetings or trainings? *(Check only one)*

   ❑ 1 Never
   ❑ 2 Daily
   ❑ 3 Weekly
   ❑ 4 Every other week
   ❑ 5 Monthly
   ❑ 6 1-2 times a year
   ❑ 7 3-4 times a year

6. Did you attend an orientation session or the Corps Training Institute (CTI) at the beginning of your enrollment in the program?

   ❑ 1 Yes
   ❑ 2 No *(Go to question 7)*

   6a. How many days did you attend? _____

7. Do you most closely associate your service as part of: *(Check only one)*

   ❑ 1 Our country's National AmeriCorps program
   ❑ 2 The National Civilian Community Corps
   ❑ 3 Your NCCC Regional program
   ❑ 4 Other *(Specify:)* _____

8. Do you have a disability that affects the kind or amount of work you can do?

❑ 1 Yes
❑ 2 No *(Go to question 9)*

8a. How well were your needs related to your disability accommodated while participating in AmeriCorps?

❑ 1 Poor
❑ 2 Fair
❑ 3 Good
❑ 4 Excellent

9. While you were in AmeriCorps, how often did you...

	Never	Occasionally	Frequently
a. Keep a journal or write about what your service or volunteer experience meant to you?	❑ 1	❑ 2	❑ 3
b. Talk about your AmeriCorps experience with other volunteers, friends, or relatives?	❑ 1	❑ 2	❑ 3

10. Thinking about your AmeriCorps experience, please indicate how much you agree with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I felt that I made a contribution to the community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I re-examined my beliefs and attitudes about myself.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. I was exposed to new ideas and ways of seeing the world.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. I felt like part of a community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. I learned more about the "real" world.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. I felt I made a difference in the life of at least one person.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. I did things I never thought I could do.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. I changed some of my beliefs and attitudes.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

11. Did you do any of the following activities while in AmeriCorps?

	Yes	No
a. Help to take care of sick, elderly, or homeless people	❑ 1	❑ 2
b. Tutor, mentor, or take care of children, teenagers, or adults	❑ 1	❑ 2
c. Help renovate, construct, or clean offices or buildings for needy people	❑ 1	❑ 2
d. Organize or do administrative work for programs helping needy individuals	❑ 1	❑ 2
e. Clean trails or do other environmental work	❑ 1	❑ 2
f. Work involving disaster relief	❑ 1	❑ 2

12. Thinking about your current job or the next job you expect to have, how much do you think your AmeriCorps experience helped/will help ...

	Not at all	A little	Somewhat	Quite a bit	A great deal
a. To improve your performance on the job	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. To improve your chances of getting a promotion	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. To improve your chances of finding a job	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You to make a career change	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

13. In what ways has your AmeriCorps experience had an effect on your educational plans?

❑ 1 Less likely to continue education
❑ 2 More likely to continue education
❑ 3 Had no effect

14. Will you qualify to receive an AmeriCorps education award?

❑ 1 Yes
❑ 2 No

15. Thinking about your overall AmeriCorps experience, please read the statements below and indicate your level of satisfaction.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very disatisfied
a. Gained an understanding of the community (s) where I served	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Gained an understanding of the organization(s) where I worked	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Established a relationship with my supervisor	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Established a relationship with my co-workers	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Provided services to the community	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. Learned new skills while serving	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. Participated in training, workshops, or educational programs	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. Overall service experience	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

16. If a good friend of yours told you that he or she were interested in joining AmeriCorps, would you ...

❑ 1 Advise against it
❑ 2 Have second thoughts
❑ 3 Recommend it

17. How does your service experience compare to what you expected when you first enrolled?

- ❑ 1 Exactly as expected
- ❑ 2 Somewhat as expected
- ❑ 3 Not at all as expected

18. How likely is it that you will be involved in community service in the future? Would you say you will...

- ❑ 1 Definitely stay involved in community service
- ❑ 2 Probably stay involved in community service
- ❑ 3 Probably not be involved in community service

19. How much will your AmeriCorps experience affect your future participation in community service?

- ❑ 1 Will make me much less likely to participate
- ❑ 2 Will make me less likely to participate
- ❑ 3 Will have no effect on my future participation
- ❑ 4 Will make me more likely to participate
- ❑ 5 Will make me much more likely to participate

The next set of questions is about the transition from AmeriCorps to home, a job, college or another community.

20. Did anyone (a friend, member, relative, co-worker, etc.) discuss with you or help you make a decision about what your next step would be?

- ❑ 1 Yes *(Please indicate who:)* _____
- ❑ 2 No

21. If you felt you were not ready for the transition, how, if at all, did you try to increase the support available to you? Did you... *(Check all that apply)*

- ❑ 1 Talk with a friend
- ❑ 2 Talk with a co-worker
- ❑ 3 Talk with a mentor
- ❑ 4 Talk with a family member
- ❑ 5 Seek career counseling
- ❑ 6 Other *(Specify:)*_____

  _____
- ❑ 8 Did nothing

22a. Did you talk with someone who has successfully made a similar transition?

- ❑ 1 Yes
- ❑ 2 No

22. Do you feel you take good care of yourself physically and emotionally, even when under a lot of stress?

- ❑ 1 Yes
- ❑ 2 No

23. How likely is it that you will keep in touch with individuals you met while you were enrolled in AmeriCorps?

- ❑ 1 Very likely
- ❑ 2 Somewhat likely
- ❑ 3 Not likely

24. Please indicate how strongly you agree with each of the following statements.

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a.	I have a strong attachment to my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	I often discuss and think about how larger political and social issues affect my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	I am aware of what can be done to meet the important needs in my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d.	I feel I have the ability to make a difference in my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e.	I try to find the time or a way to make a positive difference in my community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

25. Do you feel that each of the following is not an important obligation, a somewhat important obligation, or a very important obligation that a citizen owes to the country?

		Not an important obligation	Somewhat important obligation	Very important obligation
a.	Serving on a jury if called.	❑ 1	❑ 2	❑ 3
b.	Reporting a crime that you may have witnessed.	❑ 1	❑ 2	❑ 3
c.	Participating in neighborhood organizations (school, religious, community, recreational organizations).	❑ 1	❑ 2	❑ 3
d.	Voting in local elections.	❑ 1	❑ 2	❑ 3
e.	Keeping informed about news and public issues.	❑ 1	❑ 2	❑ 3
f.	Helping to keep a neighborhood safe.	❑ 1	❑ 2	❑ 3
g.	Helping to keep a neighborhood clean and beautiful.	❑ 1	❑ 2	❑ 3
h.	Helping those who are less fortunate	❑ 1	❑ 2	❑ 3
i.	Working to strengthen your community	❑ 1	❑ 2	❑ 3

26. The following is a list of activities that you, along with others, might accomplish. Think about how hard it would be for **you** to accomplish each activity. Assume that each of these is an activity you feel is worthwhile to accomplish. Would you say that you **would not** be able to get this done, **might** be able to get this done, or **would be** able to get this done?

		Would not be able to get this done	**Might be** able to get this done	**Would be** able to get this done.
a.	Getting the local government to fix a pothole in your street.	❑ 1	❑ 2	❑ 3
b.	Getting the local government to build an addition to the community center.	❑ 1	❑ 2	❑ 3
c.	Organizing an event to benefit a charity or religious organization.	❑ 1	❑ 2	❑ 3
d.	Getting an issue on the ballot for a statewide or local election. (Assuming your state/locale allows this.)	❑ 1	❑ 2	❑ 3
e.	Starting an after-school program for children whose parents work.	❑ 1	❑ 2	❑ 3
f.	Organizing an annual cleanup program for the local park.	❑ 1	❑ 2	❑ 3

27. How often do you do each of the following?

		Never	Not very often	Sometimes	Very often	Always
a.	Participate in events such as community meetings, celebrations, or activities in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	Join organizations that support issues that are important to you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	Write or e-mail newspapers or organizations to voice your views on an issue.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d.	Vote in local elections.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e.	Try to learn as much as you can about candidates or ballot questions before voting.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f.	Keep informed about local or national news	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

28. Did you vote in the 2000 primary presidential election?

❑ 1 Yes *(Go to question 29)*
❑ 2 No

28a. Why didn't you vote? *(Check all that apply)*

❑ 1 Under 18 years of age
❑ 2 Out of country/state
❑ 3 Party not represented
❑ 4 State didn't hold other elections
❑ 5 Elections don't affect me
❑ 6 Feel vote won't make a difference
❑ 7 Inconvenient
❑ 8 Not interested in participating in national elections
❑ 9 Not registered, although 18 years or older
❑ 10 Other *(Specify:)* _____

_____

29. Did you vote in state and/or local elections in the past year?

❑ 1 Yes *(Go to question 30)*
❑ 2 No

29a. Why didn't you vote? *(Check all that apply)*

❑ 1 Under 18 years of age
❑ 2 Out of country/state
❑ 3 Party not represented
❑ 4 State didn't hold other elections
❑ 5 Elections don't affect me
❑ 6 Feel vote won't make a difference
❑ 7 Inconvenient
❑ 8 Not interested in participating in national elections
❑ 9 Not registered, although 18 years or older
❑ 10 Other *(Specify:)* _____

_____

30. During your AmeriCorps experience, did you live or serve in a community that was culturally different from the place where you grew up?

❑ 1 Yes
❑ 2 No

31. How much did your AmeriCorps experience enhance your understanding about people different from you?

❑ 1 Not at all
❑ 2 A little
❑ 3 Quite a bit
❑ 4 A great deal

32. How often did your AmeriCorps experience expose you to communities different from the one(s) that you grew up in?

❑ 1 Never
❑ 2 Not very often
❑ 3 Sometimes
❑ 4 Very often
❑ 5 Always

33. In the past 8 months, how often have you socialized with someone of another racial or ethnic group?

❑ 1 Not at all
❑ 2 Occasionally
❑ 3 Frequently

34. Please indicate how much you agree with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. If I lead the way, my friends will get involved in fighting prejudice and discrimination.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Some of my friends are of different backgrounds from me: racial, cultural, ethnic, or language.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Racism affects everyone.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. I feel comfortable belonging to groups where people are different from me.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

35. On a scale of 1 to 5, where 1 = not very interested and 5 = very interested, how would you describe your...

	Not very interested				Very interested
a. **Interest** in forming friendships with people who come from a different race or ethnicity from you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. **Interest** in looking for opportunities to work with people from different backgrounds?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

On a scale of 1 to 5 where 1 = very uncomfortable and 5 = very comfortable, how would you describe your...

	Very uncomfortable				Very comfortable
c. **Comfort level** in talking about social barriers, race, and/or diversity with others from different backgrounds than you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

36. On a scale from 1 to 5, where 1 = know nothing and 5 = know a great deal, how much do you feel you know about the concerns and issues facing individuals in the following groups? *(Check one box for each item)*

	Know nothing				Know a great deal
a. Your family and friends	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. African Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Asian Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Hispanics, Spanish, and Latinos	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Whites	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. People with low incomes	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. Rural young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. Urban young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. Older people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
j. The disabled	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

37. On a scale from 1 to 5, where 1 = know nothing and 5 = know a great deal, how much do you feel you know about problems facing the community such as: *(Check one box for each item)*

	Know nothing				Know a great deal
a. The environment	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Public health issues	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Literacy	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Crime	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Lack of civic involvement	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

38. During your AmeriCorps service year, in which of the areas below did you primarily serve? *(Check all that apply)*

❑ 1 Education
❑ 2 Environment
❑ 3 Public Safety
❑ 4 Other human needs
❑ 5 Other *(Please specify:)* _____

_____

39. Here is a list of frustrations and challenges to service that some AmeriCorps members have identified in the past. Please answer yes or no for each of the following. Did you experience. . .?

	Yes	No
a. Too much administrative work	❑ 1	❑ 2
b. Apathy/lack of initiative from community members	❑ 1	❑ 2
c. Lack of continuity in service activities	❑ 1	❑ 2
d. Lack of understanding of AmeriCorps by others	❑ 1	❑ 2
e. Limited resources	❑ 1	❑ 2

40. Please indicate how much you agree with each of the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Diverse viewpoints bring creativity and energy to a work group.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Multicultural teams can be stimulating and fun.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. People are more motivated and productive when they feel they are accepted for who they are.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Diversity improves the work of organizations.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. I am afraid to disagree with members of other racial or ethnic groups for fear of being called prejudiced or racist.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. Diversity brings many perspectives to problem-solving.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. If I had a problem on the job, I would feel more comfortable going to a staff member of my own race or ethnicity.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. I am comfortable interacting with people from a different racial or ethnic background.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. My interactions with people at work are largely confined to people of my own race or ethnicity.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
j. It's not easy to be tolerant when people have beliefs and attitudes that are different from my own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

41. Please indicate how important each of the following is to you.

	Not important	Somewhat important	Very important
a. Working to correct social and economic inequalities	❑ 1	❑ 2	❑ 3
b. Having a job that involves working with other people	❑ 1	❑ 2	❑ 3
c. Working in a job where you are of direct service to people	❑ 1	❑ 2	❑ 3

42. This question is about what you would like to be doing two years from now. If you answer yes to any of the items, please tell us what field that would be in, by writing the number code for that field (see the list below the grid) in the blank box to the right of that item. For example, working part-time in public safety (code 8) and attending school at a community college in teaching children/adults (code 1).

Two years from now, would you like to be...

	Yes	No	Unsure	*If yes, provide code for field:*
a. Working full-time	❑ 1	❑ 2	❑ 3	
b. Working part-time	❑ 1	❑ 2	❑ 3	
c. Enlisted in military service *(STOP HERE AND GO TO QUESTION 43)*	❑ 1	❑ 2	❑ 3	
d. Enlisted in National Guard/Reserves part-time	❑ 1	❑ 2	❑ 3	
e. Enlisted in National Guard/Reserves full-time	❑ 1	❑ 2	❑ 3	
f. Participating in national service or volunteer work, for example Peace Corps, faith-based volunteer service, etc.	❑ 1	❑ 2	❑ 3	
IF YES: Will this service be full-time or part-time?	❑ 1 full-time	❑ 2 part-time	❑ 3	
g. Attending school at a community college	❑ 1	❑ 2	❑ 3	
h. Attending school at a technical school or apprenticeship program	❑ 1	❑ 2	❑ 3	
i. Attending school at a four-year college	❑ 1	❑ 2	❑ 3	
j. Attending school at a graduate or professional school	❑ 1	❑ 2	❑ 3	
k. Other *(Specify:)* _____	❑ 1	❑ 2	❑ 3	

_____

_____

FIELD CODES FOR QUESTION 48:

1 TEACHING CHILDREN/ADULTS
2 SOCIAL/COMMUNITY WORK
3 LAW
4 BUSINESS
5 HEALTH-RELATED
6 COMPUTER/TECHNICAL/SCIENTIFIC
7 ENVIRONMENTAL
8 PUBLIC SAFETY
9 AGRICULTURE
10 MILITARY
11 OTHER

43. Please think about the skill areas listed below. For each skill area, please indicate (1) how much experience you have and (2) how important the skill is to you.

43a. Would you say you have little or no experience, some experience, or a lot of experience in the skill area?

43b. Would you say this skill area is not important, somewhat important, or very important to you?

	43a. Amount of Experience			43b. Importance to You		
	Little or no experience	Some experience	A lot of experience	Not important to you	Somewhat important to you	Very important to you
a. Solving unexpected problems or finding new and better ways to do things.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
b. Knowing how to gather and analyze information from different sources such as other people or organizations.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
c. Listening and responding to other people's suggestions or concerns.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
d. Stopping or decreasing conflicts between people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
e. Leading a team by taking charge, explaining and motivating co-workers.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
f. Negotiating, compromising, and getting along with co-workers, supervisors.	❑ 1	❑ 2	❑ 3	❑ 1 1	❑ 2	❑ 3
g. Learning new ways of thinking or acting from other people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
h. Adapting my plans or ways of doing things in response to changing circumstances.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
i. Managing my time when I'm under pressure.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
j. Dealing with uncomfortable or difficult working conditions.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3

The following is a series of questions related to education.

44. What is the highest degree, or level of school, you have completed?

- ❑ 01 8th grade or less
- ❑ 02 Some high school, no diploma
- ❑ 03 High school graduate
- ❑ 04 High school diploma or the equivalent, for example, GED
- ❑ 05 Vocational, trade, or business school after high school (not for a BA for MBA)
- ❑ 06 Some college credit, but less than 1 year
- ❑ 07 One or more years of college, no degree
- ❑ 08 Associate degree
- ❑ 09 Bachelor's degree
- ❑ 10 Master's degree
- ❑ 11 Ph.D., M.D., or other professorial degree

45. What is the highest level of education you expect to complete?

- ❑ 01 Some high school
- ❑ 02 High school diploma
- ❑ 03 High school equivalency diploma or certificate, for example GED
- ❑ 04 Vocational, trade, or business school after high school, not for a BA or MBA
- ❑ 05 Two years or less of college
- ❑ 06 Two or more years of college, including 2-year degree
- ❑ 07 College degree, 4- or 5-year degree
- ❑ 08 Master's degree or equivalent
- ❑ 09 Ph.D., M.D., or other professional degree

46. On a scale of 1 to 5, where 1 is not very important and 5 is very important, how important is the AmeriCorps education award to continuing your education? *(Circle one)*

Not very Important				Very Important
1	2	3	4	5

47. Please indicate how much you agree with each of the following statements. *(Check one)*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I have mostly bad luck when it comes to education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I can work really hard when it comes to getting the education I need.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. I have the intelligence I need to finish my education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. If I don't finish my education, it is because I didn't have the chances others had.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. To get the education I need, I have to be lucky.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. When I have trouble with schoolwork, it's because teachers or other education staff don't like me.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. I can't figure out what it takes to finish my education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

48. Were you enrolled in service learning courses in elementary, middle, or high school?

	Yes	No
a. Elementary school	❑ 1	❑ 2
b. Middle school	❑ 1	❑ 2
c. High school	❑ 1	❑ 2

49. Here are some statements about how some people feel about getting a job. For each statement, please indicate how true the statement is for you. *(Check one)*

	Not at all true	Mostly not true	Neither true nor untrue	Mostly true	Very true
a. There aren't enough jobs for me to get the kind of job I want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I can't get people to treat me fairly when I apply for the kind of job I want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. I can't seem to try very hard to get a good job.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. I don't know what it takes to get the kind of job I want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. If I can't get a good job, it's because people aren't fair to people like me.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

The next set of questions asks about your experiences working in group situations.

50. Please answer how often you do the following. *(Check one)*

	Never	Not very often	Sometimes	Very often	Always
a. I try to understand other team members' ideas and opinions before arguing or stating my own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I try to present my ideas without criticizing the ideas of others.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. I encourage different points of view without worrying about agreement.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. I try to consider all points of view or possible options before forming an opinion or making a decision.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. I encourage the participation of other team members and support their right to be heard.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. I help find solutions when unexpected problems arise.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

51. How often have you been in a group situation with others where you have done the following things? *(Check one)*

	Never	Not very often	Sometimes	Very often	Always
a. I discuss issues and problems and share my ideas.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. I involve everyone and avoid favoritism.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. I can disagree and be different from others without fear.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. I take time to work out any conflicts.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

The following questions relate specifically to your NCCC experience.

52. Was the length of time provided for each project adequate to develop the skills required for your assignment?

❑ 1 Too long
❑ 2 Just right
❑ 3 Not enough time

53. Overall, do you feel the length of time available for projects was appropriate for the project tasks?

❑ 1 Yes
❑ 2 No *(If no, please explain:)*_____

_____

54. Please check the areas below in which you participated in NCCC spikes and projects. *(Check **all that apply**)*

- ❑ 1 Environment
- ❑ 2 Education
- ❑ 3 Public safety
- ❑ 4 Other human needs

54a. In which of these areas did you **primarily** serve? *(Check **one**)*

- ❑ 1 Environment
- ❑ 2 Education
- ❑ 3 Public safety
- ❑ 4 Other human needs

55. How much did your spike experience...

		Not at all	A little	Somewhat	Quite a bit	A great deal
a.	Increase your understanding of community issues.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	Increase your awareness of urban problems..	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	Increase your awareness of rural problems.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d.	Increase your awareness of environmental issues.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e.	Increase your awareness of children's needs.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f.	Other *(Specify:)* _____	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

_____

_____

56. To what extent do you think the 80 additional hours required to fulfill your Individual Action Plan (IAP) contributed to your...

		Not at all	A little	Somewhat	Quite a bit	A great deal
a.	Understanding of community needs	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	Sense of resourcefulness	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	Desire to do community service after NCCC	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

57. Overall, were the following features of spikes appropriate for projects carried out by your NCCC team?

		Never	Not very often	Sometimes	Very often	Always
a.	Team size	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	Team training	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	Tools and equipment	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d.	Transportation	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e.	Team leader's supervision	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

58. Overall, how adequate do you think were the following resources supplied by the sponsors at spikes?

		Poor	Fair	Good	Very good	Excel-lent
a.	Tools and equipment	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	On-site supervision	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	On-site training	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d.	Housing	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e.	Other personnel support	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

59. In general, was there an initial plan for projects?

- ❑ 1 Never
- ❑ 2 Not very often
- ❑ 3 Sometimes
- ❑ 4 Very often
- ❑ 5 Always

60. In general, was the initial plan for projects appropriate for the needs of the project?

- ❑ 1 Never
- ❑ 2 Not very often
- ❑ 3 Sometimes
- ❑ 4 Very often
- ❑ 5 Always

61. In general, were the following elements of the plan provided on schedule?

		Never	Not very often	Sometimes	Very often	Always
a.	Tools and equipment	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	On-site training	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	On-site supervision	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

62. In general, did projects achieve their overall goals?

- ❑ 1 Never
- ❑ 2 Not very often
- ❑ 3 Sometimes
- ❑ 4 Very often
- ❑ 5 Always

63. How satisfied were you with NCCC's provision of basic living needs on **campus** (for instance, cooking/eating facilities; living quarters; sanitation, etc.)?

- ❑ 1 Very satisfied
- ❑ 2 Somewhat satisfied
- ❑ 3 Neither satisfied nor dissatisfied
- ❑ 4 Somewhat dissatisfied
- ❑ 5 Very dissatisfied

64. How satisfied were you with the allocation of projects between spikes and on campus?

- ❑ 1 Satisfied
- ❑ 2 Would have preferred more projects on campus
- ❑ 3 Would have preferred more spikes
- ❑ 4 Would have preferred more disaster relief assignments

65. How much did the NCCC spike experience contribute to positive team bonding?

- ❑ 1 Not at all
- ❑ 2 A little
- ❑ 3 Somewhat
- ❑ 4 Quite a bit
- ❑ 5 A great deal

66. How effective was the team in carrying out its goals on spike, compared to the team dynamic on campus?

- ❑ 1 Not at all effective
- ❑ 2 A little effective
- ❑ 3 Somewhat effective
- ❑ 4 Quite a bit effective
- ❑ 5 Very effective

67. How much did the sharing of daily tasks (e.g. food shopping, cooking cleaning, eating) contribute to team unity?

- ❑ 1 Not at all
- ❑ 2 A little
- ❑ 3 Somewhat
- ❑ 4 Quite a bit
- ❑ 5 A great deal

68. How much do you think the spike experience (living and working together) increased your ability to resolve conflict with your team members?

- ❑ 1 Not at all
- ❑ 2 A little
- ❑ 3 Somewhat
- ❑ 4 Quite a bit
- ❑ 5 A great deal

69. Did you spend your free time socializing with team members?

- ❑ 1 Never *(Go to question 71)*
- ❑ 2 Not very often
- ❑ 3 Sometimes
- ❑ 4 Very often
- ❑ 5 Always

70. If you did socialize, how often did you do so?

- ❑ 1 Daily
- ❑ 2 A few times a week
- ❑ 3 At least once a week
- ❑ 4 Every couple of weeks
- ❑ 5 Once a month or less

71. How much do you think socializing with team members contributed to team unity?

- ❑ 1 Not at all
- ❑ 2 A little
- ❑ 3 Somewhat
- ❑ 4 Quite a bit
- ❑ 5 A great deal

72. Would you have preferred to spend more of your free time alone?

- ❑ 1 Yes
- ❑ 2 No

73. Do you feel that NCCC provided you with adequate privacy for your personal life?

- ❑ 1 Yes
- ❑ 2 No

74. How satisfied were you with NCCC's provision of basic living needs **on spike** (e.g., cooking/eating facilities; living quarters; sanitation, etc.)?

- ❑ 1 Very satisfied
- ❑ 2 Somewhat satisfied
- ❑ 3 Neither satisfied nor dissatisfied
- ❑ 4 Somewhat dissatisfied
- ❑ 5 Very dissatisfied

75. Knowing what you know now about NCCC, would you choose to participate in the program again?

- ❑ 1 Would definitely participate
- ❑ 2 Unsure
- ❑ 3 Would not participate

76. Do you have any advice for improving the NCCC program experience?

_____

_____

_____

_____

_____

Finally, we would now like to ask you some general background questions. This information will be kept confidential and will not be used to identify you individually.

77. Do you have any children?

- ❑ 1 Yes *(Answer questions 77a and 77b)*
- ❑ 2 No *(Go to question 78)*

77a. How many children do you have? _____

77b. How many of them currently live with you? _____

78. a. Which of the following best represents the total annual income in 1999 for you **before taxes.** Please include wages, salaries, interest, dividends, social security, and other forms of income. *(Check one.)*

- ❑ 01 Under $5,000
- ❑ 02 $5,000 – less than $10,000
- ❑ 03 $10,000 – less than $15,000
- ❑ 04 $15,000 – less than $20,000
- ❑ 05 $20,000 – less than $25,000
- ❑ 06 $25,000 – less than $30,000
- ❑ 07 $30,000 – less than $40,000
- ❑ 08 $40,000 – less than $50,000
- ❑ 09 $50,000 – less than $60,000
- ❑ 10 $60,000 – less than $70,000
- ❑ 11 $70,000 – less than $80,000
- ❑ 12 $80,000 – less than $90,000
- ❑ 13 $90,000 – less than $100,000
- ❑ 14 $100,000 or more
- ❑ 15 Don't Know

78. b. Which of the following best represents the total annual income in 1999 for your immediate family living in your household **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. *(Check one.)*

- ❑ 01 Under $5,000
- ❑ 02 $5,000 – less than $10,000
- ❑ 03 $10,000 – less than $15,000
- ❑ 04 $15,000 – less than $20,000
- ❑ 05 $20,000 – less than $25,000
- ❑ 06 $25,000 – less than $30,000
- ❑ 07 $30,000 – less than $40,000
- ❑ 08 $40,000 – less than $50,000
- ❑ 09 $50,000 – less than $60,000
- ❑ 10 $60,000 – less than $70,000
- ❑ 11 $70,000 – less than $80,000
- ❑ 12 $80,000 – less than $90,000
- ❑ 13 $90,000 – less than $100,000
- ❑ 14 $100,000 or more
- ❑ 15 Don't Know

We will want to talk with you again in about two years. The following information is needed so that we can reach you by telephone in the future. This information will be kept confidential.

79. Your full name: _____

80. Your current address: _____

_____ _____ _____
City State ZIP

81. Your current telephone number (_____) _____ - _____
(area code)

82. Your permanent address: _____

_____ _____ _____
City State ZIP

83. Your permanent telephone number (_____) _____ - _____
(area code)

84. Your e-mail address _____@_____

85. As previously mentioned, we will want to interview you again in future years and because of that we may need your social security number in case we lose touch with you. What is your Social Security Number?

___ ___ ___ - ___ ___ - ___ ___ ___ ___

Please continue.

Additional Contact and Tracking Information

In case we lose touch with you, please provide the names and contact information for three relatives or friends who do not live with you and who are most likely to know where to contact you in the future. Please include 3 people at different addresses.

1. Name: _____

Relationship to you: _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

2. Name: _____

Relationship to you: _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number: (_____) _____ - _____
(area code)

Name that number is listed under: _____

Work telephone number: (_____) _____ - _____
(area code)

Name of organization that number is listed under: _____

3. Name: _____

Relationship to you: _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number: (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number: (_____) _____ - _____
(area code)

Name of organization that number is listed under: _____

Thank you. We really appreciate your continued participation in this important evaluation of AmeriCorps and will be in touch with you again in a couple of years. If you have any questions about the study or its legitimacy, please feel free to contact the Corporation for National Service at 202-606-5000, ext. 488.

Long-Term Impacts on Service Participants: Post-Program Interview for Comparison Groups

Introduction

Hello, my name is _____. I'm calling from Abt Associates, a research firm based in Cambridge, MA. I am calling you as part of a long-term study of national service and volunteers. You may recall being interviewed for this study over the telephone approximately 12 months ago. You were selected from a list of people who inquired about national service. We are now in the second phase of the study, and would like to find out what has happened to you over the past 12 months. Although participation in the interview is entirely voluntary, your opinion is very important to us. What you tell us will be kept confidential. The interview will take about half an hour, and we will send you a check for $25 as a token of our appreciation for completing the interview.

1. *What have you been doing since (BASELINE)? (CODE ALL THAT APPLY)

- ❑ 1 Working outside the home (ASK Q1a)
- ❑ 2 Attending school
- ❑ 3 Taking care of your children at home
- ❑ 4 Looking for a job
- ❑ 5 Enrolled in AmeriCorps
- ❑ 6 Other volunteering/voluntary community service
- ❑ 7 Serving in the National Guard
- ❑ 8 Serving in the Armed Forces
- ❑ 9 Other (SPECIFY) _____

1a. *Is this in the:

- ❑ 1 Government/Public sector
- ❑ 2 Private sector
- ❑ 3 Non-profit organization

*S1. Since (BASELINE), have you enrolled in an AmeriCorps or NCCC program?

- ❑ 1 YES (ASK S2)
- ❑ 2 NO (SKIP TO Q2)
- ❑ 3 DON'T KNOW (SKIP TO Q2)
- ❑ 4 REFUSED (SKIP TO Q2)

*S2. What is the name of your AmeriCorps or NCCC Program?

_____

*S2a. In what city and state is the program located?

_____ _____
CITY STATE

* New question, not on baseline.

*S2b. What is approximate the date that you enrolled?

_____ _____ _____
MONTH DAY YEAR

S3. Are you still enrolled in an AmeriCorps or NCCC program?

- ❑ 1 YES (SKIP TO Q2)
- ❑ 2 NO

*S3b. What was the approximate date you left the program?

_____ _____ _____
MONTH DAY YEAR

2. *How do you spend most of your time now? (CODE ONE)

- ❑ 1 Working outside the home (ASK Q2a)
- ❑ 2 Attending school
- ❑ 3 Taking care of your children at home
- ❑ 4 Looking for a job
- ❑ 5 Enrolled in AmeriCorps
- ❑ 6 Other volunteering/voluntary community service
- ❑ 7 Serving in the National Guard
- ❑ 8 Serving in the Armed Forces
- ❑ 9 Other (SPECIFY) _____

2a. *Is this in the:

- ❑ 1 Government/Public sector
- ❑ 2 Private sector
- ❑ 3 Non-profit organization

IF "YES" TO Q.S1, GO TO Q.5.

3. Have you participated in voluntary community service or a volunteer activity since (BASELINE)?

- ❑ 1 Yes
- ❑ 2 No (GO TO QUESTION 5)
- ❑ 4 DON'T KNOW (GO TO QUESTION 5)
- ❑ 5 REFUSED (GO TO QUESTION 5)

3a. Approximately for how many **months** did you participate in this community service or volunteer activity?

_____ MONTHS

3b. Approximately how many **hours per month** did you participate in this voluntary community service or volunteer activity?

____ HOURS PER MONTH

3c. Since (BASELINE), did you live in the community where you participated in this voluntary community service or volunteer activity? (READ LIST)

- ❑ 1 Yes for all of the service activities
- ❑ 2 Yes for some of the service activities
- ❑ 3 No

3d. Was this volunteer community service or volunteer activity done as part of a course requirement at a school or college?

- ❑ 1 Yes for all of the service activities
- ❑ 2 Yes for some of the service activities
- ❑ 3 No

3e. While you were doing this volunteer community service or volunteer activity, how often did you . . . (READ ITEM) Would you say . . . never, occasionally, or frequently?

	Never	Occasionally	Frequently
a. Keep a journal or write about what your service or volunteer experience meant to you?	❑ 1	❑ 2	❑ 3
b. Talk about your experience with other volunteers, friends, or relatives?	❑ 1	❑ 2	❑ 3

4. Thinking about all of your voluntary community service or volunteer activities since (BASELINE), please indicate how much you agree with the following statements. (READ ITEM) Would you say you ... strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. You felt that you made a contribution to the community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You re-examined your beliefs and attitudes about yourself.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You were exposed to new ideas and ways of seeing the world.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You felt like part of a community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You learned more about the “real” world.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. You felt you made a difference in the life of at least one person.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. You did things you never thought you could do.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. You changed some of your beliefs and attitudes.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

5. *How likely is it that you will be involved in community service in the future? Would you say you will...

- ❑ 1 definitely be involved in community service
- ❑ 2 probably be involved in community service
- ❑ 3 probably not be involved in community service

6. Did you do any of the following activities since (BASELINE)? (READ LIST)

	YES	NO
a. Help to take care of sick, elderly, or homeless people	❑ 1	❑ 2
b. Tutor, mentor, or take care of children, teenagers, or adults	❑ 1	❑ 2
c. Help renovate, construct, or clean offices or buildings for needy people	❑ 1	❑ 2
d. Organize or do administrative work for programs helping needy individuals	❑ 1	❑ 2
e. Clean trails or do other environmental work	❑ 1	❑ 2

7. *Did you make a significant change or transition since (BASELINE)?

- ❑ 1 Yes
- ❑ 2 No (SKIP TO Q.11)
- ❑ 3 DON'T KNOW (GO TO QUESTION 11)
- ❑ 4 REFUSED (GO TO QUESTION 11)

8. *Has anyone, a friend, member, relative, co-worker, etc., discussed with you or helped you make a decision about what your next step would be?

- ❑ 1 Yes (SPECIFY WHO: _____)
- ❑ 2 No

9. * If you felt you were not ready for the transition, how, if at all, did you try to increase the support available to you? Did you... (CODE ALL THAT APPLY)

- ❑ 1 Talk with a friend
- ❑ 2 Talk with a family member
- ❑ 3 Talk with a co-worker
- ❑ 4 Talk with a mentor
- ❑ 5 Seek career counseling
- ❑ 6 Talk with a counselor
- ❑ 7 Other (SPECIFY:)

_____

- ❑ 8 Did nothing

9a. *Did you talk with someone who has successfully completed a similar transition?

- ❑ 1 YES
- ❑ 2 NO

10. *Do you feel that you take good care of yourself physically and emotionally, even when under a lot of stress?

❑ 1 YES
❑ 2 NO
❑ 3 DON'T KNOW

11. Please indicate how strongly you agree with each of the following statements. (READ ITEM.) Would you say you ... strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. You have a strong attachment to your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You often discuss and think about how larger political and social issues affect your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You are aware of what can be done to meet the important needs in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You feel you have the ability to make a difference in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You try to find the time or a way to make a positive difference in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

12. Do you feel that each of the following is not an important obligation, a somewhat important obligation, or a very important obligation that a citizen owes to the country? (READ ITEM)

	Not an Important Obligation	Somewhat Important Obligation	Very Important Obligation
a. Serving on a jury if called.	❑ 1	❑ 2	❑ 3
b. Reporting a crime that you may have witnessed.	❑ 1	❑ 2	❑ 3
c. Participating in neighborhood organizations (school, religious, community, recreational organizations).	❑ 1	❑ 2	❑ 3
d. Voting in local elections.	❑ 1	❑ 2	❑ 3
e. Keeping informed about news and public issues.	❑ 1	❑ 2	❑ 3
f. Helping to keep a neighborhood safe.	❑ 1	❑ 2	❑ 3
g. Helping to keep a neighborhood clean and beautiful.	❑ 1	❑ 2	❑ 3
h. Helping those who are less fortunate	❑ 1	❑ 2	❑ 3
i. *Working to strengthen your community	❑ 1	❑ 2	❑ 3

13. The following is a list of activities that you, along with others, might accomplish. Think about how hard it would be for **you** to accomplish each activity. Assume that each of these is an activity you feel is worthwhile to accomplish. (READ ITEM) Would you say that you ... would not be able to get this done, might be able to get this done, or would be able to get this done?

		Would not be able to get this done	M**ight be** able to get this done	**Would be** able to get this done.
a.	Getting the local government to fix a pothole in your street.	❑ 1	❑ 2	❑ 3
b.	Getting the local government to build an addition to the community center.	❑ 1	❑ 2	❑ 3
c.	Organizing an event to benefit a charity or religious organization.	❑ 1	❑ 2	❑ 3
d.	Getting an issue on the ballot for a statewide or local election. (Assume your state/locale allows this.)	❑ 1	❑ 2	❑ 3
e.	Starting an after-school program for children whose parents work.	❑ 1	❑ 2	❑ 3
f.	Organizing an annual cleanup program for the local park.	❑ 1	❑ 2	❑ 3

14. How often do you do each of the following? (READ ITEM) Would you say you do this ... never, not very often, sometimes, very often, or always?

		Never	Not Very Often	Some-Times	Very Often	Always
a.	Participate in events such as community meetings, celebrations, or activities in your community.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b.	Join organizations that support issues that are important to you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c.	Write or e-mail newspapers or organizations to voice your views on an issue.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d.	Vote in local elections.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e.	Try to learn as much as you can about candidates or ballot questions before voting.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f.	Keep informed about local or national news	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

15. Did you vote in the 2000 primary presidential election?

- ❑ 1 Yes (GO TO QUESTION 16)
- ❑ 2 No

15a. *(IF NO TO Q.15): Why didn't you vote? (DO NOT READ LIST. CODE ALL THAT APPLY)

- ❑ 1 UNDER 18 YEARS OF AGE
- ❑ 2 OUT OF COUNTRY/STATE
- ❑ 3 PARTY NOT REPRESENTED
- ❑ 4 STATE DIDN'T HOLD PRIMARY ELECTIONS
- ❑ 5 ELECTIONS DON'T AFFECT ME
- ❑ 6 FEEL VOTE WON'T MAKE A DIFFERENCE
- ❑ 7 INCONVENIENT
- ❑ 8 NOT INTERESTED IN PARTICIPATING IN NATIONAL ELECTIONS
- ❑ 9 NOT REGISTERED, ALTHOUGH 18 YEARS OR OLDER
- ❑ 10 OTHER (SPECIFY) _____

16. *Did you vote in state and/or local elections in the past year?

- ❑ 1 Yes (GO TO QUESTION 17)
- ❑ 2 No

16a. *(IF NO TO Q.16:) Why didn't you vote? (DO NOT READ LIST. CODE ALL THAT APPLY)

- ❑ 1 UNDER 18 YEARS OF AGE
- ❑ 2 OUT OF COUNTRY/STATE
- ❑ 3 PARTY NOT REPRESENTED
- ❑ 4 NO STATE OR LOCAL ELECTIONS
- ❑ 5 ELECTIONS DON'T AFFECT ME
- ❑ 6 FEEL VOTE WON'T MAKE A DIFFERENCE
- ❑ 7 INCONVENIENT
- ❑ 8 NOT INTERESTED IN PARTICIPATING IN NATIONAL ELECTIONS
- ❑ 9 NOT REGISTERED, ALTHOUGH 18 YEARS OR OLDER
- ❑ 10 OTHER (SPECIFY) _____

17. Since (BASELINE), how often have you socialized with someone of another racial or ethnic group? (READ LIST)

- ❑ 1 Not at all
- ❑ 2 Occasionally
- ❑ 3 Frequently

18. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. If you lead the way, your friends will get involved in fighting prejudice and discrimination.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Some of your friends are of different backgrounds from you: racial, cultural, ethnic, or language.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Racism affects everyone.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You feel comfortable belonging to groups where people are different from you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

19. On a scale of 1 to 5 where 1 = not very interested and 5 = very interested, how would you describe your... (CONFIRM RESPONSE)

	Not Very Interested				Very Interested
a. **Interest** in forming friendships with people who come from a different race or ethnicity from you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. **Interest** in looking for opportunities to work with people from different backgrounds?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

On a scale of 1 to 5 where 1 = very uncomfortable and 5 = very comfortable, how would you describe your... (CONFIRM RESPONSE)

	Very Uncomfortable				Very Comfortable
c. **Comfort level** in talking about social barriers, race, and/or diversity with others from different backgrounds than you?	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

20. On a scale from 1 to 5 where 1 = know nothing and 5 = know a great deal, how much do you feel you know about the concerns and issues facing individuals in the following groups? (READ ITEM) (CONFIRM RESPONSE)

	Know Nothing				Know a Great Deal
a. Your family and friends	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. African Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Asian Americans	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Know Nothing				Know a Great Deal
d. Hispanics and Latinos	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Whites	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. People with low incomes	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. Rural young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. Urban young people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. Older people	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
j. The disabled	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

21. On a scale from 1 to 5 where 1 = know nothing and 5 = know a great deal, how much do you feel you know about problems facing the community such as: (READ ITEM) (CONFIRM RESPONSE)

	Know Nothing				Know a Great Deal
a. The environment	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Public health issues	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. Literacy	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Crime	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. Lack of civic involvement	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

22. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you ... strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Diverse viewpoints bring creativity and energy to a work group.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. Multicultural teams can be stimulating and fun.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. People are more motivated and productive when they feel they are accepted for who they are.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Diversity improves the work of organizations.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You are afraid to disagree with members of other racial or ethnic groups for fear of being called prejudiced or racist.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
f. Diversity brings many perspectives to problem-solving.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. If you had a problem on the job, you would feel more comfortable going to a staff member of your own race or ethnicity.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
h. You are comfortable interacting with people from a different racial or ethnic background.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
i. Your interactions with people at work are largely confined to people of your own race or ethnicity.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
j. It's not easy to be tolerant when people have beliefs and attitudes that are different from your own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

23. Please indicate whether you feel each of the following is not important, somewhat important, or very important to you. (READ ITEM) Would you say this is ... very important, somewhat important, or not important to you?

	Very Important	Somewhat Important	Not Important
a. Working to correct social and economic inequalities	❑ 3	❑ 2	❑ 1
b. Having a job that involves working with other people	❑ 3	❑ 2	❑ 1
c. Working in a job where you are of direct service to people	❑ 3	❑ 2	❑ 1

24. *Thinking about your current job or the next job you expect to have, how much do you think your activities since (BASELINE), such as employment, school, or other activities, will help you...

	Not at all	A little	Somewhat	Quite a bit	A great deal
a. To improve your performance on the job	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. To improve your chances of getting a promotion	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. To improve your chances of finding a job	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. Make a career change	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

25. *How much are the activities you have done since (BASELINE), such as employment, school, or other activities, related to any long-term career or job interests you have?

❑ 1 A lot
❑ 2 A little
❑ 3 Not at all

26. *Do you ever worry about not having enough money in the future?

- ❑ 1 YES (ASK 26a)
- ❑ 2 NO (GO TO 27)
- ❑ 3 DON'T KNOW (GO TO 27)

26a. *Would you say you worry a lot, a moderate amount, or only a little about not having enough money?

- ❑ 1 A lot
- ❑ 2 A moderate amount
- ❑ 3 Only a little
- ❑ 4 DON'T KNOW

27. What would you like to be doing two years from now? Would you like to be... (READ ITEM). FOR EACH "YES" RESPONSE, ASK:

27a. In what field? (IF NECESSARY, PROBE BY READING LIST BELOW THE GRID. ENTER CORRESPONDING CODE FOR FIELD.

	YES	NO	DK/ UNSURE	IF YES, ENTER CODE FOR FIELD:
a. Working full-time	❑ 1	❑ 2	❑ 3	
b. Working part-time	❑ 1	❑ 2	❑ 3	
c. Enlisted in military service	❑ 1	❑ 2	❑ 3	
d. Enlisted in National Guard/Reserve part-time	❑ 1	❑ 2	❑ 3	
e. Enlisted in National Guard/Reserve full-time	❑ 1	❑ 2	❑ 3	
f. Participating in national service or volunteer work, for example Peace Corps, faith-based volunteer service, etc.	❑ 1	❑ 2	❑ 3	
IF YES: Will this be full-time or part-time?	❑ 1 full-time	❑ 2 Part time	❑ 3	
g. Attending school at a community college	❑ 1	❑ 2	❑ 3	
h. Attending school at a technical school or apprenticeship program	❑ 1	❑ 2	❑ 3	
i. Attending school at a four-year college	❑ 1	❑ 2	❑ 3	
j. Attending school at a graduate or professional school	❑ 1	❑ 2	❑ 3	
k. Other (SPECIFY:) _____	❑ 1	❑ 2	❑ 3	

CODES FOR 27a:

1 TEACHING CHILDREN/ADULTS
2 SOCIAL/COMMUNITY WORK
3 LAW
4 BUSINESS
5 HEALTH-RELATED
6 COMPUTER/TECHNICAL/SCIENTIFIC
7 ENVIRONMENTAL
8 PUBLIC SAFETY
9 AGRICULTURE
10 MILITARY
11 OTHER (SPECIFY—WRITE ANSWER IN GRID)

28. I'm going to read you a list of skill areas. For each skill area, please indicate how much experience you have and how important the skill is to you. (READ STATEMENT.)

28a. Would you say you have little or no experience, some experience, or a lot of experience in this?

28b. Would you say this area is not important, somewhat important, or very important to you? (REPEAT ITEM IF NECESSARY)

	28a. Amount of Experience			28b. Importance to You		
	Little or no experi-ence	Some experi-ence	A lot of experi-ence	Not impor-tant to you	Some-what impor-tant to you	Very impor-tant to you
a. Solving unexpected problems or finding new and better ways to do things.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
b. Knowing how to gather and analyze information from different sources such as other people or organizations.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
c. Listening and responding to other people's suggestions or concerns.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
d. Stopping or decreasing conflicts between people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
e. Leading a team by taking charge, explaining and motivating co-workers.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
f. Negotiating, compromising, and getting along with co-workers, supervisors.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
g. Learning new ways of thinking or acting from other people.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
h. Adapting your plans or ways of doing things in response to changing circumstances.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
i. Managing your time when you're under pressure.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3
j. Dealing with uncomfortable or difficult working conditions.	❑ 1	❑ 2	❑ 3	❑ 1	❑ 2	❑ 3

Now I'm going to ask you a series of questions related to education.

29. What is the highest degree, or level of school, you have completed? (READ LIST IF NECESSARY) (CODE ONE.)

- ❑ 01 8th grade or less
- ❑ 02 Some high school, no diploma
- ❑ 03 High school diploma
- ❑ 04 High school equivalency, or GED
- ❑ 05 Vocational, trade, or business school after high school (not for a BA for MBA)
- ❑ 06 Some college credit, but less than 1 year
- ❑ 07 One or more years of college, no degree
- ❑ 08 Associate degree
- ❑ 09 Bachelor's degree
- ❑ 10 Master's degree
- ❑ 11 Ph.D., M.D., or other professorial degree

30. What is the highest level of education you expect to complete? (READ LIST IF NECESSARY) (CODE ONE.)

- ❑ 01 Some high school, no diploma
- ❑ 02 High school diploma
- ❑ 03 High school equivalency, or GED
- ❑ 04 Vocational, trade, or business school after high school, not for a BA or MBA
- ❑ 05 Two years or less of college
- ❑ 06 Two or more years of college, including 2-year degree
- ❑ 07 College degree, 4- or 5-year degree
- ❑ 08 Master's degree or equivalent
- ❑ 09 Ph.D., M.D., or other professional degree

31. Please indicate how much you agree with each of the following statements. (READ ITEM.) Would you say you ... strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. You have mostly bad luck when it comes to education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You can work really hard when it comes to getting the education you need.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You have the intelligence you need to finish your education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. If you don't finish your education, it is because you didn't have the chances others had.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. To get the education you need, you have to be lucky.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
f. When you have trouble with schoolwork, it's because teachers or other education staff don't like you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
g. You can't figure out what it takes to finish your education.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

32. Were you enrolled in service learning courses in elementary, middle or high school?

	Yes	No
a. Elementary school	❑ 1	❑ 2
b. Middle school	❑ 1	❑ 2
c. High school	❑ 1	❑ 2

33. Here are some statements about how some people feel about getting a job. For each statement, please indicate how true the statement is for you. (READ ITEM)

	Not at all true	Mostly not true	Neither true nor untrue	Mostly true	Very true
a. There aren't enough jobs for you to get the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You can't get people to treat you fairly when you apply for the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You can't seem to try very hard to get a good job.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You don't know what it takes to get the kind of job you want.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. If you can't get a good job, it's because people aren't fair to people like you.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

The next set of questions asks about your experiences working in group situations.

34. Please answer how often you do the following. (READ ITEM) Would you say you ... never do this, do this not very often, sometimes, very often, or always?

	Never	Not Very Often	Some-times	Very Often	Always
a. You try to understand other team members' ideas and opinions before arguing or stating your own.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You try to present your ideas without criticizing the ideas of others.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You encourage different points of view	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

	Never	Not Very Often	Some-times	Very Often	Always
without worrying about agreement.					
d. You try to consider all points of view or possible options before forming an opinion or making a decision.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
e. You encourage the participation of other team members and support their right to be heard.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
f. You help find solutions when unexpected problems arise.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

35. How often have you been in a group situation with others where you have done the following things? (READ ITEM) Would you say you ... never do this, do this not very often, sometimes, very often, or always?

	Never	Not Very Often	Some-times	Very Often	Always
a. You discuss issues and problems and share your ideas.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
b. You involve everyone and avoid favoritism.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
c. You can disagree and be different from others without fear.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5
d. You take time to work out any conflicts.	❑ 1	❑ 2	❑ 3	❑ 4	❑ 5

Finally, we would now like to ask you some general background questions. This information will be kept confidential and will not be used to identify you individually.

36. ASK ONLY IF MISSING IN BASELINE: What is your race? Are you: (READ LIST) (MULTIPLE RESPONSES)

❑ 1 American Indian or Alaskan Native
❑ 2 Asian
❑ 3 Black or African American
❑ 4 Native Hawaiian or other Pacific Islander
❑ 5 White
❑ 95 OTHER (SPECIFY:) _____

37. ASK ONLY IF MISSING IN BASELINE: Are you Hispanic or Latino?

❑ 1 YES
❑ 2 NO

38. What is your current marital status? (CODE ONE.) (READ LIST)

- ❑ 1 Married
- ❑ 2 Single, never married
- ❑ 3 Widowed
- ❑ 4 Divorced
- ❑ 5 Separated

39. Do you have any children?

- ❑ 1 YES (ASK Q39A)
- ❑ 2 NO (GO TO Q40)

39a. How many children do you have? _____

40. ASK ONLY IF MISSING IN BASELINE: What is your gender?

- ❑ 1 MALE
- ❑ 2 FEMALE

41. ASK ONLY IF MISSING IN BASELINE: What is your date of birth?

_____ / _____ / 19__ __
Month Day

42. a. Which of the following best represents the total annual income in 1999 for you **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (CODE ONE.) (READ LIST)

b. Which of the following best represents the total annual income in 1999 for your immediate family living in your household **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (CODE ONE.) (READ LIST)

a. Your own 1999 income (before taxes)	b. Total for the family in your household (before taxes)
❑ 01 Under $5,000	❑ 01 Under $5,000
❑ 02 $5,000 – less than $10,000	❑ 02 $5,000 – less than $10,000
❑ 03 $10,000 – less than $15,000	❑ 03 $10,000 – less than $15,000
❑ 04 $15,000 – less than $20,000	❑ 04 $15,000 – less than $20,000
❑ 05 $20,000 – less than $25,000	❑ 05 $20,000 – less than $25,000
❑ 06 $25,000 – less than $30,000	❑ 06 $25,000 – less than $30,000
❑ 07 $30,000 – less than $40,000	❑ 07 $30,000 – less than $40,000
❑ 08 $40,000 – less than $50,000	❑ 08 $40,000 – less than $50,000
❑ 09 $50,000 – less than $60,000	❑ 09 $50,000 – less than $60,000
❑ 10 $60,000 – less than $70,000	❑ 10 $60,000 – less than $70,000
❑ 11 $70,000 – less than $80,000	❑ 11 $70,000 – less than $80,000
❑ 12 $80,000 – less than $90,000	❑ 12 $80,000 – less than $90,000
❑ 13 $90,000 – less than $100,000	❑ 13 $90,000 – less than $100,000
❑ 14 $100,000 or more	❑ 14 $100,000 or more
❑ 15 Don't Know	❑ 15 Don't Know

We will want to talk with you again in about two years. The following information is needed so that we can reach you in the future and so that we can send you your check. This information will be kept confidential.

43. Your full name: _____

44. Your current address: _____

_____ _____ _____

City State ZIP

45. Your current telephone number (_____) _____ - _____
(area code)

46. Your permanent address: _____

_____ _____ _____
City State ZIP

47. Your permanent telephone number (_____) _____ - _____
(area code)

48. Your e-mail address _____

Additional Contact and Tracking Information

In case we lose touch with you, please provide the names and contact information for three relatives or friends who do not live with you and who are most likely to know where to contact you in the future. Please include 3 people at different addresses.

1. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

_____

2. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

3. Name _____

Relationship to you _____

Address _____

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

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49. ASK ONLY IF NOT COLLECTED AT BASELINE: I have one final question. As I previously mentioned, we will want to interview you again in future years and because of that we may need your social security number in case we lose touch with you. What is your Social Security Number?

__ __ __ - __ __ - __ __ __ __

Thank you, that is the end of my questions. We really appreciate your continued participation in this important evaluation of national service and volunteers and will be in touch with you again in a couple of years. If you have any questions about the study or its legitimacy, please feel free to contact the Corporation for National Service at 202-606-5000, ext. 488.

IF NECESSARY: This is a federally-approved study and is governed by the Federal Privacy Act. The information in this survey is to be used solely for research and for statistical purposes to help meet the requirements of federal law. No other uses will be made of this information.

IF NECESSARY: Alternative toll-free number: 1-800-942-2677.

Long-Term Impacts on Service Participants:
Post-Program Supplement Interview for AmeriCorps Members

Introduction

Hello. My name is _____. I'm calling from Abt Associates, a research firm based in Cambridge, MA. When you enrolled in AmeriCorps, you became part of an important long-term study of AmeriCorps. This government-funded study will help us understand what happens to people after their involvement in AmeriCorps. You may remember filling out a questionnaire when you started the program and responding to a similar survey about a year later. Although participation in the interview is voluntary, your opinion is very important to us. What you tell us will be kept confidential. The interview will take about 65 minutes, and we will send you a check for $35 as a token of our appreciation for completing the interview.

Background: Experiences and Attitudes in Youth

In this survey, we'll ask you about your experiences while growing up, your motivation for inquiring about AmeriCorps, your experiences during AmeriCorps, and your experiences since you left AmeriCorps. We'll start with some questions about your youth. By "youth," I mean the experiences you had before the age of 18. I will use the terms "youth" and "growing up" interchangeably.

1. Which of these categories indicates the kind of place or places where you spent most of your youth?

	Yes	**No**	**RF**	**DK**
Rural areas	1	2	7	8
Urban areas	1	2	7	8
Suburban areas	1	2	7	8

2. Before the age of 18, how many times did you move to a new house or apartment?

_____ Times
REFUSED 997
DON'T KNOW 998

3. During your youth, what language did you usually speak at home—English or something else?

English 1
English and a different language 2
A different language 3
REFUSED 7
DON'T KNOW 8

Now I'd like to ask you some questions about your primary caretakers and the community in which you lived while you were growing up. By primary caretakers, I mean your parents or another person or people who provided you with substantial emotional and/or financial support.

4. During your youth, which primary caretakers contributed most to your upbringing? (CODE ALL THAT APPLY.)

MOTHER 1
FATHER 2
STEPMOTHER/FATHER'S PARTNER 3
STEPFATHER/MOTHER'S PARTNER 4
GRANDMOTHER 5
GRANDFATHER 6
AUNT 7
UNCLE 8
OTHER (SPECIFY AS MANY AS NECESSARY) _____ . 95
_____
REFUSED 97
DON'T KNOW 98

5. Which of the following categories best describe the highest educational level that your (PRIMARY CARETAKER 1) has currently completed?

Less than a high school graduate, diploma, or the equivalent 1
High school graduate 2
High school diploma or the equivalent, for example, GED 3
Some college, no degree 4
Associate's or Bachelor's degree 5
Master's degree 6
Ph.D., M.D., or other professional graduate degree 7
REFUSED 97
DON'T KNOW 98

6. (IF MORE THAN ONE PERSON LISTED IN 4 ABOVE:) Which of the following categories best describe the highest educational level that your (PRIMARY CARETAKER 2) has currently completed?

Less than a high school graduate, diploma, or the equivalent 1
High school graduate 2
High school diploma or the equivalent, for example, GED 3
Some college, no degree 4
Associate's or Bachelor's degree 5
Master's degree 6
Ph.D., M.D., or other professional graduate degree 7
REFUSED 97
DON'T KNOW 98

7. While you were growing up, did any of your primary caretakers serve in the military?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

8. During your youth, were your parents or primary caretakers ever…

		Yes	No	RF	DK
a.	leaders or coaches in any non-educational organizations to which you belonged, such as Girl Scouts, 4-H, or a sports team?	1	2	7	8
b.	members of an educational organization or parents' association, like the PTA or PTO, or other school support service groups?	1	2	7	8
c.	members of a neighborhood association, like a block association, a homeowner or tenants association, a settlement house, or a crime watch group?	1	2	7	8
d.	active in ethnic, nationality, or civil rights organizations such as the National Organization for Women, the Mexican American Legal Defense or the NAACP?	1	2	7	8
e.	volunteer members on any local governmental board or council that deals with community problems and issues such as a town council, a school board, a zoning board, a planning board, or the like?	1	2	7	8
f.	active in collecting signatures for petitions with causes they cared about or participating in rallies, boycotts, marches, or demonstrations?	1	2	7	8
g.	active in a religious organization?	1	2	7	8
h.	leaders in some other capacity (SPECIFY:) _____	1	2	7	8

9. Think about everyone your parents or primary caretakers would count as a personal friend. During your youth, did one or both of them have a personal friend who could be described as a community leader?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

10. Did your parents or primary caretakers ever belong to a church, synagogue, temple, mosque, tribal spiritual group, or other religious group while you were growing up?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

11. While you were growing up, how frequent were political conversations at home?

Frequent.....1
Sometimes 2
Almost never.....3
Never.....4
REFUSED 7
DON'T KNOW.....8

12. During your youth, how many people in your neighborhood would you or your family members have felt comfortable (READ ITEM). Would you say no one, some neighbors, many neighbors, or almost all neighbors?

		No one	Some neighbors	Many neighbors	Almost all neighbors	RF	DK
a.	borrowing a cup of milk, sugar, or similar items?	1	2	3	4	7	8
b.	using their phone?	1	2	3	4	7	8
c.	asking for a ride or other assistance getting somewhere?	1	2	3	4	7	8
d.	asking for help in an emergency?	1	2	3	4	7	8
e.	asking to stay at their house if you were alone?	1	2	3	4	7	8

13. During your youth, how strongly connected do you believe your family was to (READ ITEM). Would you say not at all connected, somewhat casually connected, or very strongly connected?

		Not at all connected	Somewhat casually connected	Very strongly connected	RF	DK
a.	your neighborhood?	1	2	3	7	8
b.	colleagues from your parents' or primary caretakers' workplace?	1	2	3	7	8
c.	the schools that you and/or your siblings attended?	1	2	3	7	8
d.	a religious organization?	1	2	3	7	8
e.	other organizations or social networks in your community?	1	2	3	7	8
f.	your community as a whole?	1	2	3	7	8

14. During your youth, did you or anyone else in your household receive (READ ITEM)?

		Yes	No	RF	DK
a.	Receive public assistance, such as welfare, food stamps, or WIC	1	2	7	8
b.	Live in public housing or projects	1	2	7	8
c.	Receive other housing assistance, such as Section 8 or housing vouchers	1	2	7	8

Now, I'd like to ask you some questions about how you spent your time while you were growing up.

15. (IF "EVER VOLUNTEERED" = "NO," THEN SKIP TO 17)
(IF "EVER VOLUNTEERED" = "YES":) In a previous survey, you indicated that you had participated in voluntary community service or volunteer activities prior to starting AmeriCorps. Where did you first participate in volunteer activities?

RELIGIOUS INSTITUTION 1
SCHOOL, COLLEGE 2
ANOTHER VOLUNTARY ORGANIZATION..... 3
SERVICE CLUB..... 4
WORKPLACE OR EMPLOYER..... 5
INFORMAL SOCIAL GROUP..... 6
OTHER (SPECIFY) _____... 95
REFUSED 97
DON'T KNOW..... 98

16. At what age did you begin volunteering?

_____ Years old
REFUSED 997
DON'T KNOW..... 998

17. During high school, how active were you…

	Not at all active	Not very active	Some what active	Very active	Not avail-able	RF	DK
a. in sports?	1	2	3	4	5	7	8
b. in student government?	1	2	3	4	5	7	8
c. in other school activities, such as school clubs or student newspapers?	1	2	3	4	5	7	8
d. clubs or organizations that deal with local government and politics, for example Young Republicans, Young Democrats, or Youth Greens, including local political campaigns?	1	2	3	4	5	7	8
e. Were there any other organized activities outside of school that you participated in? Yes….1 (SPECIFY:) _____ No….2		2	3	4	5	7	8

18. As a youth, how often did you…

	Never	Rarely	Some-times	Very often	RF	DK
a. send a letter, telegram, fax, or e-mail to a media outlet or government official to voice your opinion about some issue in your community?	1	2	3	4	7	8
b. participate in a rally to voice your feelings about an issue?	1	2	3	4	7	8
c. get together with peers to sponsor a food drive, walk-a-thon or other type of community activity?	1	2	3	4	7	8
d. listen to a political speaker in person	1	2	3	4	7	8

19. During the following years of your youth, how often did you attend religious services, not including weddings and funerals?

	Every week or more often	Once or twice a month	A few times a year or less	Never	RF	DK
Age 6-10 years	1	2	3	4	7	8
Age 11-15 years	1	2	3	4	7	8
Age 16-18 years	1	2	3	4	7	8

20. During your youth (through age 18), how much were each of the following people a part of your everyday life?

		Not at all	Somewhat	A great deal	RF	DK
a.	Individuals with disabilities	1	2	3	7	8
b.	Individuals of a different race from yourself	1	2	3	7	8
c.	Individuals of a different ethnicity from yourself	1	2	3	7	8
d.	Individuals from a different socioeconomic background from yourself	1	2	3	7	8
e.	Individuals with different political orientations than yourself	1	2	3	7	8
f.	Individuals with different religious beliefs from yourself	1	2	3	7	8

AmeriCorps: Program Experience

Now I'd like to ask you some questions about your reasons for inquiring about AmeriCorps and your alternatives to AmeriCorps.

21. How relevant was each of the following factors in influencing you to inquire about AmeriCorps?

		Not at all relevant	Only slightly relevant	Moder-ately relevant	Quite relevant	Very relevant	RF	DK
a.	You had a friend or family member who was applying to or participating in AmeriCorps.	1	2	3	4	5	7	8
b.	You had a desire to participate in service as a means to reduce social or economic inequality.	1	2	3	4	5	7	8
c.	You wanted to spend time doing something outside the mainstream—something different.	1	2	3	4	5	7	8
d.	You thought that the AmeriCorps experience would give you skills useful in school or in a job.	1	2	3	4	5	7	8
e.	You were interested in the education award benefits.	1	2	3	4	5	7	8
f.	You wanted the chance to work with people who share your ideals.	1	2	3	4	5	7	8
g.	An AmeriCorps organization, or one like it, helped you (or a loved one) in the past.	1	2	3	4	5	7	8
h.	Volunteering always was an important tradition in your family and among your friends.	1	2	3	4	5	7	8
i.	You wanted to fulfill your duty as a citizen.	1	2	3	4	5	7	8
j.	You needed a job.	1	2	3	4	5	7	8

		Not at all relevant	Only slightly relevant	Moder-ately relevant	Quite relevant	Very relevant	RF	DK
k.	You wanted to make friends and meet people.	1	2	3	4	5	7	8
l.	You wanted to help the community.	1	2	3	4	5	7	8
m.	You wanted to serve in this field.	1	2	3	4	5	7	8
n.	You wanted to serve this target population.	1	2	3	4	5	7	8
o.	Other (SPECIFY) _____	1	2	3	4	5	7	8

22. What other options did you seriously consider when you inquired about AmeriCorps? (CODE ALL THAT APPLY.)

HIGH SCHOOL/GED 1
COLLEGE 2
VOCATIONAL SCHOOL/JOB TRAINING 3
GRADUATE OR PROFESSIONAL SCHOOL 4
JOB IN PRIVATE SECTOR 5
JOB IN PUBLIC OR NON-PROFIT SECTOR 6
MILITARY SERVICE 7
OTHER FULL-TIME SERVICE ACTIVITY 8
TRAVEL 9
DID NOT CONSIDER OTHER AVAILABLE OPTIONS 10
NO OTHER OPTIONS AVAILABLE 11
OTHER (SPECIFY) _____ . 12
REFUSED 97
DON'T KNOW 98

23. Did any of the following occur during the year before you inquired about AmeriCorps?

		Yes	No	RF	DK
a.	You graduated or were about to graduate from high school. (IF YES, SKIP TO 23c)	1	2	7	8
b.	You graduated or were about to graduate from college.	1	2	7	8
c.	[ASK IF BASELINE AGE $\geq$ 45:] You retired or were about to retire.	1	2	7	8
d.	A friend or relative joined AmeriCorps.	1	2	7	8
e.	You were forced to leave school or lost your job.	1	2	7	8
f.	You got divorced, separated, or ended a personal relationship.	1	2	7	8
g.	Your child/children left home.	1	2	7	8
h.	You lost your source of financial support.	1	2	7	8
i.	You saw an AmeriCorps advertisement or promotional material from a specific program.	1	2	7	8
j.	You didn't get your preferred job, college, graduate school, or other full-time service program.	1	2	7	8
k.	Other significant changes in your life (SPECIFY:) _____ _____	1	2	7	8

24. When you were inquiring about AmeriCorps, did any of the following concerns apply to you?

		Yes	No	RF	DK
a.	You had personal or health problems.	1	2	7	8
b.	You were concerned that you would not have enough time to spend with your family or significant other.	1	2	7	8
c.	People close to you did not want you to join AmeriCorps.	1	2	7	8
d.	You were concerned that your stipend in AmeriCorps would not be adequate.	1	2	7	8
e.	Other (SPECIFY:) _____	1	2	7	8

25. a. During the year before you inquired about AmeriCorps, was there ever a time when you lived in a homeless shelter or were homeless?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

b. During the year before you inquired about AmeriCorps, did you …

		Yes	No	RF	DK
a.	Receive public assistance, such as welfare, food stamps, or WIC	1	2	7	8
b.	Live in public housing or projects	1	2	7	8
c.	Receive other housing assistance, such as Section 8 or housing vouchers	1	2	7	8

26. a. Now I would like to ask you about any regular paid work you were doing at the time that you inquired about AmeriCorps. By regular work, I mean that you had a routine schedule or that you were committed to work a certain number of hours each week or month. Regular jobs can be full time or part-time. You can be employed by others or self-employed. Were you doing any regular paid work at the time that you inquired about AmeriCorps?

YES.....1
NO (SKIP TO 26d).....2
REFUSED.....7
DON'T KNOW.....8

b. At how many paid jobs were you working at the time that you inquired about AmeriCorps?

_____ Jobs
REFUSED..... 997
DON'T KNOW..... 998

c. Thinking about all your regular jobs at the time that you inquired about AmeriCorps, how many hours in total did you work in a typical week?

_____ Hours
REFUSED 997
DON'T KNOW..... 998

d. Combining all of your regular jobs, including your main job, what were your earnings from wages and salaries during 1998, before taxes? Do not include any income from interest, dividends, social security, or other forms of income.

$ _____
DON'T KNOW.....-1
REFUSED .....-2
DID NOT WORK THAT YEAR.....-3

27. What factor was the most important in your decision to enroll?

_____

Now I'd like to ask you some questions about your experiences participating in AmeriCorps. Please base your answers to these questions on your 1999-2000 AmeriCorps service experience.

28. Here is a list of things that people sometimes do as part of their service experience. After I read each one, please tell me how often you did each during your overall AmeriCorps experience.

		Never	Rarely	Some - times	Regularly	RF	DK
a.	Wrote a letter or memo.	1	2	3	4	7	8
b.	Went to a meeting where you took part in making decisions.	1	2	3	4	7	8
c.	Planned or led a meeting or activity.	1	2	3	4	7	8
d.	Gave a presentation or speech.	1	2	3	4	7	8
e.	Worked with a local or state government official on a service project.	1	2	3	4	7	8
f.	Decided which activities you did.	1	2	3	4	7	8
g.	Set rules for some aspect of your AmeriCorps service project.	1	2	3	4	7	8
h.	Planned activities or events, such as planning field trips, selecting speakers, etc.	1	2	3	4	7	8
i.	Helped individuals to develop new skills.	1	2	3	4	7	8

29. How often did you experience each of the following when you were in AmeriCorps?

		Never	Rarely	Some-times	Regularly	RF	DK
a.	Staff and supervisors challenged you to do your best.	1	2	3	4	7	8
b.	Staff and supervisors helped you adjust to and deal with your service experience.	1	2	3	4	7	8
c.	Staff and supervisors showed interest in what was going on in your life.	1	2	3	4	7	8
d.	Staff and supervisors would compliment you when you did something well.	1	2	3	4	7	8
e.	You felt physically challenged by your assignments.	1	2	3	4	7	8
f.	You felt emotionally challenged by your assignments.	1	2	3	4	7	8
g.	Other AmeriCorps members challenged you to do your best.	1	2	3	4	7	8
h.	You felt respected by other members.	1	2	3	4	7	8
i.	You felt appreciated by the service recipients.	1	2	3	4	7	8

30. How much are the activities you did in AmeriCorps related to any long-term career or job interests you currently have?

Very related 1
Somewhat related 2
Not at all related 3
REFUSED 7
DON'T KNOW 8

31. During your AmeriCorps experience, did you develop a meaningful relationship with someone who served as your mentor?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

32. I would like to know the extent to which your AmeriCorps experience resulted in a personal or professional transformation. By "transformational experience," I mean one that resulted in significant changes in your life that probably would not have occurred if you had not participated in AmeriCorps.

As a direct result of your AmeriCorps participation, to what extent did you find it transformational?

Not at all transformational (SKIP TO 33) 1
Somewhat transformational (ASK 32a-b) 2
Very transformational (ASK 32a-b) 3
REFUSED 7
DON'T KNOW 8

a. In what way you were transformed? (TO BE CODED AFTER FIRST 100 RESPONSES.)

_____

b. Would you say that this was a personal transformation, professional transformation, or both?

Personal 1
Professional 2
Both 3
REFUSED 7
DON'T KNOW 8

Now I'd like to ask you some questions about your experience since Fall 2000.

48. How do you spend your time now? Are you… (CODE ALL THAT APPLY. FOR EACH "YES" RESPONSE, ASK:)

a. In what field?

		Yes	No	RF	DK	IF YES, ENTER CODE FOR FIELD.
a.	Working full-time	1	2	7	8	
b.	Working part-time	1	2	7	8	
c.	Taking care of your children at home	1	2	7	8	
d.	Looking for a job	1	2	7	8	
e.	Enlisted in military service	1	2	7	8	
f.	Enlisted in National Guard/Reserve part-time	1	2	7	8	
g.	Enlisted in National Guard/Reserve full-time	1	2	7	8	

h.	Participating in national service or volunteer work, such as Peace Corps, AmeriCorps, faith-based volunteer service, etc.	1	2	7	8	
i.	Attending school at a community college	1	2	7	8	
j.	Attending school at a technical school or apprenticeship program	1	2	7	8	
k.	Attending school at a four-year college	1	2	7	8	
l.	Attending school at a graduate or professional school	1	2	7	8	
m.	Other (SPECIFY) _____ _____	1	2	7	8	

Codes for 48a:

01 Teaching children/adults
02 Social/community work
03 Law
04 Business
05 Health-related
06 Computer/technical/scientific
07 Environmental
08 Public safety
09 Agriculture
10 Military
11 The arts/creative arts/performing arts/writing/music/dance/photography/film/video
95 Other

49. ASK ONLY IF 48a="YES" or if 48b="YES":

a At how many paid jobs do you currently work?

_____ Jobs
REFUSED 997
DON'T KNOW..... 998

b. Thinking about all your regular jobs, how many hours in total do you work in a typical week?

_____ Hours
REFUSED 997
DON'T KNOW..... 998

c. Combining all of your regular jobs, including your main job, what were your earnings from wages and salaries in 2001, before taxes? Do not include any income from interest, dividends, social security, or other forms of income.

$ _____
REFUSED .....-1
DON'T KNOW.....-2
DID NOT WORK THAT YEAR.....-3

Next, I will ask you some questions about people with whom you currently interact.

33. From time to time, most people discuss important matters with other people. Looking back over the past 6 months, who are the people outside of your family with whom you discussed matters important to you? Just tell me their first names and last initial.

IF FEWER THAN FIVE NAMES MENTIONED, PROBE: Anyone else? RECORD ONLY THE FIRST FIVE NAMES.

NAME 1: _____
NAME 2: _____
NAME 3: _____
NAME 4: _____
NAME 5: _____

a. Which of these people do you feel especially close to? (CIRCLE ALL THAT APPLY.)

NAME 1:.....1
NAME 2:.....2
NAME 3:.....3
NAME 4.....4
NAME 5.....5

b. Please think about the relations between the people you just mentioned. Some of them may be total strangers in the sense that they wouldn't recognize each other if they bumped into each other on the street. Others may be especially close, as close or closer to each other as they are to you.

How close are NAME 1 and NAME 2?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 1 and NAME 3?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 1 and NAME 4?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 1 and NAME 5?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 2 and NAME 3?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 2 and NAME 4?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 2 and NAME 5?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 3 and NAME 4?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 3 and NAME 5?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 4 and NAME 5?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

ASK c-n FOR EACH NAME.

		NAME 1	NAME 2	NAME 3	NAME 4	NAME 5
		_____	_____	_____	_____	_____
c.	(NAME) is (male/female)? Is that correct?	Male ..... 1 Female ..... 2 NA..... 3	Male ..... 1 Female ..... 2 NA..... 3	Male ..... 1 Female ..... 2 NA..... 3	Male ..... 1 Female ..... 2 NA..... 3	Male ..... 1 Female ..... 2 NA..... 3
d.	Is (NAME) of the same racial background as you or of a different racial background?	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9
e.	As far as you know, what is (NAME)'s highest level of education? PROBE: Your best guess. RECORD VERBATIM IF NOT CODABLE.	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88
f.	How old is (NAME)? PROBE: Your best guess.	_____ YEARS DON'T KNOW..... 8 NA..... 9	_____ YEARS DON'T KNOW..... 8 NA..... 9	_____ YEARS DON'T KNOW..... 8 NA..... 9	_____ YEARS DON'T KNOW..... 8 NA..... 9	_____ YEARS DON'T KNOW..... 8 NA..... 9
g.	Thinking about how often you usually talk to (NAME), on the average, do you communicate with (him/her), almost every day, at least once a week, at least once a month, or less than once a month?	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9
h.	For how many years have you known (NAME)?	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9

		NAME 1	NAME 2	NAME 3	NAME 4	NAME 5
		_____	_____	_____	_____	_____
i.	FOR EACH NAME KNOWN 2 YEARS OR LESS, ASK: Did you meet through AmeriCorps?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
j.	ASK IF R CURRENTLY EMPLOYED: Is (NAME) a co-worker?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
k.	Is (NAME) a member of a community group, including religious or faith-based organizations, that you belong to?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
l.	Does (NAME) live in a different city than you?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
m.	ASK IF R CURRENTLY ENROLLED IN SCHOOL: Does (NAME) attend the same school as you?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
n.	Is (NAME) a mentor to you?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8

34. Since the end of your program, have you stayed in contact with anyone from the following groups?

		Yes	No	RF	DK
a.	Other AmeriCorps members	1	2	7	8
b.	AmeriCorps team leader or immediate supervisor	1	2	7	8
c.	AmeriCorps program administrators	1	2	7	8
d.	Service site administrators	1	2	7	8
e.	Service recipients	1	2	7	8
f.	(IF YES TO 31): Someone who served as your mentor	1	2	7	8
g.	Other individuals directly related to your AmeriCorps experience (SPECIFY:) _____	1	2	7	8

34a. IF YES TO ANY IN 34: Have you contacted any of these people for assistance with a job search or school admissions?

		Yes	No	RF	DK
a.	Other AmeriCorps members	1	2	7	8
b.	AmeriCorps team leader or immediate supervisor	1	2	7	8
c.	AmeriCorps program administrators	1	2	7	8
d.	Service site administrators	1	2	7	8
e.	Service recipients	1	2	7	8
f.	(IF YES TO 31): Someone who served as your mentor	1	2	7	8
g.	Other individuals directly related to your AmeriCorps experience (SPECIFY:) _____	1	2	7	8

35. Since the end of your program, have you been hired as an employee by your AmeriCorps program or a sponsoring organization where you did a service project?

YES.....1
NO.....2
NOT APPLICABLE.....3
REFUSED.....7
DON'T KNOW.....8

36. Have you participated in any volunteer service since Fall 2000?

YES (ANSWER 36a-c).....1
NO (SKIP TO 37).....2
REFUSED.....7
DON'T KNOW.....8

a. (IF YES TO 36:) Do you do such work on a regular basis, an occasional basis, or were these volunteer experiences usually a one-time thing?

Regular basis 1
Occasional basis 2
One-time thing 3
REFUSED 7
DON'T KNOW 8

b. (IF YES TO 36:) What was the nature of the volunteer work you performed ***most frequently***? (READ EXAMPLES ONLY IF NEEDED. CODE ONE RESPONSE)

Fundraising *(For example: collecting money at your workplace door-to-door, by telephone, letter writing, selling raffle tickets, working on a fundraising campaign, or taking part in a walkathon)* 1

Administrative or clerical work *(For example: answering phone calls, preparing mail, bookkeeping, typing)* 2

Organizing an event *(For example: group outings, dinners, fairs or carnivals)* 3

Board member or trustee *(For example: serving on boards or advisory committees for an organization)* 4

Giving advice, information, or counseling *(For example: working hotlines, mentoring, Help lines)* 5

Visiting people, companionship *(For example: visiting a hospital or care facility, visiting a prison)* 6

Other direct services such as tutoring, cooking, shopping, providing transportation, building or repairing, serving food 7

Advocacy or representing *(For example: canvassing, letter writing, attending a conference, addressing a meeting, advocating or lobbying to government officials or businesses)* 8

Other *(SPECIFY)* _____ 95

REFUSED 97
DON'T KNOW 98

c. (IF YES TO 36:) How did you first learn about the volunteer activities you were involved in since Fall 2000? (CODE ALL THAT APPLY.)

You were asked by someone to volunteer 1
You had a family member or friend in the activity or benefiting from the activity 2
Through your AmeriCorps service site 3
Through participation in an organization or group or through your workplace 4
You saw an advertisement or request through the radio, TV, Internet, or printed source .. 5
You sought out the activity on your own 6
Other (SPECIFY:) _____ .. 95
REFUSED 97
DON'T KNOW 98

37. (IF NO TO 36:) What single most important reason best describes why you haven't performed more volunteer service since Fall 2000? (CODE ONE.)

PERSONAL SCHEDULE TOO FULL 1
UNABLE TO HONOR VOLUNTEER COMMITMENT 2
HEALTH PROBLEMS, PHYSICALLY UNABLE 3
NO INTEREST 4
TOOK A SECOND JOB 5
DON'T KNOW HOW TO BECOME INVOLVED 6
I ALREADY VOLUNTEER AS MUCH AS I CAN 7
MY AGE 8
DON'T HAVE NECESSARY SKILLS 9
DON'T HAVE TRANSPORTATION 10
PEOPLE SHOULD BE PAID FOR THEIR WORK 11
NO ONE I KNOW PERSONALLY ASKED ME 12
NO ORGANIZATION CONTACTED ME AND ASKED ME TO VOLUNTEER 13
MY TIME IS TOO VALUABLE 14
OTHER (SPECIFY:) _____ 95
REFUSED 97
DON'T KNOW 98

38 a. We'd like to know how much you trust different groups of people. First, think about (GROUP). Generally speaking, would you say you can trust them a lot, some, only a little, or not at all?

		A lot	Some	Only a little	Not at all	RF	DK
a.	Local news media	1	2	3	4	7	8
b.	Police in your community	1	2	3	4	7	8
c.	People running your community	1	2	3	4	7	8

38 b. How much of the time do you think you can trust local government to do what is right—just about always, most of the time, only some of the time, or hardly ever?

Just about always.....1
Most of the time 2
Only some of the time.....3
Hardly ever.....4
REFUSED.....7
DON'T KNOW.....8

38 c. How much of the time do you think you can trust national government to do what is right—just about always, most of the time, only some of the time, or hardly ever?

Just about always.....1
Most of the time 2
Only some of the time.....3
Hardly ever.....4
REFUSED.....7
DON'T KNOW.....8

39. Since Fall 2000, have you…

		Yes	No	RF	DK
a.	Worked as a volunteer for a candidate running for national, state, or local office?	1	2	7	8
b.	Attended a political meeting or rally?	1	2	7	8
c.	Participated in any demonstrations, protests, boycotts, or marches?	1	2	7	8
d.	Contacted a government official to express your opinion on a local or national issue?	1	2	7	8
e.	Participated in Internet chat groups or listservs related to local or national issues?	1	2	7	8

40. Since Fall 2000, did you donate $25 or more to any of the following types of organizations?

		Yes	No	RF	DK
a.	Religious groups, including your church, temple, or mosque	1	2	7	8
b.	Children's causes or your development	1	2	7	8
c.	Health or disease research	1	2	7	8
d.	Humanitarian or disaster relief	1	2	7	8
e.	Housing, homelessness, or poverty	1	2	7	8
f.	Education and literacy	1	2	7	8
g.	Environment or conservation	1	2	7	8
h.	Arts or culture	1	2	7	8
i.	Other (SPECIFY) _____	1	2	7	8

41. Think about the presidential elections since you were old enough to vote. Have you voted in all of them, in most of them, in some of them, rarely voted in them, or have you never voted in a presidential election? (IF ONLY ELIGIBLE TO VOTE IN ONE ELECTION AND VOTED, CODE "ALL.")

All 1
Most 2
Some 3
Rarely 4
Never 5
Not old enough in past 6
Never eligible 7
REFUSED 97
DON'T KNOW 98

42. Think about the local elections since you were old enough to vote. Have you voted in all of them, in most of them, in some of them, rarely voted in them, or have you never voted in a local election? (IF ONLY ELIGIBLE TO VOTE IN ONE ELECTION AND VOTED, CODE "ALL.")

All 1
Most 2
Some 3
Rarely 4
Never 5
Not old enough in past 6
Never eligible 7
REFUSED 97
DON'T KNOW 98

43. Were you registered to vote in the 2000 presidential election?

YES (ANSWER 42a) 1
NO (SKIP TO 43) 2
REFUSED (SKIP TO 44) 7
DON'T KNOW (SKIP TO 44) 8

a. Did you vote in the 2000 presidential election?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

44. Do you hold an office or membership on a board of a community, religious, or non-profit organization?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

45. Currently, not including weddings and funerals, how often do you attend religious services?

Every week or more often.....1
Almost every week.....2
Once or twice per month.....3
A few times per year.....4
Less often than a few times a year.....5
Never.....6
REFUSED.....7
DON'T KNOW.....8

46. The next set of items asks about current events. Please indicate how often you do each of these activities.

		Daily	Weekly	Several times a month	Once a month or less often	Never	RF	DK
a.	Read about current events in the newspaper?	1	2	3	4	5	7	8
b.	Read about current events in news magazines, such as Time or Newsweek?	1	2	3	4	5	7	8
c.	Listen to programs about current events on the radio or watch news programs on television?	1	2	3	4	5	7	8
d.	Read about current events via e-mail or on the Internet?	1	2	3	4	5	7	8

47. a. Did you personally (READ ITEM) to a charity or non-profit organization in response to the September 11th terrorist attacks?

		Yes	No	RF	DK
a.	Donate money	1	2	7	8
b.	Donate blood	1	2	7	8
c.	Donate time	1	2	7	8
d.	Make some other contribution	1	2	7	8

47. b. As a result of the events of September 11th, did you personally participate in any (READ ITEM) activities that you would not have normally attended?

		Yes	No	RF	DK
a.	Spiritual	1	2	7	8
b.	Community	1	2	7	8
c.	Local neighborhood	1	2	7	8

47. c. [If YES to any items in 47b] What specific activities did you participate in as a result of the September 11th tragedy?

RELIGIOUS SERVICES.....1
COMMUNITY ACTIVITIES.....2
DONATIONS/FUNDRAISING.....3
FLAGS/PATRIOTIC SERVICES.....4
INDIVIDUAL/FAMILY ACTIVITIES.....5
SPECIAL ATTIRE.....6
REFUSED.....7
DON'T KNOW.....8

50. How many years have you lived in your present community?

Less than 1 year (SKIP TO 51) 1
1 to 2 years (SKIP TO 51) 2
3 to 4 years (SKIP TO 51) 3
5 or more years (ANSWER 50a) 4
REFUSED 7
DON'T KNOW 8

a. (IF "5 OR MORE YEARS":) Have you lived in your present community your whole life?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

51. ASK ONLY IF MISSING IN BASELINE AND POST-PROGRAM: Are you Hispanic or Latino?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

52. ASK ONLY IF MISSING IN BASELINE AND POST-PROGRAM: What is your race? Are you: (READ LIST) (MULTIPLE RESPONSES)

American Indian or Alaskan Native 1
Asian 2
Black or African American 3
Native Hawaiian or other Pacific Islander 4
White 5
OTHER (SPECIFY:) _____ 6
REFUSED 7
DON'T KNOW 8

53. What is the highest degree, or level of school, you have completed? (READ LIST IF NECESSARY) (CODE ONE.)

8th grade or less.....1
Some high school, no diploma 2
High school diploma 3
High school equivalency, or GED.....4
Vocational, trade, or business school after high school (not for a BA for MBA)..5
Some college credit, but less than 1 year 6
One or more years of college, no degree.....7
Associate degree 8
Bachelor's degree 9
Master's degree 10
Ph.D., M.D., or other professorial degree 11

54. What is your current marital status? (CODE ONE.) (READ LIST)

Married.....1
Single, never married 2
Widowed 3
Divorced.....4
Separated.....5
REFUSED 7
DON'T KNOW.....8

55. Do you have any children?

YES (ASK 55a).....1
NO (GO TO 56) 2
REFUSED (GO TO 56) 7
DON'T KNOW (GO TO 56).....8

a. How many children do you have? _____

56. ASK ONLY IF MISSING IN BASELINE AND POST-PROGRAM: What is your gender?

Male 1
Female 2
DON'T KNOW.....8
REFUSED 9

57. ASK ONLY IF MISSING IN BASELINE AND POST-PROGRAM: What is your date of birth?

_____ / _____ / 19__ __
Month Day
REFUSED 997
DON'T KNOW..... 998

58. We would like to address information about where you lived during high school. Please give me the street address, city, state, zip code, and country for an address at which you lived while you were in high school. (PROBE FOR CROSS STREETS IF NECESSARY). This information will be kept confidential.

STREET: _____

CITY: _____

ZIP CODE: _____ COUNTRY: _____

59. Please give me the name, city, state, and country of the high school that you attended at this time.

HIGH SCHOOL: _____

CITY: _____ STATE: _____ _____

COUNTRY:

60. Was this high school located in the neighborhood that you were living in at the time?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

61. Was this high school public or private?

PUBLIC (GO TO 63).....1
PRIVATE (ASK 62).....2
REFUSED (GO TO 63).....7
DON'T KNOW (GO TO 63).....8

62. Was this high school a religious school?

YES.....1
NO.....2
DON'T KNOW.....8
REFUSED.....9

a. (IF BASELINE HS GRADUATE = "YES": What year did you graduate from high school?

_____ YEAR

REFUSED..... 997
DON'T KNOW..... 998

b. (IF BASELINE HS DIPLOMA/GED = "YES": What year did you receive your GED?

_____ YEAR

REFUSED 997
DON'T KNOW..... 998

We will want to talk with you again in about two years. The following information is needed so that we can reach you in the future and so that we can send you your check. This information will be kept confidential.

63. Your full name: _____

64. Your current address: _____

_____ _____ _____
City State ZIP

65. Your current telephone number (_____) _____ - _____
(area code)

66. Your permanent address: _____

_____ _____ _____
City State ZIP

67. Your permanent telephone number (_____) _____ - _____
(area code)

68. Your e-mail address _____

Additional Contact and Tracking Information

In case we lose touch with you, please provide the names and contact information for three relatives or friends who do not live with you and who are most likely to know where to contact you in the future. Please include 3 people at different addresses.

69. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

70. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

71. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

72. ASK ONLY IF NOT COLLECTED AT BASELINE AND POST-PROGRAM: I have one final question. As I previously mentioned, we will want to interview you again in future years and because of that we may need your social security number in case we lose touch with you. What is your Social Security Number?

__ __ __ - __ __ - __ __ __ __
REFUSED.....7

Conclusion

Thank you for taking this survey. You can expect to receive your check for $35 in 4-6 weeks. If you have any questions, please feel free to call the Project Director of this study at Abt Associates at 617-349-2372.

IF NECESSARY: This is a federally approved study and is governed by the Federal Privacy Act. The information in this survey is to be used solely for research and for statistical purposes to help meet the requirements of federal law. No other uses will be made of this information.

IF NECESSARY: Alternative toll-free number for general AmeriCorps questions—not for questions about this study (THIS NUMBER ONLY TO BE GIVEN OUT IF RESPONDENT IS INTERESTED IN GETTING GENERAL INFORMATION ABOUT AMERICORPS): 1-800-942-2677

Long-Term Impacts on Service Participants:
Post-Program Supplement Interview for Comparison Group Members

Introduction

Hello. My name is _____. I'm calling from Abt Associates, a research firm based in Cambridge, MA. I am calling you as part of a long-term study of national service and volunteers. You may remember being interviewed for this study over the telephone approximately two years ago, and then again about twelve months ago. You were selected from a list of people who inquired about national service. We are now in the third phase of the study, and we would like to find out more about you and your experiences. Although participation in the interview is entirely voluntary, your opinion is very important to us. What you tell us will be kept confidential. The interview will take about 50 minutes, and we will send you a check for $35 as a token of our appreciation for completing the interview.

Background: Experiences and Attitudes in Youth

In this survey, we'll ask you about your experiences while growing up, your motivation for inquiring about AmeriCorps, and your most recent experiences. We'll start with some questions about your youth. By "youth," I mean the experiences you had before the age of 18. I will use the terms "youth" and "growing up" interchangeably.

1. Which of these categories indicates the kind of place or places where you spent most of your youth?

	Yes	**No**	**RF**	**DK**
Rural areas	1	2	7	8
Urban areas	1	2	7	8
Suburban areas	1	2	7	8

2. Before the age of 18, how many times did you move to a new house or apartment?

_____ Times
REFUSED 997
DON'T KNOW 998

3. During your youth, what language did you usually speak at home—English or something else?

English 1
English and a different language 2
A different language 3
REFUSED 7
DON'T KNOW 8

Now I'd like to ask you some questions about your primary caretakers and the community in which you lived while you were growing up. By primary caretakers, I mean your parents or another person or people who provided you with substantial emotional and/or financial support.

4. During your youth, which primary caretakers contributed most to your upbringing? (CODE ALL THAT APPLY.)

MOTHER 1
FATHER 2
STEPMOTHER/FATHER'S PARTNER 3
STEPFATHER/MOTHER'S PARTNER 4
GRANDMOTHER 5
GRANDFATHER 6
AUNT 7
UNCLE 8
OTHER (SPECIFY AS MANY AS NECESSARY) _____ . 95
_____
REFUSED 97
DON'T KNOW 98

5. Which of the following categories best describe the highest educational level that your (PRIMARY CARETAKER 1) has currently completed?

Less than a high school graduate, diploma, or the equivalent 1
High school graduate 2
High school diploma or the equivalent, for example, GED 3
Some college, no degree 4
Associate's or Bachelor's degree 5
Master's degree 6
Ph.D., M.D., or other professional graduate degree 7
REFUSED 97
DON'T KNOW 98

6. (IF MORE THAN ONE PERSON LISTED IN 4 ABOVE:) Which of the following categories best describe the highest educational level that your (PRIMARY CARETAKER 2) has currently completed?

Less than a high school graduate, diploma, or the equivalent 1
High school graduate 2
High school diploma or the equivalent, for example, GED 3
Some college, no degree 4
Associate's or Bachelor's degree 5
Master's degree 6
Ph.D., M.D., or other professional graduate degree 7
REFUSED 97
DON'T KNOW 98

7. While you were growing up, did any of your primary caretakers serve in the military?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

8. During your youth, were your parents or primary caretakers ever…

		Yes	No	RF	DK
a.	leaders or coaches in any non-educational organizations to which you belonged, such as Girl Scouts, 4-H, or a sports team?	1	2	7	8
b.	members of an educational organization or parents' association, like the PTA or PTO, or other school support service groups?	1	2	7	8
c.	members of a neighborhood association, like a block association, a homeowner or tenants association, a settlement house, or a crime watch group?	1	2	7	8
d.	active in ethnic, nationality, or civil rights organizations such as the National Organization for Women, the Mexican American Legal Defense or the NAACP?	1	2	7	8
e.	volunteer members on any local governmental board or council that deals with community problems and issues such as a town council, a school board, a zoning board, a planning board, or the like?	1	2	7	8
f.	active in collecting signatures for petitions with causes they cared about or participating in rallies, boycotts, marches, or demonstrations?	1	2	7	8
g.	active in a religious organization?	1	2	7	8
h.	leaders in some other capacity (SPECIFY:) _____	1	2	7	8

9. Think about everyone your parents or primary caretakers would count as a personal friend. During your youth, did one or both of them have a personal friend who could be described as a community leader?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

10. Did your parents or primary caretakers ever belong to a church, synagogue, temple, mosque, tribal spiritual group, or other religious group while you were growing up?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

11. While you were growing up, how frequent were political conversations at home?

Frequent.....1
Sometimes 2
Almost never.....3
Never.....4
REFUSED 7
DON'T KNOW.....8

12. During your youth, how many people in your neighborhood would you or your family members have felt comfortable (READ ITEM). Would you say no one, some neighbors, many neighbors, or almost all neighbors?

		No one	Some neighbors	Many neighbors	Almost all neighbors	RF	DK
a.	borrowing a cup of milk, sugar, or similar items?	1	2	3	4	7	8
b.	using their phone?	1	2	3	4	7	8
c.	asking for a ride or other assistance getting somewhere?	1	2	3	4	7	8
d.	asking for help in an emergency?	1	2	3	4	7	8
e.	asking to stay at their house if you were alone?	1	2	3	4	7	8

13. During your youth, how strongly connected do you believe your family was to (READ ITEM). Would you say not at all connected, somewhat casually connected, or very strongly connected?

		Not at all connected	Somewhat casually connected	Very strongly connected	RF	DK
a.	your neighborhood?	1	2	3	7	8
b.	colleagues from your parents' or primary caretakers' workplace?	1	2	3	7	8
c.	the schools that you and/or your siblings attended?	1	2	3	7	8
d.	a religious organization?	1	2	3	7	8
e.	other organizations or social networks in your community?	1	2	3	7	8
f.	your community as a whole?	1	2	3	7	8

14. During your youth, did you or anyone else in your household (READ ITEM)?

		Yes	No	RF	DK
a.	Receive public assistance, such as welfare, food stamps, or WIC	1	2	7	8
b.	Live in public housing or projects	1	2	7	8
c.	Receive other housing assistance, such as Section 8 or housing vouchers	1	2	7	8

Now, I'd like to ask you some questions about how you spent your time while you were growing up.

15. (IF "EVER VOLUNTEERED" = "NO," THEN SKIP TO 17)
(IF "EVER VOLUNTEERED" = "YES":) In a previous survey, you indicated that you had participated in voluntary community service or volunteer activities prior to Fall 2000. Where did you first participate in volunteer activities?

RELIGIOUS INSTITUTION 1
SCHOOL, COLLEGE 2
ANOTHER VOLUNTARY ORGANIZATION..... 3
SERVICE CLUB..... 4
WORKPLACE OR EMPLOYER..... 5
INFORMAL SOCIAL GROUP..... 6
OTHER (SPECIFY) _____... 95
REFUSED 97
DON'T KNOW..... 98

16. At what age did you begin volunteering?

_____ Years old
REFUSED 997
DON'T KNOW..... 998

17. During high school, how active were you…

	Not at all active	Not very active	Some what active	Very active	Not avail-able	RF	DK
a. in sports?	1	2	3	4	5	7	8
b. in student government?	1	2	3	4	5	7	8
c. in other school activities, such as school clubs or student newspapers?	1	2	3	4	5	7	8
d. clubs or organizations that deal with local government and politics, for example Young Republicans, Young Democrats, or Youth Greens, including local political campaigns?	1	2	3	4	5	7	8
e. Were there any other organized activities outside of school that you participated in? Yes….1 (SPECIFY:) _____ No….2		2	3	4	5	7	8

18. As a youth, how often did you…

	Never	Rarely	Some-times	Very often	RF	DK
a. send a letter, telegram, fax, or e-mail to a media outlet or government official to voice your opinion about some issue in your community?	1	2	3	4	7	8
b. participate in a rally to voice your feelings about an issue?	1	2	3	4	7	8
c. get together with peers to sponsor a food drive, walk-a-thon or other type of community activity?	1	2	3	4	7	8
d. listen to a political speaker in person	1	2	3	4	7	8

19. During the following years of your youth, how often did you attend religious services, not including weddings and funerals?

	Every week or more often	Once or twice a month	A few times a year or less	Never	RF	DK
Age 6-10 years	1	2	3	4	7	8
Age 11-15 years	1	2	3	4	7	8
Age 16-18 years	1	2	3	4	7	8

20. During your youth (through age 18), how much were each of the following people a part of your everyday life?

		Not at all	Somewhat	A great deal	RF	DK
a.	Individuals with disabilities	1	2	3	7	8
b.	Individuals of a different race from yourself	1	2	3	7	8
c.	Individuals of a different ethnicity from yourself	1	2	3	7	8
d.	Individuals from a different socioeconomic background from yourself	1	2	3	7	8
e.	Individuals with different political orientations than yourself	1	2	3	7	8
f.	Individuals with different religious beliefs from yourself	1	2	3	7	8

Inquiring about AmeriCorps

Now I'd like to ask you some questions about your reasons for inquiring about AmeriCorps and your alternatives to AmeriCorps.

21. How relevant was each of the following factors in influencing you to inquire about AmeriCorps?

		Not at all relevant	Only slightly relevant	Moder-ately relevant	Quite relevant	Very relevant	RF	DK
a.	You had a friend or family member who was applying to or participating in AmeriCorps.	1	2	3	4	5	7	8
b.	You had a desire to participate in service as a means to reduce social or economic inequality.	1	2	3	4	5	7	8
c.	You wanted to spend time doing something outside the mainstream—something different.	1	2	3	4	5	7	8
d.	You thought that the AmeriCorps experience would give you skills useful in school or in a job.	1	2	3	4	5	7	8
e.	You were interested in the education award benefits.	1	2	3	4	5	7	8
f.	You wanted the chance to work with people who share your ideals.	1	2	3	4	5	7	8
g.	An AmeriCorps organization, or one like it, helped you (or a loved one) in the past.	1	2	3	4	5	7	8
h.	Volunteering always was an important tradition in your family and among your friends.	1	2	3	4	5	7	8
i.	You wanted to fulfill your duty as a citizen.	1	2	3	4	5	7	8

		Not at all relevant	Only slightly relevant	Moder-ately relevant	Quite relevant	Very relevant	RF	DK
j.	You needed a job.	1	2	3	4	5	7	8
k.	You wanted to make friends and meet people.	1	2	3	4	5	7	8
l.	You wanted to help the community.	1	2	3	4	5	7	8
m.	You wanted to serve in this field.	1	2	3	4	5	7	8
n.	You wanted to serve this target population.	1	2	3	4	5	7	8
o.	Other (SPECIFY) _____	1	2	3	4	5	7	8

22. What other options did you seriously consider when you inquired about AmeriCorps? (CODE ALL THAT APPLY.)

HIGH SCHOOL/GED 1
COLLEGE 2
VOCATIONAL SCHOOL/JOB TRAINING 3
GRADUATE OR PROFESSIONAL SCHOOL 4
JOB IN PRIVATE SECTOR 5
JOB IN PUBLIC OR NON-PROFIT SECTOR 6
MILITARY SERVICE 7
OTHER FULL-TIME SERVICE ACTIVITY 8
TRAVEL 9
DID NOT CONSIDER OTHER AVAILABLE OPTIONS 10
NO OTHER OPTIONS AVAILABLE 11
OTHER (SPECIFY) _____ . 12
REFUSED 97
DON'T KNOW 98

23. Did any of the following occur in the six months before you inquired about AmeriCorps?

		Yes	No	RF	DK
a.	You graduated or were about to graduate from high school. (IF YES, SKIP TO 23c)	1	2	7	8
b.	You graduated or were about to graduate from college.	1	2	7	8
c.	[ASK IF BASELINE AGE $\geq$ 45:] You retired or were about to retire.	1	2	7	8
d.	A friend or relative joined AmeriCorps.	1	2	7	8
e.	You were forced to leave school or lost your job.	1	2	7	8
f.	You got divorced, separated, or ended a personal relationship.	1	2	7	8
g.	Your child/children left home.	1	2	7	8
h.	You lost your source of financial support.	1	2	7	8
i.	You saw an AmeriCorps advertisement or promotional material from a specific program.	1	2	7	8
j.	You didn't get your preferred job, college, graduate school, or other full-time service program.	1	2	7	8

		Yes	No	RF	DK
k.	Other significant changes in your life (SPECIFY:) _____ _____	1	2	7	8

24. When you were inquiring about AmeriCorps, did any of the following concerns apply to you?

		Yes	No	RF	DK
a.	You had personal or health problems.	1	2	7	8
b.	You were concerned that you would not have enough time to spend with your family or significant other.	1	2	7	8
c.	People close to you did not want you to join AmeriCorps.	1	2	7	8
d.	You were concerned that your stipend in AmeriCorps would not be adequate.	1	2	7	8
e.	Other (SPECIFY:) _____	1	2	7	8

25. a. During the year before you inquired about AmeriCorps, was there ever a time when you lived in a homeless shelter or were homeless?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

b. During the year before you inquired about AmeriCorps, did you …?

		Yes	No	RF	DK
a.	Receive public assistance, such as welfare, food stamps, or WIC	1	2	7	8
b.	Live in public housing or projects	1	2	7	8
c.	Receive other housing assistance, such as Section 8 or housing vouchers	1	2	7	8

26. a. Now I would like to ask you about any regular paid work you were doing at the time that you inquired about AmeriCorps. By regular work, I mean that you had a routine schedule or that you were committed to work a certain number of hours each week or month. Regular jobs can be full time or part-time. You can be employed by others or self-employed. Were you doing any regular paid work at the time that you inquired about AmeriCorps?

YES (SKIP TO 27).....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

b. At how many paid jobs were you working at the time that you inquired about AmeriCorps?

_____ Jobs
REFUSED 997
DON'T KNOW..... 998

c. Thinking about all your regular jobs at the time that you inquired about AmeriCorps, how many hours in total did you work in a typical week?

_____ Hours
REFUSED 997
DON'T KNOW..... 998

d. Combining all of your regular jobs, including your main job, what were your earnings from wages and salaries during 1998, before taxes? Do not include any income from interest, dividends, social security, or other forms of income.

$ _____
DON'T KNOW.....-1
REFUSED .....-2
DID NOT WORK THAT YEAR.....-3

27. What factor was the most important in your decision to pursue an option other than AmeriCorps?

_____

Now I'd like to ask you some questions about your experience since Fall 2000.

41. How do you spend your time now? Are you… (CODE ALL THAT APPLY. FOR EACH "YES" RESPONSE, ASK:)

a. In what field?

		Yes	No	DK	RF	IF YES, ENTER CODE FOR FIELD.
a.	Working full-time	1	2	8	7	
b.	Working part-time	1	2	8	7	
c.	Taking care of your children at home	1	2	8	7	
d.	Looking for a job	1	2	8	7	
e.	Enlisted in military service	1	2	8	7	
f.	Enlisted in National Guard/Reserve part-time	1	2	8	7	
g.	Enlisted in National Guard/Reserve full-time	1	2	8	7	
h.	Participating in national service or volunteer work, such as Peace Corps, AmeriCorps, faith-based volunteer service, etc.	1	2	8	7	
i.	Attending school at a community college	1	2	8	7	
j.	Attending school at a technical school or apprenticeship program	1	2	8	7	
k.	Attending school at a four-year college	1	2	8	7	
l.	Attending school at a graduate or professional school	1	2	8	7	
m.	Other (SPECIFY) _____ _____	1	2	8	7	

Codes for 41a:

01 Teaching children/adults
02 Social/community work
03 Law
04 Business
05 Health-related
06 Computer/technical/scientific
07 Environmental
08 Public safety
09 Agriculture
10 Military
11 The arts/creative arts/performing arts/writing/music/dance/photography/film/video
95 Other

42. ASK ONLY IF 41a="YES" or if 41b="YES":

a At how many paid jobs do you currently work?

_____ Jobs
REFUSED 997
DON'T KNOW..... 998

b. Thinking about all your regular jobs, how many hours in total do you work in a typical week?

_____ Hours
REFUSED 997
DON'T KNOW..... 998

c. Combining all of your regular jobs, including your main job, what were your earnings from wages and salaries in 2001, before taxes? Do not include any income from interest, dividends, social security, or other forms of income.

$ _____
DON'T KNOW.....-1
REFUSED .....-2
DID NOT WORK THAT YEAR.....-3

Next, I will ask you questions about people with whom you currently interact.

28. From time to time, most people discuss important matters with other people. Looking back over the past 6 months, who are the people outside of your family with whom you discussed matters important to you? Just tell me their first names and last initial.

IF FEWER THAN FIVE NAMES MENTIONED, PROBE: Anyone else? RECORD ONLY THE FIRST FIVE NAMES.

NAME 1: _____
NAME 2: _____
NAME 3: _____
NAME 4: _____
NAME 5: _____

a. Which of these people do you feel especially close to? (CIRCLE ALL THAT APPLY.)

NAME 1:.....1
NAME 2:.....2
NAME 3:.....3
NAME 4.....4
NAME 5.....5

b. Please think about the relations between the people you just mentioned. Some of them may be total strangers in the sense that they wouldn't recognize each other if they bumped into each other on the street. Others may be especially close, as close or closer to each other as they are to you.

How close are NAME 1 and NAME 2?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 1 and NAME 3?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 1 and NAME 4?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 1 and NAME 5?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 2 and NAME 3?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 2 and NAME 4?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 2 and NAME 5?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 3 and NAME 4?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 3 and NAME 5?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

How close are NAME 4 and NAME 5?

Especially close.....1
Know each other.....2
Total strangers.....3
NOT APPLICABLE.....4

ASK c-m FOR EACH NAME.

		NAME 1	NAME 2	NAME 3	NAME 4	NAME 5
		_____	_____	_____	_____	_____
c.	(NAME) is (male/female)? Is that correct?	Male ..... 1 Female ..... 2 NA..... 3	Male ..... 1 Female ..... 2 NA..... 3	Male ..... 1 Female ..... 2 NA..... 3	Male ..... 1 Female ..... 2 NA..... 3	Male ..... 1 Female ..... 2 NA..... 3
d.	Is (NAME) of the same racial background as you or of a different racial background?	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9	Same..... 1 Different ..... 2 DON'T KNOW..... 8 NA..... 9
e.	As far as you know, what is (NAME)'s highest level of education? PROBE: Your best guess. RECORD VERBATIM IF NOT CODABLE.	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88	Less than a high school graduate, diploma, or the equivalent ..... 1 High school graduate ..... 2 High school diploma or the equivalent, for example, GED ..... 3 Some college, no degree .. 4 Associate's or Bachelor's degree ..... 5 Master's degree ..... 6 Ph.D., M.D., or other professional graduate degree ..... 7 REFUSED ..... 97 DON'T KNOW..... 88
f.	How old is (NAME)? PROBE: Your best guess.	_____ YEARS DON'T KNOW..... 8 NA..... 9	_____ YEARS DON'T KNOW..... 8 NA..... 9	_____ YEARS DON'T KNOW..... 8 NA..... 9	_____ YEARS DON'T KNOW..... 8 NA..... 9	_____ YEARS DON'T KNOW..... 8 NA..... 9
g.	Thinking about how often you usually talk to (NAME), on the average, do you communicate with (him/her), almost every day, at least once a week, at least once a month, or less than once a month?	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9	Almost daily..... 1 Once a week ..... 2 Once a month..... 3 Less than once a month.... 4 NA..... 9
h.	For how many years have you known (NAME)?	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9	LESS THAN 1 YEAR ..... 1 _____ YEARS DON'T KNOW..... 8 NA..... 9

		NAME 1	NAME 2	NAME 3	NAME 4	NAME 5
		_____	_____	_____	_____	_____
i.	ASK IF R CURRENTLY EMPLOYED: Is (NAME) a co-worker?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
j.	Is (NAME) a member of a community group, including religious or faith-based organizations, that you belong to?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
k.	Does (NAME) live in a different city than you?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
l.	ASK IF R CURRENTLY ENROLLED IN SCHOOL: Does (NAME) attend the same school as you?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8
m.	Is (NAME) a mentor to you?	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8	Yes ..... 1 No..... 2 REFUSED ..... 7 DON'T KNOW..... 8

29. Have you participated in any volunteer service since Fall 2000?

YES (ANSWER 29a-c).....1
NO (SKIP TO 30).....2
REFUSED.....7
DON'T KNOW.....8

a. (IF YES TO 29:) Do you do such work on a regular basis, an occasional basis, or were these volunteer experiences usually a one-time thing?

Regular basis.....1
Occasional basis.....2
One-time thing.....3
REFUSED.....7
DON'T KNOW.....8

b. (IF YES TO 29:) What was the nature of the volunteer work you performed ***most frequently***? (READ EXAMPLES ONLY IF NEEDED. CODE ONE RESPONSE)

Fundraising *(For example: collecting money at your workplace door-to-door, by telephone, letter writing, selling raffle tickets, working on a fundraising campaign, or taking part in a walkathon)*.....1

Administrative or clerical work *(For example: answering phone calls, preparing mail, bookkeeping, typing)*.....2

Organizing an event *(For example: group outings, dinners, fairs or carnivals)*.....3

Board member or trustee *(For example: serving on boards or advisory committees for an organization)*.....4

Giving advice, information, or counseling *(For example: working hotlines, mentoring, Help lines)*.....5

Visiting people, companionship *(For example: visiting a hospital or care facility, visiting a prison)*.....6

Other direct services such as tutoring, cooking, shopping, providing transportation, building or repairing, serving food.....7

Advocacy or representing *(For example: canvassing, letter writing, attending a conference, addressing a meeting, advocating or lobbying to government officials or businesses)*.....8

Other *(SPECIFY)* _____.....95

REFUSED.....97
DON'T KNOW.....98

c. (IF YES TO 29:) How did you first learn about the volunteer activities you were involved in since Fall 2000? (CODE ALL THAT APPLY.)

You were asked by someone to volunteer 1
You had a family member or friend in the activity or benefiting from the activity 2
Through your AmeriCorps service site 3
Through participation in an organization or group or through your workplace 4
You saw an advertisement or request through the radio, TV, Internet, or printed source .. 5
You sought out the activity on your own 6
Other (SPECIFY:) _____ .. 95
REFUSED 97
DON'T KNOW 98

30. (IF NO TO 29:) What single most important reason best describes why you haven't performed more volunteer service since Fall 2000? (CODE ONE.)

PERSONAL SCHEDULE TOO FULL 1
UNABLE TO HONOR VOLUNTEER COMMITMENT 2
HEALTH PROBLEMS, PHYSICALLY UNABLE 3
NO INTEREST 4
TOOK A SECOND JOB 5
DON'T KNOW HOW TO BECOME INVOLVED 6
I ALREADY VOLUNTEER AS MUCH AS I CAN 7
MY AGE 8
DON'T HAVE NECESSARY SKILLS 9
DON'T HAVE TRANSPORTATION 10
PEOPLE SHOULD BE PAID FOR THEIR WORK 11
NO ONE I KNOW PERSONALLY ASKED ME 12
NO ORGANIZATION CONTACTED ME AND ASKED ME TO VOLUNTEER 13
MY TIME IS TOO VALUABLE 14
OTHER (SPECIFY:) _____ 95
REFUSED 97
DON'T KNOW 98

31. a. We'd like to know how much you trust different groups of people. First, think about (GROUP). Generally speaking, would you say you can trust them a lot, some, only a little, or not at all?

		A lot	Some	Only a little	Not at all	RF	DK
a.	Local news media	1	2	3	4	7	8
b.	Police in your community	1	2	3	4	7	8
c.	People running your community	1	2	3	4	7	8

b. How much of the time do you think you can trust local government to do what is right—just about always, most of the time, only some of the time, or hardly ever?

Just about always.....1
Most of the time 2
Only some of the time.....3
Hardly ever.....4
REFUSED.....7
DON'T KNOW.....8

c. How much of the time do you think you can trust national government to do what is right—just about always, most of the time, only some of the time, or hardly ever?

Just about always.....1
Most of the time 2
Only some of the time.....3
Hardly ever.....4
REFUSED.....7
DON'T KNOW.....8

32. Since Fall 2000, have you…

		Yes	No	RF	DK
a.	Worked as a volunteer for a candidate running for national, state, or local office?	1	2	7	8
b.	Attended a political meeting or rally?	1	2	7	8
c.	Participated in any demonstrations, protests, boycotts, or marches?	1	2	7	8
d.	Contacted a government official to express your opinion on a local or national issue?	1	2	7	8
e.	Participated in Internet chat groups or listservs related to local or national issues?	1	2	7	8

33. Since Fall 2000, did you donate $25 or more to any of the following types of organizations?

		Yes	No	RF	DK
a.	Religious groups, including your church, temple, or mosque	1	2	7	8
b.	Children's causes or your development	1	2	7	8
c.	Health or disease research	1	2	7	8
d.	Humanitarian or disaster relief	1	2	7	8
e.	Housing, homelessness, or poverty	1	2	7	8
f.	Education and literacy	1	2	7	8
g.	Environment or conservation	1	2	7	8
h.	Arts or culture	1	2	7	8
i.	Other (SPECIFY) _____	1	2	7	8

34. Think about the presidential elections since you were old enough to vote. Have you voted in all of them, in most of them, in some of them, rarely voted in them, or have you never voted in a presidential election? (IF ONLY ELIGIBLE TO VOTE IN ONE ELECTION AND VOTED, CODE "ALL.")

All 1
Most 2
Some 3
Rarely 4
Never 5
Not old enough in past 6
Never eligible 7
REFUSED 97
DON'T KNOW 98

35. Think about the local elections since you were old enough to vote. Have you voted in all of them, in most of them, in some of them, rarely voted in them, or have you never voted in a local election? (IF ONLY ELIGIBLE TO VOTE IN ONE ELECTION AND VOTED, CODE "ALL.")

All 1
Most 2
Some 3
Rarely 4
Never 5
Not old enough in past 6
Never eligible 7
REFUSED 97
DON'T KNOW 98

36. Were you registered to vote in the 2000 presidential election?

YES (ANSWER 36a) 1
NO (SKIP TO 37) 2
REFUSED (SKIP TO 37) 7
DON'T KNOW (SKIP TO 37) 8

a. Did you vote in the 2000 presidential election?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

37. Do you hold an office or membership on a board of a community, religious, or non-profit organization?

YES.....1
NO.....2
REFUSED.....7
DON'T KNOW.....8

38. Currently, not including weddings and funerals, how often do you attend religious services?

Every week or more often.....1
Almost every week.....2
Once or twice per month.....3
A few times per year.....4
Less often than a few times a year.....5
Never.....6
REFUSED.....7
DON'T KNOW.....8

39. The next set of items asks about current events. Please indicate how often you do each of these activities.

		Daily	Weekly	Several times a month	Once a month or less often	Never	RF	DK
a.	Read about current events in the newspaper?	1	2	3	4	5	7	8
b.	Read about current events in news magazines, such as Time or Newsweek?	1	2	3	4	5	7	8
c.	Listen to programs about current events on the radio or watch news programs on television?	1	2	3	4	5	7	8
d.	Read about current events via e-mail or on the Internet?	1	2	3	4	5	7	8

40. a. Did you personally (READ ITEM) to a charity or non-profit organization in response to the September 11th terrorist attacks?

		Yes	No	RF	DK
a.	Donate money	1	2	7	8
b.	Donate blood	1	2	7	8
c.	Donate time	1	2	7	8
d.	Make some other contribution	1	2	7	8

b. As a result of the events of September 11th, did you personally participate in any (READ ITEM) activities that you would not have normally attended?

		Yes	No	RF	DK
a.	Spiritual	1	2	7	8
b.	Community	1	2	7	8
c.	Local neighborhood	1	2	7	8

c. [If YES to any items in 39b] What specific activities did you participate in as a result of the September 11th tragedy?

RELIGIOUS SERVICES.....1
COMMUNITY ACTIVITIES.....2
DONATIONS/FUNDRAISING.....3
FLAGS/PATRIOTIC SERVICES.....4
INDIVIDUAL/FAMILY ACTIVITIES.....5
SPECIAL ATTIRE.....6
REFUSED.....7
DON'T KNOW.....8

43. How many years have you lived in your present community?

Less than 1 year (SKIP TO 44) 1
1 to 2 years (SKIP TO 44) 2
3 to 4 years (SKIP TO 44) 3
5 or more years (ANSWER 43a) 4
DON'T KNOW 8
REFUSED 9

a. (IF "5 OR MORE YEARS":) Have you lived in your present community your whole life?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

44. ASK ONLY IF MISSING IN BASELINE AND POST-PROGRAM: Are you Hispanic or Latino?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

45. ASK ONLY IF MISSING IN BASELINE AND POST-PROGRAM: What is your race? Are you: (READ LIST) (MULTIPLE RESPONSES)

American Indian or Alaskan Native 1
Asian 2
Black or African American 3
Native Hawaiian or other Pacific Islander 4
White 5
OTHER (SPECIFY:) _____ 6
REFUSED 7
DON'T KNOW 8

46. What is the highest degree, or level of school, you have completed? (READ LIST IF NECESSARY) (CODE ONE.)

8th grade or less.....1
Some high school, no diploma 2
High school diploma 3
High school equivalency, or GED.....4
Vocational, trade, or business school after high school (not for a BA for MBA)..5
Some college credit, but less than 1 year 6
One or more years of college, no degree.....7
Associate degree 8
Bachelor's degree 9
Master's degree 10
Ph.D., M.D., or other professorial degree 11

47. What is your current marital status? (CODE ONE.) (READ LIST)

Married.....1
Single, never married 2
Widowed 3
Divorced.....4
Separated.....5
REFUSED 7
DON'T KNOW.....8

48. Do you have any children?

YES (ASK 48a).....1
NO (GO TO 49) 2
REFUSED (GO TO 49) 7
DON'T KNOW (GO TO 49).....8

a. How many children do you have? _____

49. ASK ONLY IF MISSING IN BASELINE AND POST-PROGRAM: What is your gender?

Male 1
Female 2
DON'T KNOW.....8
REFUSED 7
DON'T KNOW.....8

50. ASK ONLY IF MISSING IN BASELINE AND POST-PROGRAM: What is your date of birth?

_____ / _____ / 19__ __
Month Day
REFUSED 997
DON'T KNOW 998

51. We would like to address information about where you lived during high school. Please give me the street address, city, state, zip code, and country for an address at which you lived while you were in high school. (PROBE FOR CROSS STREETS IF NECESSARY). This information will be kept confidential.

STREET: _____

CITY: _____

ZIP CODE: _____ COUNTRY: _____

52. Please give me the name, city, state, and country of the high school that you attended at this time.

HIGH SCHOOL:

CITY: _____ STATE: _____ _____

COUNTRY:

53. Was this high school located in the neighborhood that you were living in at the time?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

54. Was this high school public or private?

PUBLIC (GO TO 56) 1
PRIVATE (ASK 55) 2
REFUSED (GO TO 56) 7
DON'T KNOW (GO TO 56) 8

55. Was this high school a religious school?

YES 1
NO 2
REFUSED 7
DON'T KNOW 8

56a. (IF BASELINE HS GRADUATE = "YES": What year did you graduate from high school?

_____ YEAR

REFUSED 997
DON'T KNOW..... 998

56b. (IF BASELINE HS DIPLOMA/GED = "YES": What year did you receive your GED?

_____ YEAR

REFUSED 997
DON'T KNOW..... 998

We will want to talk with you again in about two years. The following information is needed so that we can reach you in the future and so that we can send you your check. This information will be kept confidential.

57. Your full name: _____

58. Your current address: _____

_____ _____ _____
City State ZIP

59. Your current telephone number (_____) _____ - _____
(area code)

60. Your permanent address: _____

_____ _____ _____
City State ZIP

61. Your permanent telephone number (_____) _____ - _____
(area code)

62. Your e-mail address _____

Additional Contact and Tracking Information

In case we lose touch with you, please provide the names and contact information for three relatives or friends who do not live with you and who are most likely to know where to contact you in the future. Please include 3 people at different addresses.

63. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

64. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

---

65. Name _____

Relationship to you _____

Current address: _____

_____ _____ _____
City State ZIP

Home telephone number (_____) _____ - _____
(area code)

Name that number is listed under _____

Work telephone number (_____) _____ - _____
(area code)

Name of organization that number is listed under _____

66. ASK ONLY IF NOT COLLECTED AT BASELINE AND POST-PROGRAM: I have one final question. As I previously mentioned, we will want to interview you again in future years and because of that we may need your social security number in case we lose touch with you. What is your Social Security Number?

__ __ __ - __ __ - __ __ __ __
REFUSED 7

Conclusion

Thank you for taking this survey. You can expect to receive your check for $35 in 4-6 weeks. If you have any questions, please feel free to call the Project Director of this study at Abt Associates at 617-349-2372.

IF NECESSARY: This is a federally-approved study and is governed by the Federal Privacy Act. The information in this survey is to be used solely for research and for statistical purposes to help meet the requirements of federal law. No other uses will be made of this information.

IF NECESSARY: Alternative toll-free number for general AmeriCorps questions—not for questions about this study (THIS NUMBER ONLY TO BE GIVEN OUT IF RESPONDENT IS INTERESTED IN GETTING GENERAL INFORMATION ABOUT AMERICORPS): 1-800-942-2677.

OMB Number: 3045-0070
Expiration Date: 8/31/2003

_____
Name of person completing the survey

(_____) _____ - _____
Telephone number

AmeriCorps Member Outcome Study:
Program Director Survey

Directions

This survey is part of the Longitudinal Study of AmeriCorps Member Outcomes. This long-term study is funded by the Corporation for National Service to measure the effects of service on AmeriCorps members. The information that you provide will help us understand the program structure, operations, and member development activities that may influence specific outcomes for AmeriCorps members.

We appreciate your time in completing this Program Survey. If you are not in the best position to answer questions about your organization's program, please forward this questionnaire to the most appropriate person in your agency. Feel free to call Marjorie Levin at 1-800-735-8598 if you have any questions. Thank you again for your time and cooperation in this important study.

Please return the completed questionnaire in the envelope provided by SEPTEMBER 15, 2000 to:

Marjorie Levin
Abt Associates Inc.
55 Wheeler Street
Cambridge, MA 02138

Program Structure/Operations

1. How would you best characterize your organization? *(Check only one)*

- ❑ State agency
- ❑ Local education agency/school district
- ❑ Other local government agency
- ❑ Community-based organization (non-profit)
- ❑ Community college
- ❑ 4-year college or university
- ❑ Private foundation
- ❑ Other *(Please specify)* _____

2. Are you a faith-based organization?

- ❑ Yes
- ❑ No

3. Approximately how many years has your agency (not your AmeriCorps program) been in operation? *(Check only one)*

- ❑ One year or less
- ❑ Two to three years
- ❑ Four to five years
- ❑ More than five years
- ❑ Don't know

4. Approximately how many years has your program received AmeriCorps funding? *(Check only one)*

- ❑ One year or less
- ❑ Two to three years
- ❑ Four to five years
- ❑ More than five years
- ❑ Don't know

5. Which of these areas do you consider major foci for your organization? For your AmeriCorps program? *(Check all that apply)*

	Organization	AmeriCorps Program
Education	❑	❑
Parenting skill development	❑	❑
Child care	❑	❑
Public Health	❑	❑
Housing (e.g., renovation, construction)	❑	❑
Environment/Conservation	❑	❑
Job training/Placement	❑	❑
Mental health	❑	❑
Economic/Community development	❑	❑
Other *(Please specify)* _____	❑	❑

6. Please rank the following three goals in order of their priority to your AmeriCorps program, with "1" being the highest priority and "3" being the lowest priority:

____ Providing needed services

____ Strengthening the community

____ Developing members

7. At how many service sites/locations do your members work on a regular basis?

Number of service sites/locations: _____

8. In general, what percentage of your AmeriCorps members serve in urban, suburban, and/or rural settings?

Members serving in urban setting	_____%
Members serving in suburban setting	_____%
Members serving in rural setting	_____%
Members serving in combined setting *(Please describe)* _____	_____%
	100%

9. Does your AmeriCorps program have a residential component?

- ❑ Yes
- ❑ No *(Skip to question 10)*

9a. IF YES: What percentage of your members live in residences arranged by the program?

_____%

State/National Member Statistics

10. What percentage of your members come from the community in which they are serving? What percentage are from another community or state?

Members from the community in which they serve	_____%
Members from another community or state	_____%
Don't know	_____%
	100%

11. In total, how many AmeriCorps members did you enroll in the 1999-2000 program year (include full-time, part-time and any who dropped out after enrollment)?

Total enrolled members, PY1999-2000: _____

12. Please indicate how many of your total enrolled (PY1999-2000) AmeriCorps members are/were in the following categories (members may be placed in more than one category):

	Full-time	Part-time
Education Award only members	_____	_____
AmeriCorps Leaders	_____	_____
Promise Fellows	_____	_____
First-year members	_____	_____
Second-year members	_____	_____

13. What was the annual stipend/living allowance you provided to your full-time members this past year?

Annual amount per member: $_____

14. We are interested in how difficult it was this year to recruit from your target population. What percentage of your members for PY1999-2000 fully met your recruitment criteria (e.g., educational background, experience level)?

Members fully meeting criteria: _____%

15. In addition to AmeriCorps members, does your organization have other volunteers?

- ❑ No *(Skip to question 16)*
- ❑ Yes, volunteers from other CNS programs (e.g., VISTA, RSVP, Learn and Serve)
- ❑ Yes, non-Corporation volunteers
- ❑ Don't know (*Skip to question 16)*

15a. Do the non-AmeriCorps volunteers receive a stipend?

- ❑ Yes, they all receive a stipend
- ❑ Some receive a stipend, some do not
- ❑ No, none receive a stipend
- ❑ Don't know

15b. How much were AmeriCorps members involved in volunteer recruitment?

- ❑ Not at all
- ❑ Occasional involvement
- ❑ A lot of involvement; it was part of their overall responsibilities

16. How much of a role do your sponsoring agencies have with regard to member recruitment and/or selection?

- ❑ No role
- ❑ Some role (e.g., provide referrals or pre-approve members)
- ❑ A large role (e.g., have major responsibilities for recruitment and/or selection)

Member Development

17. How long is your AmeriCorps program orientation for members? *(Please write in number of days OR number of hours.)*

_____ Total number of days ***OR*** _____ Total number of hours

18. On average, how often does your organization provide formal member development/training for AmeriCorps members? *(Check only one)*

- ❑ Weekly
- ❑ Every two weeks
- ❑ Monthly
- ❑ Every two months
- ❑ Every three to four months
- ❑ Once or twice a year
- ❑ Other *(Please specify)* _____

_____

19. How many full-time equivalents are there on staff at your AmeriCorps program (including yourself)?

Total number of full-time equivalents: _____

20. What percentage of total staff time is spent planning or leading member development activities?

_____ % of total staff time

21. Does your AmeriCorps program utilize team/crew leaders?

- ❑ Yes
- ❑ No *(Skip to question 22)*

21a. IF YES, how many team/crew leaders does your program have?

Number of team/crew leaders: _____

22. How are sponsoring sites/agencies selected? *(Check all that apply)*

- ❑ Competitive formal application process
- ❑ Existing relations with other organizations
- ❑ Identified by program staff
- ❑ Identified by members
- ❑ No other sponsoring sites/agencies; all members serve in our organization *(Skip to question 23)*

23. Are sponsoring service site staff actively involved in the following: *(Check all that apply)*

- ❑ Planning/arranging service activities/projects for members
- ❑ Participating in service activities/projects with members
- ❑ Providing/arranging periodic member development/training for members.

24. Do you require that your service sites provide some type of formal orientation for members?

- ❑ Yes
- ❑ No

25. Does your program provide transition activities for members leaving the AmeriCorps program at the end of their term of service?

- ❑ Yes
- ❑ No *(Skip to question 26)*

25a. IF YES, do/did you provide: *(Check all that apply)*

- ❑ About ½ day of group activities or workshops focusing on transition
- ❑ Full-day of group activities or workshops focusing on transition
- ❑ More than one day of group activities or workshops focusing on transition
- ❑ Individual counseling, meetings with staff/supervisor/team leader to discuss transition/future goals

26. How did your program use the CNS transition guide, *Next Steps: Life After AmeriCorps*? *(Check only one)*

- ❑ Didn't receive transition materials from CNS *(Skip to question 28)*
- ❑ Didn't use transition materials from CNS
- ❑ Used to develop formal training for members
- ❑ Used on informal basis with members
- ❑ Don't know

27. Did you distribute copies of the transition guide to your members?

- ❑ Yes
- ❑ No

28. How did your program use the citizenship materials provided by CNS? *(Check only one)*

- ❑ Didn't receive citizenship materials from CNS
- ❑ Didn't use citizenship materials from CNS
- ❑ Used to develop formal training for members
- ❑ Used on informal basis with members
- ❑ Don't know

29. While enrolled in your program, how important is it that your members: *(Use a 5-point scale where 1 is not at all important and 5 is very important. Circle one number for each item.)*

	Not Imp.				Very Imp.
1. Develop commitment to civic engagement, social responsibility, and volunteerism	1	2	3	4	5
2. Learn skills that they can use on the job, or for future employment	1	2	3	4	5
3. Have an opportunity to serve with members from diverse backgrounds	1	2	3	4	5
4. Develop teamwork/leadership skills	1	2	3	4	5

30. Did your program offer, directly or indirectly, AmeriCorps members any of the following member development opportunities this past year? *(Check all that apply and indicate the total duration, in hours, that training was offered this past year)*

- ❑ Adult education (e.g., ESL, GED, certificate programs)
- ❑ College or formal continuing education credit

	Number of Hours
❑ Communication/public speaking skills	____
❑ Team-building	____
❑ Substantive skills related to service activities	____
❑ Career awareness	____
❑ Job search skills/job readiness	____
❑ Leadership training	____
❑ Self-esteem enhancement	____
❑ Information about community resources	____
❑ Citizenship/civic engagement	____
❑ Mediation/conflict resolution	____
❑ Interpersonal skills	____
❑ Cross-cultural/diversity education	____
❑ Community mobilizing	
❑ CPR/first aid	____
❑ Budgeting/personal finances	____
❑ Other (Please specify:) _____	____

_____

31. How well do you feel your program implemented its member development plans/program this year? *(Check only one)*

- ❑ Very well
- ❑ Good
- ❑ Fair
- ❑ Poor
- ❑ Very poor
- ❑ Don't know

Service Activities

32. On average, how often do your AmeriCorps members see other AmeriCorps members in your program? *(Check only one)*

- ❑ Daily, members placed together/in teams
- ❑ Daily, as members come together for debriefings, daily meetings, etc.
- ❑ Weekly at regularly scheduled meetings and/or training activities
- ❑ Monthly at regularly scheduled meetings and/or training activities
- ❑ Three to four times a year
- ❑ Once or twice a year
- ❑ Not at all
- ❑ Other *(Please specify)* _____

_____

33. On average, what percentage of your AmeriCorps members serve in the following settings during their regularly scheduled weekly service activities?

1. Serve as the only AmeriCorps members at the service site _____%
2. Serve with other AmeriCorps members on different activities at service site _____%
3. Serve with other AmeriCorps members on the same activities at service site _____%
4. Other *(Please specify)* _____ _____%

_____

100%

34. In an average month, what percent of time do your AmeriCorps members spend on the following tasks, overall?

_____% on daily or monthly service projects where they have direct contact with service beneficiaries

_____% on service projects where they do not have direct contact with service beneficiaries

_____% in training/member development activities

_____% on paperwork, administrative duties

_____% on other activities *(Please specify)* _____

_____

100%

35. Aside from their regular service projects/activities, how often do your members participate in other service projects in the community (e.g., special projects or signature projects)? *(Check only one)*

- ❑ On a weekly basis
- ❑ On a monthly basis
- ❑ Every two months
- ❑ Every three to four months
- ❑ Once or twice a year
- ❑ Not at all
- ❑ Other *(Please specify)* _____

36. Do you have any procedures in place to encourage AmeriCorps members to identify with AmeriCorps as a national program?

- ❑ Yes
- ❑ No *(Skip to question 37)*

36a. IF YES, what are they? *(Check all that apply)*

- ❑ Taking the AmeriCorps pledge
- ❑ Events/activities with other AmeriCorps programs (e.g., training, service projects, meetings)
- ❑ Wearing AmeriCorps materials (e.g., T-shirts, uniforms, buttons, pins, hats)
- ❑ Attending nationally sponsored rallies
- ❑ Attending state and/or regional events
- ❑ Attending media events (e.g., press conferences)
- ❑ Other *(Please specify)* _____

_____

_____

37. Please describe any innovative or effective member development activities or strategies that you feel have had the most impact on your members this year. *(Please be as specific and detailed as possible. Attach an additional page if necessary.)*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you very much for your cooperation in this important study.

Appendix F

Analytic Sample

The final baseline sample of AmeriCorps members and comparison group members consists of 4,153 observations (Exhibit F.1). These individuals completed a baseline survey in the period commencing in September of 1999 and concluding in March of 2000. Of these respondents, 3,300 completed a post-program interview and 2,975 completed a post-program supplemental survey. The administration of the post-program survey started in September of 2000 and was completed by May of 2001, while the data collection effort associated with the post-program supplemental survey started in September 2002 and concluded in June 2003.

The last two rows of Exhibit F.1 show the numbers of sample members who responded to all three surveys, and the final numbers of respondents included in our analysis once those with propensity scores of 0.90 and above were dropped (as explained in Appendix A).

Exhibit F.1

Participant and Comparison Group Samples

	State and National Members	State and National Compari-son Group	NCCC Members	NCCC Compari-son Group	Total
Baseline sample	1752	1524	476	401	4153
Post-program sample	1385	1153	461	301	3300
Post-program supplemental sample	1242	1032	419	282	2975
Observations in all three survey samples	1120	904	409	254	etc.
Observations after top 10% of propensity score distribution eliminated	682	818	233	237	

Appendix G

Development of Composite Measures

The baseline report from this study, *Serving Country and Community: A Profile of Members at Baseline*, reported the results of the baseline analysis for each of fourteen composite measures. For that report, each composite measure was constructed as the mean of the scaled values for selected items from the survey instrument; we selected items for inclusion in each composite measure based on their use in pre-existing surveys, the theoretical implications of the study's logic model, and consultation with outside experts. The composite measures were tested for internal consistency by calculating the Cronbach alpha coefficient; we found that all scales showed a Chronbach alpha greater than 0.65, demonstrating adequate levels of internal consistency.

For this report, we refined the composite measures used in our exploration of baseline survey data. We chose Principal Components Analysis (PCA) for this task, because it allows us both to verify the strength and coherence of the baseline constructs and to further explore more complicated relationships among the variables of which they are composed. PCA generates a linear combination (principal component) of a set of related variables, retaining as much information from the original variables as possible.

The PCA procedure first standardizes the observed variables, so that each variable contains one unit of variance. The information in this variance is then redistributed among a number of composites. The composites formed by the process are a weighted linear combination of the standardized variables. The criterion for optimality is maximum variance (maximum information), so that the optimal component is the one that contains the maximum proportion of the original units of variance. This component is called the first principal component. The variances of the components are shown as eigenvalues; typically, only those components with more than one unit of variance (i.e., eigenvalue>1) are retained. The eigenvectors for each principal component contain the weight of each variable in that component.

We conducted PCA on the baseline variables from each hypothesized composite measure. In addition, we graphed the eigenvector of the first principal component against that of the second principal component, which allowed us to see which variables belong together on the basis of their bivariate relationship. When significant subgroups of variables were identified, we used PCA on each group of variables to form more than one composite measure. While the results of the PCA on the baseline data were consistent with the original composite measures, they led us to a more fine-grained representation of the original composites. Specifically, in some cases, results showed that the composite measures were better represented by several discrete subconstructs. The subconstructs based on the PCA more accurately capture the information in the data.

Validation of Composite Measures

In order to verify this approach from a person-oriented perspective (i.e., do groups of people respond differently to certain questions), we also performed cluster analysis on each of the composite measures. The results of the cluster analysis confirmed the patterns observed in the PCA. We then

reconfirmed all analyses by conducting a PCA of the post-program data; results were consistent with the patterns found in the baseline data. The results from these analyses are displayed in Exhibit G.1.

Exhibit G.1

Results of Principal Components Analysis

		Baseline		Post-program	
Composite Measure[a]	**# of Items in Composite Measure**	**First Eigenvalue**	**Variation Explained by First Eigenvalue**	**First Eigenvalue**	**Variation Explained by First Eigenvalue**
Connection to Community	5	2.479	0.496	2.578	0.516
Community Problem Identification	5	2.703	0.541	2.576	0.515
Neighborhood Obligations	5	2.084	0.417	2.065	0.413
Civic Obligations	3	1.442	0.481	1.500	0.500
Personal Effectiveness of Community Service	3	1.802	0.601	1.825	0.608
Personal Growth through Community Service	5	2.773	0.555	2.859	0.572
Local Civic Efficacy	3	1.690	0.564	1.634	0.545
Grassroots Efficacy	3	1.860	0.620	1.838	0.613
Community-Based Activism	3	1.752	0.584	1.760	0.587
Engagement in the Political Process	3	1.943	0.648	1.951	0.650
Confidence in Ability to Obtain an Education	3	1.639	0.546	1.624	0.541
Acceptance of Responsibility for Educational Success	4	2.257	0.564	2.175	0.544
Importance of Service-Oriented Careers	3	1.600	0.533	1.611	0.537
Acceptance of Responsibility for Employment Success	5	2.570	0.514	2.369	0.474
Basic Work Skills	10	3.210	0.320	3.347	0.335
Appreciation of Ethnic and Cultural Diversity	11	3.923	0.357	3.816	0.347
Constructive Group Interactions	4	2.330	0.583	2.082	0.521
Constructive Personal Behavior in Groups	6	3.025	0.504	2.905	0.484

a Note that Voting Participation, Volunteering Participation, Educational Progress, and Public Service Employment are not composite measures and so are not included in this exhibit.

Generation of Gain Scores for Impact Analysis

For each group of variables, the PCA procedure standardized each of the variables at baseline (mean=0, standard deviation=1) and then found the linear combination with maximum variance—the first principal component. Each individual's value on the first principal component was his or her baseline score. The follow-up data on the same variables were transformed correspondingly (standardized relative to the baseline mean and standard deviation, and combined using the loadings of the first principal component from baseline) to calculate the follow-up score on the composite. The baseline and post-program scores, and their respective change scores were generated as follows:

Let $x_{tki} = \dfrac{w_{tki} - \overline{w_{0k}}}{s_{0k}}$

where w_{tki} is the value of item k for individual i at time t (0=baseline, 1=followup).

$\overline{w_{0k}}$ is the pretest mean of item k across individuals, and

s_{0k} is the pretest standard deviation of item k

Then:

Pre-test score:

$$\sum_{a=1}^{k} a_k x_{0ki}$$

Post-test score:

$$\sum_{a=1}^{k} a_a x_{1ki}$$

where k = number of items in a construct.

Change score:

$$\Delta C = C_{1i} - C_{0i}$$

Composite Measures

The following section presents the individual items that entered into each composite measure. An asterisk (*) indicates that a reverse measure was used for the item.

Connection to Community

Please indicate how strongly you agree with each of the following statements (Strongly Disagree=1, Strongly Agree=5)

1) I have a strong attachment to my community.
2) I often discuss and think about how larger political issues affect my community.
3) I am aware of what can be done to meet the important needs of my community.

4) I have the ability to make a difference in my community.
5) I try to find the time or a way to make a positive difference in my community.

Community Problem Identification
How much do you feel you know about problems facing the community such as (Nothing=1, Great deal=5):

1) The environment?
2) Public health issues?
3) Literacy?
4) Crime?
5) Lack of civic involvement?

Neighborhood Obligations
Do you feel that each of the following is not an important obligation, a somewhat important obligation, or a very important obligation that a citizen owes to the country (Not important=1, Very important=3)?

1) Reporting a crime you may have witnessed.
2) Participating in neighborhood organizations.
3) Helping keep the neighborhood safe.
4) Helping keep the neighborhood clean and beautiful.
5) Helping those who are less fortunate.

Civic Obligations
Do you feel that each of the following is not an important obligation, a somewhat important obligation, or a very important obligation that a citizen owes to the country (Not important=1, Very important=3)?

1) Serving on a jury if called.
2) Voting in elections.
3) Keeping informed about news and public issues.

Personal Effectiveness of Community Service
Thinking about all of your voluntary community service or volunteer activities over the past 12 months, please indicate how much you agree with the following statements (Strongly disagree=1, Strongly agree=5):

1) I felt I made a contribution to the community.
2) I felt like part of a community.
3) I felt I could make a difference in the life of at least one person.

Personal Growth Through Community Service
Thinking about all of your voluntary community service or volunteer activities over the past 12 months, please indicate how much you agree with the following statements (Strongly disagree=1, Strongly agree=5):

1) I re-examined my beliefs and attitudes about myself.
2) I was exposed to new ideas and ways of seeing the world.
3) I learned about the "real" world.
4) I did things I never thought I could do.
5) I changed some of my beliefs and attitudes.

Local Civic Efficacy
Think about how hard it would be for you to accomplish each of the following activities (I would not be able to get this done=1, I would be able to get this done=3):

1) Getting the local government to fix a pothole on my street.
2) Getting the local government to build an addition to the community center.
3) Getting an issue on the ballot for a state-wide election.

Grassroots Efficacy
Think about how hard it would be for you to accomplish each of the following activities (I would not be able to get this done=1, I would be able to get this done=3):

1) Organizing an even to benefit a charity or religious organization.
2) Starting an after-school program for children whose parents work.
3) Organizing an annual cleanup program for the local park.

Community-Based Activism
How often do you do each of the following (Never=1, Always=5):

1) Participate in events such as community meetings, celebrations, or activities in my community.
2) Join organizations that support issues that are important to me.
3) Write or e-mail newspapers or organizations to voice my views.

Engagement in the Political Process
How often do you do each of the following (Never=1, Always=5):

1) Vote in local elections.
2) Try to learn as much as I can about candidates or ballot questions.
3) Keep informed about local or national news.

Confidence in Ability to Obtain an Education
Please indicate how much you agree with each of the following statements (Strongly disagree=1, Strongly agree=5):

1) I have mostly bad luck when it comes to education.*
2) I can work really hard when it comes to getting the education I need.
3) I have the intelligence I need to finish my education.

Acceptance of Responsibility for Educational Success
Please indicate how much you agree with each of the following statements (Strongly disagree=1, Strongly agree=5):

1) If I don't finish my education, it's because I didn't have the chances others had.*
2) To get the education I need, I have to be lucky.*
3) When I have trouble with schoolwork, it's because the teachers don't like me.*
4) I can't figure out what it takes to finish my education.*

Acceptance of Responsibility for Employment Success
Please indicate how much you agree with each of the following statements (Not at all true=1, Very true=5):

1) There aren't enough jobs for me to get the kind of job I want.*
2) I can't get people to treat me fairly when I apply for the kind of job I want.*
3) I can't seem to try very hard to get a good job.*
4) I don't know what it takes to get the kind of job I want.*
5) If I can't get a good job, it's because people aren't fair to people like me.*

Importance of Service-Oriented Careers
Please indicate whether you feel whether each of the following things is very important, somewhat important, or not important to you (Not important=1, Very important=3):

1) Working to correct social and economic inequalities.
2) Having a job that involves working with other people.
3) Working in a job where I am of direct service to people.

Basic Work Skills
For each skill area, indicate how much experience you have (Little or none=1, A lot=3; Not important=1, Very important=3).

1) Solving unexpected problems or finding new and better ways to do things.
2) Knowing how to gather and analyze information from different sources such as people/organizations.
3) Listening and responding to other people's suggestions or concerns.
4) Stopping or decreasing conflicts between people.
5) Leading a team by taking charge, explaining and motivating co-workers.
6) Negotiating, compromising, and getting along with co-workers, supervisors.
7) Learning new ways of thinking or acting from other people.
8) Adapting your plans or ways of doing things in response to changing circumstances.
9) Managing your time when you're under pressure.
10) Dealing with uncomfortable or difficult working conditions.

Appreciation of Cultural and Ethnic Diversity
Please indicate how much you agree with each of the following statements (1 = Strongly disagree, 5 = Strongly agree):

1) If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.
2) Some of my friends are of different backgrounds from me: racial, cultural, ethnic or language.
3) Racism affects everyone.
4) I feel comfortable belonging to groups where people are different from me.

On a scale of 1 to 5 where 1 = not very interested and 5 = very interested, how would you describe your:

1) Interest in forming friendships with people who come from a different race or ethnicity from you?

Please indicate how much you agree with each of the following statements (1 = Strongly disagree, 5 = Strongly agree):

1) Diverse viewpoints bring creativity and energy to a work group.
2) Multicultural teams can be stimulating and fun.
3) People are more motivated and productive when they feel they are accepted for who they are.
4) Diversity improves the work of organizations.
5) Diversity brings many perspectives to problem solving.
6) I am comfortable interacting with people from a different racial or ethnic background.

Constructive Group Interactions

How often have you been in a group situation with others where the following things have occurred (Never=1, Always=5)?

1) We discuss issues and problems and share ideas.
2) We involve everyone and avoid favoritism.
3) We can disagree and be different from one another without fear.
4) We take time to work out any conflicts.

Constructive Personal Behavior in Groups

Please answer how often you do the following (Never=1, Always=5):

1) I try to understand other team members' ideas and opinions before arguing or stating my own.
2) I try to present my ideas without criticizing the ideas of others.
3) I encourage different points of view without worrying about agreement.
4) I try to consider all points of view or possible options before forming an opinion or making a decision.
5) I encourage the participation of other team members and support their right to be heard.
6) I help find solutions when unexpected problems arise.

Appendix H

AmeriCorps Weights

Before compiling descriptive statistics for the final AmeriCorps report, member weights had to be created for the final datasets (baseline, post-program, and post-program supplemental). The computation of weights follows the same logic employed in the calculation of the original baseline weights.[1] The methodology used enables us to use the survey sample to represent all ***first-year, full-time AmeriCorps members*** enrolled in the 1999–2000 program year. Three sources of information are used to create member weights: the CNCS AmeriCorps grants database, discussions with program directors, and the final number of respondents in each dataset.

The grants database provided background information on AmeriCorps programs nationwide, which was used to group the programs in our sample according to several key categories including type of program, geographic region, and number of full-time members. Programs in each stratum were intended to represent the national universe of similar programs, leading to the creation of a program weight. The number of programs in a stratum nationwide corresponds to the sum of weights of the programs included in the sample.

Member weights were created using information from both program directors and the three surveys. Each program director provided a count of the number of first-year members in their program. The surveys provided the number of survey respondents who had enrolled in each program. Member weights were created by first dividing the number of respondents into the total number of first-year, full-time members at a given program, then multiplying this ratio by the program weight. The end result is a member weight that takes into consideration the number of programs in a stratum. Please see Appendix D in the baseline report for a more detailed description of the methodology used in weighting the sample.

An examination of the distribution of respondents to each of the three surveys (baseline, post-program, and post-program supplemental) across all baseline variables showed that the differences that did exist were too small and non-systematic to warrant changes to the method used to calculate member weights.[2] In addition, several/some AmeriCorps treatment observations were dropped from the sample because they were duplicates or the individuals were not first-year, full-time AmeriCorps members. Given that these deletions do not decrease the total number of first-year, full-time AmeriCorps members reported by program directors in the 1999–2000 program year, the weighting method is not affected.

Finally, it must be noted that the weighted sample universe for the original baseline dataset and the final datasets differs. Below are the unweighted and weighted numbers of AmeriCorps members

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[1] The weights for the final baseline sample were refined based on information received after the baseline report was written. The initial baseline sample had erroneously included a few individuals who were not in fact full-time, first-year AmeriCorps members.

[2] Had substantive or systematic differences existed across the three samples on variables of interest, the construction of the weights would have taken this into account.

included in each dataset used during the full course of the AmeriCorps analysis. One program has no observations included in the old baseline dataset. However, this program was allowed to remain in a stratum when the old baseline weights were assigned. When this program is removed from this sample stratum, the program weight for this stratum is inflated. Thus, the sum of the weights for the three final datasets is higher than that of the old baseline dataset. Put differently, in the final datasets this program is represented by other programs in the same stratum.

	Final Baseline	Final Post-program	Final Post-program Supplemental
Survey respondents	2,228	1,846	1,661
Weighted universe	12,336	12,336	12,336

Survey periods:

Final baseline: September 1999 through March 2000
Final post-program: September 2000 through May 2001
Final post-program supplemental: September 2002 through June 2003

Appendix I

Detailed Results from the Impact Analysis

This appendix presents detailed results from the impact analysis. Results are presented for the truncated analytic sample (p-score=.90) in Exhibits I.1, I.2, I.3 and I.4. For reference, we also present the results of analyses on the composite measures for the full sample (p-score=1.0) in Exhibits I.5 and I.6.

Exhibit H.1

Detailed Results from Impact Analysis for Scaled Measures, State and National (propensity-score = 0.9)

	Pretest		Posttest		Gain								
	Comparison[a]	Treatment	Comparison[a]	Treatment	Comparison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Effect Size	Nt	Nc
Composite Measures													
Connection to Community	0.060	-0.022	-0.080	0.639	-0.140	0.661	0.801	0.113	7.104	<.0001	0.511	679	818
Community Problem Identification	0.113	0.001	0.053	0.445	-0.060	0.444	0.504	0.112	4.510	<.0001	0.302	682	818
Neighborhood Obligations	0.066	-0.038	-0.040	0.287	-0.105	0.325	0.430	0.084	5.125	<.0001	0.267	680	818
Civic Obligations	0.064	0.011	0.299	0.444	0.235	0.433	0.198	0.078	2.518	0.012	0.158	680	818
Personal Effectiveness of Community Service	0.118	-0.126	0.164	0.442	0.047	0.568	0.521	0.152	3.356	0.001	0.381	412	400
Personal Growth through Community Service	-0.086	-0.234	0.059	0.423	0.145	0.657	0.512	0.177	2.741	0.006	0.311	412	400
Local Civic Efficacy	-0.160	-0.085	-0.002	0.346	0.158	0.431	0.273	0.088	3.103	0.002	0.205	678	816
Grassroots Efficacy	-0.033	-0.048	-0.229	0.233	-0.197	0.281	0.478	0.098	4.872	<.0001	0.332	678	818
Community-Based Activism	0.147	0.013	0.050	0.141	-0.097	0.128	0.226	0.083	2.706	0.007	0.162	681	817
Engagement in the Political Process	0.189	0.009	0.550	0.514	0.361	0.504	0.143	0.084	1.710	0.088	0.103	679	815
Confidence in Ability to Obtain an Education	0.090	0.031	0.086	0.102	-0.004	0.070	0.074	0.089	0.819	0.413	0.056	678	818
Acceptance of Responsibility for Educational Success	-0.001	0.053	-0.138	-0.008	-0.137	-0.061	0.077	0.102	0.764	0.445	0.049	675	817
Acceptance of Responsibility for Employment Success	-0.011	-0.041	-0.103	0.255	-0.092	0.296	0.388	0.124	3.144	0.002	0.225	675	815
Importance of Service-Oriented Careers	-0.073	-0.050	-0.134	0.017	-0.060	0.068	0.128	0.101	1.275	0.203	0.103	680	817
Basic Work Skills	0.051	-0.088	0.085	0.211	0.034	0.299	0.265	0.118	2.245	0.025	0.147	659	817
Appreciation of Ethnic and Cultural Diversity	0.150	-0.131	0.173	-0.048	0.024	0.083	0.060	0.127	0.470	0.638	0.029	681	818
Constructive Group Interactions	0.044	-0.060	0.185	0.106	0.140	0.166	0.026	0.117	0.219	0.827	0.016	682	818
Constructive Personal Behavior in Groups	0.172	-0.072	-0.054	-0.196	-0.226	-0.124	0.102	0.130	0.789	0.430	0.060	681	818
Community Based Activism—Individual Items													
Participate in events such as community meetings, celebrations, or activities in my community.	2.984	3.028	2.956	3.076	-0.028	0.048	0.076	0.066	1.152	0.250	N/A	681	817

Exhibit H.1

Detailed Results from Impact Analysis for Scaled Measures, State and National (propensity-score = 0.9)

	Pretest		Posttest		Gain								
	Comparison[a]	Treatment	Comparison[a]	Treatment	Comparison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Effect Size	Nt	Nc
Join organizations that support issues that are important to me.	3.184	3.155	3.124	3.209	-0.060	0.055	0.114	0.077	1.474	0.141	N/A	678	817
Write or email newspapers or organizations to voice my views.	2.415	2.124	2.332	2.254	-0.083	0.131	0.214	0.079	2.692	0.007	N/A	680	816
Engagement in the Political Process—Individual Items													
Voting in local elections	3.546	3.457	3.993	4.031	0.448	0.574	0.126	0.094	1.342	0.180	N/A	678	811
Try to learn about candidates or ballot questions	3.685	3.532	4.066	3.951	0.381	0.419	0.038	0.089	0.432	0.666	N/A	675	814
Keep informed about local or national news.	4.154	4.026	4.139	4.150	-0.015	0.123	0.138	0.068	2.027	0.043	N/A	681	818
Basic Work Skills—Individual Items													
Solving unexpected problems or finding new and better ways to do things.	2.556	2.455	2.601	2.585	0.045	0.130	0.085	0.046	1.853	0.064	N/A	662	817
Knowing how to gather and analyze information from different sources such as people/organizations.	2.452	2.337	2.446	2.414	-0.006	0.077	0.083	0.053	1.553	0.121	N/A	659	816
Listening and responding to other people's suggestions or concerns.	2.729	2.688	2.691	2.742	-0.038	0.055	0.092	0.050	1.848	0.065	N/A	660	817
Stopping or decreasing conflicts between people.	2.272	2.298	2.233	2.351	-0.039	0.053	0.092	0.054	1.667	0.096	N/A	658	817
Leading a team by taking charge, explaining and motivating co-workers.	2.219	2.209	2.188	2.300	-0.031	0.091	0.122	0.055	2.232	0.026	N/A	657	817
Negotiating, compromising, and getting along with co-workers, supervisors.	2.646	2.622	2.645	2.675	-0.001	0.053	0.055	0.048	1.142	0.254	N/A	658	817
Learning new ways of thinking or acting from other people.	2.469	2.448	2.422	2.476	-0.047	0.027	0.074	0.062	1.191	0.234	N/A	660	817
Adapting your plans or ways of doing things in response to changing circumstances.	2.457	2.508	2.529	2.507	0.071	-0.002	-0.073	0.050	-1.433	0.153	N/A	657	817
Managing your time when you're under pressure.	2.701	2.660	2.770	2.696	0.069	0.037	-0.032	0.049	-0.633	0.529	N/A	655	817
Dealing with uncomfortable or difficult working conditions.	2.289	2.339	2.325	2.382	0.036	0.043	0.007	0.059	0.119	0.905	N/A	655	817

a Comparison group members are weighted by the number of observations in the treatment group.

Exhibit H.2

Detailed Results from Impact Analysis for Dichotomous Measures, State and National (p-score=0.9)

	Comparison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Nt	Nc
Voted in the 2000 Presidential election	0.757	0.765	0.008	0.031	0.240	0.810	676	814
Voted in 2000 Presidential election, but did not vote in 1998 election	0.548	0.589	0.041	0.068	0.723	0.470	224	200
Volunteered since Fall of 2000	0.582	0.651	0.068	0.035	1.945	0.052	681	818
Volunteered since Fall of 2000, did not volunteer in 5 years prior to baseline	0.172	0.426	0.254	0.061	3.941	<.001	115	116
Educational progress	0.689	0.657	-0.032	0.047	-0.311	0.756	411	490
Working in public service field	0.333	0.403	0.071	0.033	2.108	0.035	682	818

a Comparison group means are weighted by the number of observations in the treatment group.

Exhibit H.3

Detailed Results from Impact Analysis for Scaled Measures, NCCC (propensity score = 0.9)

	Pretest		Posttest		Gain								
	Comparison[a]	Treatment	Comparison[a]	Treatment	Comparison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Effect Size	Nt	Nc
Composite Measures													
Connection to Community	-0.288	-0.317	-0.610	-0.027	-0.323	0.290	0.613	0.194	3.151	0.002	0.385	228	237
Community Problem Identification	-0.408	-0.446	-0.362	0.049	0.046	0.494	0.448	0.174	2.580	0.010	0.293	229	237
Neighborhood Obligations	0.000	-0.075	-0.037	0.021	-0.037	0.096	0.133	0.154	0.846	0.398	0.083	229	237
Civic Obligations	-0.127	-0.143	0.124	0.227	0.251	0.370	0.118	0.145	0.810	0.418	0.093	229	237
Personal Effectiveness of Community Service	-0.097	-0.182	0.101	-0.033	0.197	0.149	-0.049	0.267	0.222	0.825	-0.032	161	119
Personal Growth through Community Service	-0.137	-0.170	-0.465	0.529	-0.328	0.698	1.026	0.272	4.064	<.001	0.576	161	119
Local Civic Efficacy	0.001	0.043	-0.175	0.282	-0.176	0.239	0.415	0.177	2.340	0.020	0.342	232	236
Grassroots Efficacy	0.088	0.157	-0.166	0.189	-0.254	0.032	0.286	0.179	1.599	0.111	0.213	233	237
Community-Based Activism	-0.017	0.025	-0.442	0.165	-0.425	0.140	0.565	0.168	3.355	0.001	0.439	233	237
Engagement in the Political Process	-0.287	-0.166	0.211	-0.008	0.497	0.158	-0.339	0.173	-1.940	0.053	-0.249	231	237
Confidence in Ability to Obtain an Education	0.079	-0.065	0.059	-0.020	-0.020	0.045	0.065	0.158	0.406	0.685	0.049	232	237
Acceptance of Responsibility for Educational Success	0.369	0.220	0.258	0.262	-0.112	0.042	0.153	0.170	0.898	0.370	0.112	231	237
Acceptance of Responsibility for Employment Success	0.072	0.048	0.316	0.100	0.244	0.052	-0.192	0.160	-1.201	0.230	-0.131	232	237
Importance of Service-Oriented Careers	-0.020	0.032	0.113	-0.096	0.132	-0.127	-0.260	0.184	-1.419	0.157	-0.203	231	237
Basic Work Skills	0.092	-0.047	-0.083	0.539	-0.176	0.585	0.761	0.173	4.387	<.001	0.462	228	237
Appreciation of Ethnic and Cultural Diversity	0.144	0.162	0.294	-0.409	0.149	-0.572	-0.721	0.181	-3.980	<.001	-0.385	229	237
Constructive Group Interactions	-0.006	-0.148	0.086	-0.223	0.093	-0.075	-0.168	0.186	-0.920	0.358	-0.119	229	237

Exhibit H.3

Detailed Results from Impact Analysis for Scaled Measures, NCCC (propensity score = 0.9)

	Pretest		Posttest		Gain								
	Comparison[a]	Treatment	Comparison[a]	Treatment	Comparison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Effect Size	Nt	Nc
Constructive Personal Behavior in Groups	-0.003	-0.181	-0.104	-0.542	-0.101	-0.361	-0.260	0.189	-1.379	0.169	-0.160	232	237
Individual Items from Composite Measures													
Community Based Activism - Individual Items													
Participate in events such as community meetings, celebrations, or activities in my community.	2.926	3.034	2.652	3.121	-0.274	0.086	0.361	0.134	2.686	0.0075	N/A	232	237
Join organizations that support issues that are important to me.	3.081	3.215	2.923	3.236	-0.158	0.021	0.179	0.125	1.424	0.1551	N/A	233	237
Write or email newspapers or organizations to voice my views.	2.292	2.061	1.987	2.199	-0.305	0.139	0.443	0.121	3.663	0.0003	N/A	231	237
Engagement in the Political Process - Individual Items													
Voting in local elections	3.160	3.307	3.602	3.489	0.441	0.182	-0.260	0.174	-1.470	0.1422	N/A	231	237
Try to learn about candidates or ballot questions	3.317	3.522	3.909	3.728	0.592	0.205	-0.387	0.179	-2.198	0.0284	N/A	224	236
Keep informed about local or national news.	3.908	3.853	4.011	3.818	0.103	-0.035	-0.137	0.130	-1.042	0.298	N/A	231	237
Basic Work Skills – Individual Items													
Solving unexpected problems or finding new and better ways to do things.	2.393	2.355	2.431	2.579	0.037	0.224	0.186	0.085	2.191	0.0289	N/A	228	237
Knowing how to gather and analyze information from different sources such as people/organizations.	2.361	2.264	2.340	2.357	-0.021	0.093	0.114	0.083	1.364	0.1732	N/A	227	237
Listening and responding to other people's suggestions or concerns.	2.817	2.700	2.741	2.722	-0.076	0.022	0.098	0.066	1.480	0.1396	N/A	227	237

Exhibit H.3

Detailed Results from Impact Analysis for Scaled Measures, NCCC (propensity score = 0.9)

	Pretest		Posttest		Gain								
	Comparison[a]	Treatment	Comparison[a]	Treatment	Comparison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Effect Size	Nt	Nc
Stopping or decreasing conflicts between people.	2.272	2.360	2.221	2.360	-0.051	0.000	0.051	0.107	0.472	0.6371	N/A	228	237
Leading a team by taking charge, explaining and motivating co-workers.	2.270	2.322	2.184	2.313	-0.086	-0.009	0.077	0.079	1.000	0.318	N/A	227	237
Negotiating, compromising, and getting along with co-workers, supervisors.	2.724	2.680	2.766	2.776	0.042	0.096	0.055	0.067	0.798	0.4253	N/A	228	237
Learning new ways of thinking or acting from other people.	2.539	2.518	2.495	2.601	-0.044	0.083	0.127	0.079	1.594	0.1116	N/A	228	237
Adapting your plans or ways of doing things in response to changing circumstances.	2.492	2.518	2.424	2.724	-0.068	0.206	0.275	0.109	2.521	0.012	N/A	228	237
Managing your time when you're under pressure.	2.720	2.640	2.734	2.702	0.015	0.061	0.046	0.076	0.599	0.5495	N/A	228	237
Dealing with uncomfortable or difficult working conditions.	2.264	2.276	2.156	2.623	-0.108	0.346	0.454	0.091	4.984	<.001	N/A	228	237

a Comparison group means are weighted by the number of observations in the treatment group.

Exhibit H.4

Detailed Results from Impact Analysis for Dichotomous Measures, NCCC (propensity score = 0.9)

	Comparison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Nt	Nc
Volunteered since Fall of 2000	0.630	0.794	0.164	0.058	2.840	0.005	233	236
Voted in the 2000 Presidential election	0.672	0.776	0.104	0.059	1.758	0.079	232	237
Voted in 2000, but did not vote in 1998	0.538	0.720	0.182	0.114	1.386	0.168	75	66
Did respondent make educational progress	0.823	0.788	-0.035	0.093	-0.243	0.808	118	133
Working in public service field	0.322	0.399	0.078	0.061	1.281	0.201	233	237

a Comparison group means are weighted by the number of observations in the treatment group.

Exhibit H.5

Detailed Results from Impact Analysis for Composite Measures, State and National (propensity score = 1.0)

	Pretest		Posttest		Gain								
	Comparison[a]	Treatment	Comparison[a]	Treatment	Comparison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Effect Size	Nt	Nc
Connection to Community	-0.018	0.048	0.192	0.752	0.210	0.704	0.494	0.244	2.019	0.044	0.315	1114	838
Community Problem Identification	0.053	0.053	0.507	0.545	0.453	0.492	0.039	0.287	0.135	0.893	0.023	1118	838
Neighborhood Obligations	-0.093	-0.109	0.140	0.356	0.233	0.465	0.231	0.322	0.719	0.472	0.143	1115	838
Civic Obligations	-0.178	-0.121	0.103	0.417	0.282	0.539	0.257	0.165	1.558	0.119	0.205	1114	838
Personal Effectiveness of Community Service	0.245	-0.029	0.274	0.497	0.029	0.526	0.497	0.164	3.099	0.002	0.363	679	409
Personal Growth through Community Service	-0.010	-0.070	0.053	0.466	0.062	0.536	0.473	0.133	3.433	0.001	0.288	679	409
Local Civic Efficacy	-0.345	-0.236	-0.080	0.353	0.265	0.589	0.324	0.148	2.188	0.029	0.244	1112	835
Grassroots Efficacy	-0.058	-0.155	-0.202	0.190	-0.144	0.345	0.489	0.212	2.309	0.021	0.340	1113	838
Community-Based Activism	0.089	0.017	0.038	0.189	-0.051	0.172	0.222	0.142	1.563	0.118	0.160	1116	837
Engagement in the Political Process	0.032	-0.044	0.104	0.494	0.072	0.538	0.467	0.190	2.458	0.014	0.336	1112	835
Confidence in Ability to Obtain an Education	0.040	-0.071	0.044	0.063	0.004	0.134	0.131	0.227	0.572	0.567	0.100	1113	838
Acceptance of Responsibility for Educational Success	0.047	0.135	-0.222	-0.102	-0.269	-0.237	0.032	0.137	0.235	0.814	0.020	1106	837
Acceptance of Responsibility for Employment Success	-0.105	-0.024	0.164	0.271	0.270	0.295	0.025	0.335	0.071	0.943	0.015	1111	835
Importance of Service-Oriented Careers	0.016	0.046	-0.334	0.070	-0.350	0.024	0.374	0.312	1.201	0.230	0.300	1115	837
Basic Work Skills	0.396	-0.009	0.118	0.182	-0.277	0.191	0.468	0.110	4.254	<.001	0.260	1081	837
Appreciation of Ethnic and Cultural Diversity	-0.047	-0.242	0.218	-0.074	0.264	0.168	-0.096	0.210	-0.457	0.648	-0.046	1115	838
Constructive Group Interactions	-0.048	-0.069	0.071	0.220	0.119	0.289	0.170	0.161	1.053	0.293	0.109	1118	838
Constructive Personal Behavior in Groups	0.014	0.029	-0.375	-0.191	-0.389	-0.219	0.170	0.205	0.829	0.407	0.100	1116	838

a Comparison group members are weighted by the number of observations in the treatment group.

Exhibit H.6

Detailed Results from Impact Analysis for Composite Measures, NCCC (propensity score = 1.0)

	Pretest		Posttest		Gain								
	Compar-ison[a]	Treatment	Compar-ison[a]	Treatment	Compar-ison[a]	Treatment	ATT	Standard error	t-statistic	prob < |t|	Effect Size	Nt	Nc
Connection to Community	-0.190	-0.408	-0.374	-0.092	-0.184	0.316	0.501	0.160	3.130	0.002	0.315	396	242
Community Problem Identification	-0.050	-0.420	-0.564	-0.035	-0.514	0.386	0.900	0.387	2.337	0.020	0.589	400	242
Neighborhood Obligations	-0.235	-0.266	-0.553	-0.088	-0.031	0.178	0.496	0.288	1.711	0.088	0.311	397	242
Civic Obligations	-0.616	-0.373	-0.296	0.091	0.320	0.463	0.144	0.268	0.534	0.594	0.113	397	242
Personal Effectiveness of Community Service	0.065	-0.335	0.562	-0.026	0.496	0.309	-0.188	0.176	-0.588	0.557	-0.123	280	122
Personal Growth through Community Service	-0.498	-0.281	-0.928	0.473	-0.430	0.755	1.184	0.364	3.354	0.001	0.665	280	122
Local Civic Efficacy	0.118	-0.073	-0.308	0.242	-0.426	0.316	0.742	0.456	1.623	0.105	0.611	401	241
Grassroots Efficacy	0.407	0.017	-0.006	0.209	-0.413	0.192	0.605	0.214	2.820	0.005	0.451	402	242
Community-Based Activism	0.030	-0.046	-0.488	0.061	-0.518	0.108	0.626	0.299	2.085	0.038	0.486	401	242
Engagement in the Political Process	-0.935	-0.387	-0.320	-0.179	0.615	0.208	-0.407	0.274	-1.474	0.141	-0.298	399	242
Confidence in Ability to Obtain an Education	-0.212	-0.085	-0.251	-0.073	-0.039	0.012	0.050	0.378	0.133	0.894	0.038	402	242
Acceptance of Responsibility for Educational Success	0.421	0.347	0.005	0.221	-0.417	-0.126	0.291	0.266	1.089	0.277	0.212	401	242
Acceptance of Responsibility for Employment Success	0.030	0.056	0.261	0.132	0.230	0.076	-0.154	0.221	-0.700	0.484	-0.105	402	242
Importance of Service-Oriented Careers	-0.369	-0.042	-0.329	-0.110	0.040	-0.068	-0.108	0.380	-0.284	0.777	-0.084	403	242
Basic Work Skills	0.146	-0.046	0.174	0.483	0.028	0.529	0.502	0.226	2.206	0.028	0.305	399	242
Appreciation of Ethnic and Cultural Diversity	0.348	0.106	-0.059	-0.421	-0.407	-0.528	-0.121	0.301	-0.395	0.693	-0.065	399	242
Constructive Group Interactions	-0.532	-0.244	-0.150	-0.193	0.382	0.051	-0.331	0.318	-1.048	0.295	-0.235	399	242
Constructive Personal Behavior in Groups	0.086	-0.167	-0.382	-0.599	-0.468	-0.432	0.036	0.186	0.184	0.854	0.022	402	242

a Comparison group members are weighted by the number of observations in the treatment group.

Exhibit H.7

Mean Gains for Comparison and Treatment Groups, State and National[a]

	Comparison							Treatment						
Composite Measures	Pre-test[b]	Post-test[b]	Mean Gain[b]	95% Confidence Interval		Stan-dard Error	Nc	Pre-test	Post-test	Mean Gain	95% Confidence Interval		Stan-dard Error	Nt
Connection to Community	0.060	-0.080	-0.140	-0.321	0.042	0.092	818	-0.022	0.639	0.661	0.534	.0787	0.065	679
Community Problem Identification	0.113	0.053	-0.060	-0.246	0.125	0.094	818	0.001	0.445	0.444	0.326	0.561	0.060	682
Neighborhood Obligations	0.066	-0.040	-0.105	-0.230	0.019	0.063	818	-0.038	0.287	0.325	0.217	0.433	0.055	680
Civic Obligations	0.064	0.299	0.235	0.105	0.365	0.066	818	0.011	0.444	0.433	0.350	0.515	0.042	680
Personal Effectiveness of Community Service	0.118	0.164	0.047	-0.173	0.266	0.112	400	-0.126	0.442	0.568	0.393	0.743	0.089	412
Personal Growth through Community Service	-0.086	0.059	0.145	-0.122	0.412	0.136	400	-0.234	0.423	0.657	0.466	0.848	0.097	412
Local Civic Efficacy	-0.160	-0.002	0.158	0.025	0.292	0.068	816	-0.085	0.346	0.431	0.322	0.540	0.056	678
Grassroots Efficacy	-0.033	-0.229	-0.197	-0.356	-0.037	0.081	818	-0.048	0.233	0.281	0.173	0.389	0.055	678
Community-Based Activism	0.147	0.050	-0.097	-0.222	0.028	0.064	817	0.013	0.141	0.128	0.022	0.234	0.054	681
Engagement in the Political Process	0.189	0.550	0.361	0.227	0.496	0.068	815	0.009	0.514	0.504	0.409	0.599	0.048	679
Confidence in Ability to Obtain an Education	0.090	0.086	-0.004	-0.152	0.145	0.076	818	0.031	0.102	0.070	-0.024	0.164	0.048	678
Acceptance of Responsibility for Educational Success	-0.001	-0.138	-0.137	-0.296	0.021	0.081	817	0.053	-0.008	-0.061	-0.183	0.062	0.062	675
Acceptance of Responsibility for Employment Success	-0.011	-0.103	-0.092	-0.299	0.114	0.105	815	-0.041	0.255	0.296	0.169	0.423	0.065	675
Importance of Service-Oriented Careers	-0.073	-0.134	-0.060	-0.222	0.101	0.082	817	-0.050	0.017	0.068	-0.046	0.181	0.058	680
Basic Work Skills	0.051	0.085	0.034	-0.155	0.222	0.096	817	-0.088	0.211	0.299	0.162	0.436	0.070	659

Exhibit H.7

Mean Gains for Comparison and Treatment Groups, State and National[a]

Composite Measures	Comparison							Treatment						
	Pre-test[b]	Post-test[b]	Mean Gain[b]	95% Confidence Interval		Standard Error	Nc	Pre-test	Post-test	Mean Gain	95% Confidence Interval		Standard Error	Nt
Appreciation of Ethnic and Cultural Diversity	0.150	0.173	0.024	-0.180	0.227	0.104	818	-0.131	-0.048	0.083	-0.062	0.228	0.074	681
Constructive Group Interactions	0.044	0.185	0.140	-0.051	0.331	0.097	818	-0.060	0.106	0.166	0.040	0.292	0.064	682
Constructive Personal Behavior in Groups	0.172	-0.054	-0.226	-0.438	-0.015	0.108	818	-0.072	-0.196	-0.124	-0.266	0.018	0.072	681

a This exhibit displays information about the mean gains for comparison and treatment groups separately. The exhibit does not include information about the average treatment effect on the treated; for detailed results from the impact analysis, see Exhibits H.1–H. 6.

b Comparison group members are weighted by the number of observations in the treatment group.

Exhibit H.8

Mean Gains for Comparison and Treatment Groups, National Civilian Community Corps[a]

	Comparison							Treatment						
Composite Measures	Pre-test[b]	Post-test[b]	Mean Gain[b]	95% Confidence Interval		Stan-dard Error	Nc	Pre-test	Post-test	Mean Gain	95% Confidence Interval		Stan-dard Error	Nt
Connection to Community	-0.288	-0.610	-0.323	-0.641	-0.005	0.161	237	-0.317	-0.027	0.290	0.082	0.498	0.105	228
Community Problem Identification	-0.408	-0.362	0.046	-0.244	0.337	0.148	237	-0.446	0.049	0.494	0.316	0.672	0.090	229
Neighborhood Obligations	0.000	-0.037	-0.037	-0.257	0.103	0.112	237	-0.075	0.021	0.096	-0.112	0.304	0.106	229
Civic Obligations	-0.127	0.124	0.251	0.010	0.493	0.123	237	-0.143	0.227	0.370	0.222	0.517	0.075	229
Personal Effectiveness of Community Service	-0.097	0.101	0.197	-0.293	0.694	0.249	119	-0.182	-0.033	0.149	-0.164	0.462	0.159	161
Personal Growth through Community Service	-0.137	-0.465	-0.328	-0.765	0.110	0.221	119	-0.170	0.529	0.698	0.344	1.052	0.179	161
Local Civic Efficacy	0.001	-0.175	-0.176	-0.474	0.120	0.151	236	0.043	0.282	0.239	0.053	0.425	0.095	232
Grassroots Efficacy	0.088	-0.166	-0.254	-0.554	0.046	0.152	237	0.157	0.189	0.032	-0.154	0.219	0.095	233
Community-Based Activism	-0.017	-0.442	-0.425	-0.727	-0.126	0.152	237	0.025	0.165	0.140	-0.004	0.283	0.073	233
Engagement in the Political Process	-0.287	0.211	0.497	0.184	0.813	0.160	237	-0.166	-0.008	0.158	0.014	0.302	0.073	231
Confidence in Ability to Obtain an Education	0.079	0.059	-0.020	-0.294	0.255	0.139	237	-0.065	-0.020	0.045	-0.102	0.191	0.074	232
Acceptance of Responsibility for Educational Success	0.369	0.258	-0.112	-0.391	0.169	0.142	237	0.220	0.262	0.042	-0.139	0.223	0.092	231
Acceptance of Responsibility for Employment Success	0.072	0.316	0.244	0.003	0.486	0.123	237	0.048	0.100	0.052	-0.151	0.256	0.103	232
Importance of Service-Oriented Careers	-0.020	0.113	0.132	-0.187	0.455	0.163	237	0.032	-0.096	-0.127	-0.294	0.039	0.084	231
Basic Work Skills	0.092	-0.083	-0.176	-0.434	0.086	0.132	237	-0.047	0.539	0.585	0.366	0.804	0.111	228

Exhibit H.8

Mean Gains for Comparison and Treatment Groups, National Civilian Community Corps[a]

	Comparison							Treatment						
Composite Measures	Pre-test[b]	Post-test[b]	Mean Gain[b]	95% Confidence Interval		Standard Error	Nc	Pre-test	Post-test	Mean Gain	95% Confidence Interval		Standard Error	Nt
Appreciation of Ethnic and Cultural Diversity	0.144	0.294	0.149	-0.125	0.427	0.140	237	0.162	-0.409	-0.572	-0.801	-0.343	0.116	229
Constructive Group Interactions	-0.006	0.086	0.093	-0.206	0.394	0.152	237	-0.148	-0.223	-0.075	-0.278	0.129	0.103	229
Constructive Personal Behavior in Groups	-0.003	-0.104	-0.101	-0.406	0.204	0.155	237	-0.181	-0.542	-0.361	-0.573	-0.149	0.107	232

a This exhibit displays information about the mean gains for comparison and treatment groups separately. The exhibit does not include information about the average treatment effect on the treated; for detailed results from the impact analysis, see Exhibits H.1–H. 6.

b Comparison group members are weighted by the number of observations in the treatment group.

Appendix J

Detailed Results from the Subgroup Analysis

Exhibit J.1

Subgroup Analysis by Race/Ethnicity: State and National

	Effect of Participation within Subgroup															Effect across Subgroups
	Black					Hispanic					White					
Outcome Measures	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	F-statistic[b,c]
Connection to Community	1.291	0.270	4.777	165	196	0.587	0.412	1.423	68	59	0.547	0.131	4.165	377	483	3.846
Community Problem Identification	0.561	0.216	2.597	166	196	0.968	0.437	2.214	68	59	0.340	0.154	2.199	378	483	1.357
Neighborhood Obligations	0.648	0.162	4.009	166	196	0.297	0.245	1.210	67	59	0.374	0.116	3.236	378	483	1.068
Importance of Service-Oriented Careers	0.336	0.170	1.969	166	196	-0.244	0.196	-1.245	67	59	0.225	0.097	2.336	378	483	2.180
Efficacy Employment	0.401	0.187	2.144	165	196	-0.254	0.418	-0.608	68	59	0.032	0.134	0.242	377	482	1.785
Personal Effectiveness of Community Service	0.501	0.237	2.111	93	84	0.632	0.599	1.055	32	37	0.341	0.229	1.487	228	248	0.169
Personal Growth Through Community Service	0.226	0.400	0.564	93	84	0.467	0.497	0.938	32	37	0.567	0.227	2.496	228	248	0.314
Community -Based Activism	0.070	0.169	0.416	166	196	0.252	0.289	0.871	68	59	0.246	0.107	2.296	378	482	0.413
Engagement in the Political Process	0.252	0.173	1.456	165	196	-0.269	0.375	-0.717	68	59	0.172	0.097	1.782	377	480	1.506
Basic Work Skills	0.036	0.255	0.142	154	196	0.189	0.418	0.453	65	59	0.414	0.145	2.863	372	482	0.930
Constructive Group Interactions	-0.329	0.258	-1.278	166	196	-0.533	0.496	-1.075	68	59	0.406	0.148	2.752	378	483	4.678
Constructive Personal Behavior in Groups	-0.265	0.308	-0.859	166	196	-0.156	0.417	-0.373	68	59	0.370	0.163	2.264	378	483	2.256
Local Civic Efficacy	0.306	0.178	1.719	165	196	0.321	0.266	1.204	67	59	0.240	0.119	2.017	377	481	0.069
Grassroots Efficacy	0.289	0.193	1.495	165	196	0.709	0.339	2.093	67	59	0.586	0.127	4.610	377	483	1.023
Confidence in Ability to Obtain an Education	0.018	0.149	0.120	164	196	-0.329	0.391	-0.841	67	59	0.126	0.114	1.105	376	483	1.164
Acceptance of Responsibility for Educational Success	-0.069	0.225	-0.305	162	195	0.201	0.298	0.674	68	59	0.087	0.132	0.662	376	483	0.311
Acceptance of Responsibility for Employment Success	0.230	0.297	0.772	161	195	0.572	0.441	1.298	68	59	0.379	0.151	2.504	377	482	0.279
Appreciation of Culture and Ethnic Diversity	0.363	0.307	1.184	166	196	-0.462	0.297	-1.557	68	59	0.079	0.152	0.521	378	483	1.607

a ATT: average effect of treatment on treated.

b F-statistic tests the null hypothesis that the effect of participation is the same for white, black, and Hispanic participants.

c For each F-statistic, the numerator degrees of freedom is k-1, where k is the number of subgroups being compared. The denominator degrees of freedom is n-k, where n is the number of treatment cases across the subgroups.

Exhibit J.2

Subgroup Analysis by Race/Ethnicity: NCCC

Outcome Measures	Effect of Participation within Subgroup															Effect across Subgroups
	Black					White					Hispanic					
	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	F-statistic[b,c]
Connection to Community	2.951			7	9	0.802			6	21	0.586	0.216	2.713	199	194	
Community Problem Identification	-1.258			8	9	0.345	0.718	0.481	8	21	0.578	0.196	2.944	197	194	
Neighborhood Obligations	2.056			7	9	0.416			6	21	0.037	0.170	0.216	200	194	
Importance of Service-Oriented Careers	-1.259			7	9	0.094			6	21	0.096	0.158	0.607	200	194	
Efficacy Employment	-0.534			8	9	0.198	0.521	0.380	8	21	-0.232	0.207	-1.120	200	194	
Personal Effectiveness of Community Service				0	7	1.936	1.441	1.344	4	13	-0.005	0.282	-0.019	139	99	
Personal Growth Through Community Service				0	7	2.956	2.635	1.122	4	13	0.978	0.286	3.422	139	99	
Community-Based Activism	0.754			8	9	0.752	0.417	1.804	8	21	0.604	0.194	3.110	201	194	
Engagement in the Political Process	0.671			8	9	-0.355	0.368	-0.964	8	21	-0.424	0.195	-2.178	199	194	
Basic Work Skills	0.463			7	9	1.150	0.709	1.621	8	21	0.824	0.191	4.309	198	194	
Constructive Group Interactions	-0.948			7	9	-0.236			7	21	-0.115	0.205	-0.564	199	194	
Constructive Personal Behavior in Groups	-0.794			8	9	-0.212	0.625	-0.339	8	21	-0.169	0.210	-0.803	200	194	
Local Civic Efficacy	-0.832			7	9	0.331	0.534	0.620	8	21	0.385	0.185	2.085	201	193	
Grassroots Efficacy	1.679			8	9	0.228	0.617	0.370	8	21	0.255	0.201	1.269	201	194	
Confidence in Ability to Obtain an Education	0.433			8	9	0.556	0.729	0.763	8	21	0.076	0.179	0.425	200	194	
Acceptance of Responsibility for Educational Success	2.616			8	9	1.335	0.485	2.752	8	21	0.012	0.175	0.068	199	194	
Acceptance of Responsibility for Employment Success	0.323			8	9	0.156	0.548	0.286	8	21	-0.184	0.177	-1.040	200	194	
Appreciation of Culture and Ethnic Diversity	0.317			8	9	-0.531	0.392	-1.352	8	21	-0.711	0.198	-3.589	198	194	

a ATT: average effect of treatment on treated.

b F-statistic tests the null hypothesis that the effect of participation is the same for white, black, and Hispanic participants.

c For each F-statistic, the numerator degrees of freedom is *k-1*, where *k* is the number of subgroups being compared. The denominator degrees of freedom is *n-k*, where *n* is the number of treatment cases across the subgroups.

Shaded cells = sample size insufficient for conducting statistical test.

Exhibit J.3

Subgroup Analysis by Educational Attainment, State and National

Outcome Measures	Effect of Participation within Subgroup															Effect across Subgroups
	Some College Credit (< Year)					Bachelor's Degree or Higher					>1 Year but Less than Bachelor's Degree					
	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	F-statistic[b,c]
Connection to Community	0.866	0.231	3.749	136	134	0.579	0.160	3.621	267	327	0.972	0.175	5.538	276	357	1.438
Community Problem Identification	-0.065	0.609	-0.106	137	134	0.533	0.121	4.411	268	327	0.535	0.176	3.045	277	357	1.292
Neighborhood Obligations	0.688	0.294	2.339	135	134	0.373	0.122	3.067	268	327	0.445	0.126	3.529	277	357	0.801
Importance of Service-Oriented Careers	0.172	0.404	0.425	135	134	0.103	0.105	0.978	268	327	0.297	0.116	2.564	277	357	0.371
Efficacy Employment	-0.701	0.290	-2.419	137	134	0.155	0.138	1.123	268	327	0.347	0.147	2.359	275	356	7.754
Personal Effectiveness of Community Service	0.678			40	99	0.623	0.213	2.926	181	158	0.556	0.237	2.345	163	171	0.042
Personal Growth Through Community Service	0.760			40	99	0.582	0.241	2.421	181	158	0.667	0.256	2.610	163	171	0.068
Community-Based Activism	0.520	0.276	1.883	136	133	0.285	0.108	2.638	268	327	0.072	0.129	0.555	277	357	1.838
Engagement in the Political Process	-0.012	0.346	-0.033	136	132	0.016	0.104	0.151	267	327	0.264	0.130	2.030	276	356	0.869
Basic Work Skills	0.311	0.595	0.523	126	134	0.417	0.154	2.704	164	327	0.177	0.184	0.963	269	356	0.194
Constructive Group Interactions	-0.588	0.415	-1.416	137	134	0.316	0.160	1.974	268	327	-0.056	0.169	-0.330	277	357	3.516
Constructive Personal Behavior in Groups	0.563	0.705	0.798	137	134	0.019	0.145	0.132	268	327	0.101	0.195	0.519	276	357	0.709
Local Civic Efficacy	0.676	0.168	4.028	136	134	0.296	0.132	2.235	266	326	0.202	0.130	1.555	276	356	2.351
Grassroots Efficacy	0.665	0.410	1.624	136	134	0.387	0.131	2.947	266	327	0.587	0.154	3.810	276	357	0.487
Confidence in Ability to Obtain an Education	-0.372	0.221	-1.683	136	134	0.068	0.119	0.576	267	327	0.160	0.134	1.194	275	357	2.789
Acceptance of Responsibility for Educational Success	0.395	0.334	1.181	136	134	-0.096	0.140	-0.687	263	326	0.074	0.156	0.475	276	357	1.384
Acceptance of Responsibility for Employment Success	0.326	0.375	0.868	136	134	0.165	0.166	0.997	264	326	0.554	0.192	2.887	275	355	0.949
Appreciation of Culture and Ethnic Diversity	0.428	0.465	0.920	136	134	-0.244	0.165	-1.477	268	327	0.243	0.206	1.183	277	357	1.921

a ATT: average effect of treatment on treated.

b F-statistic tests the null hypothesis that the effect of participation is the same for all levels of education.

c For each F-statistic, the numerator degrees of freedom is k-1, where k is the number of subgroups being compared. The denominator degrees of freedom is n-k, where n is the number of treatment cases across the subgroups.

Shaded cells = sample size insufficient for conducting statistical test.

Exhibit J.4

Subgroup Analysis by Educational Attainment, NCCC

Outcome Measures	Effect of Participation within Subgroup															Effect across Subgroups
	Some College Credit (< Year)					Bachelor's Degree or Higher					>1 Year but Less than Bachelor's Degree					
	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	F-statistic[b,c]
Connection to Community	0.663	0.371	1.789	45	56	0.370	0.264	1.402	114	104	1.402	0.373	3.755	41	74	2.263
Community Problem Identification	0.474	0.275	1.722	48	56	0.349	0.265	1.315	112	104	0.509	0.329	1.546	41	74	0.082
Neighborhood Obligations	0.098	0.344	0.285	46	56	0.036	0.243	0.150	114	104	0.645	0.274	2.350	41	74	1.011
Importance of Service-Oriented Careers	0.350	0.233	1.506	46	56	0.044	0.191	0.230	114	104	0.271	0.272	0.999	41	74	0.521
Efficacy Employment	-0.045	0.297	-0.151	48	56	0.000	0.193	0.002	113	104	-0.495	0.314	-1.572	42	74	0.928
Personal Effectiveness of Community Service	-0.340	0.548	-0.619	34	27	0.352	0.367	0.958	80	55	0.883	0.509	1.734	27	36	1.173
Personal Growth Through Community Service	0.850	0.491	1.730	34	27	1.258	0.411	3.057	80	55	1.908	0.600	3.179	27	36	0.736
Community-Based Activism	0.446	0.224	1.992	48	56	0.510	0.233	2.185	115	104	0.549	0.340	1.614	42	74	0.025
Engagement in the Political Process	-0.017	0.289	-0.057	48	56	-0.593	0.268	-2.217	114	104	-0.028	0.289	-0.098	42	74	1.310
Basic Work Skills	0.902	0.367	2.459	46	56	1.037	0.236	4.389	113	104	0.626	0.417	1.503	41	74	0.396
Constructive Group Interactions	0.508	0.434	1.172	46	56	-0.200	0.250	-0.803	113	104	-0.202	0.313	-0.645	42	74	1.306
Constructive Personal Behavior in Groups	0.021	0.336	0.063	48	56	-0.320	0.262	-1.222	114	104	-0.167	0.404	-0.415	42	74	0.284
Local Civic Efficacy	0.294	0.315	0.933	48	56	0.353	0.231	1.527	115	103	0.340	0.330	1.031	41	74	0.011
Grassroots Efficacy	-0.026	0.342	-0.076	48	56	0.451	0.248	1.818	115	104	0.603	0.378	1.594	42	74	0.810
Confidence in Ability to Obtain an Education	0.617	0.278	2.216	48	56	-0.105	0.220	-0.477	114	104	-0.061	0.277	-0.219	42	74	2.007
Acceptance of Responsibility for Educational Success	0.325	0.303	1.070	48	56	0.029	0.212	0.135	113	104	0.506	0.442	1.144	42	74	0.718
Acceptance of Responsibility for Employment Success	0.113	0.290	0.389	48	56	-0.217	0.202	-1.074	114	104	-0.113	0.385	-0.294	42	74	0.381
Appreciation of Culture and Ethnic Diversity	-0.365	0.375	-0.973	47	56	-0.752	0.280	-2.686	113	104	-0.857	0.382	-2.241	41	74	0.421

a ATT: average effect of treatment on treated.

b F-statistic tests the null hypothesis that the effect of participation is the same for all levels of education.

c For each F-statistic, the numerator degrees of freedom is k-1, where k is the number of subgroups being compared. The denominator degrees of freedom is n-k, where n is the number of treatment cases across the subgroups.

Exhibit J.5

Subgroup Analysis by Religious Exposure: State and National

Outcome Measures	Effect of Participation within Subgroup										Effect across Subgroups
	High Religious Exposure[a]					Low Religious Exposure[a]					
	ATT[b]	Standard error	t-statistic	N^t	N^c	ATT[b]	Standard error	t-statistic	N^t	N^c	t-statistic[c]
Connection to Community	0.719	0.159	4.529	336	408	0.897	0.163	5.516	343	410	0.782
Community Problem Identification	0.557	0.136	4.105	337	408	0.418	0.171	2.440	345	410	0.636
Neighborhood Obligations	0.360	0.114	3.151	337	408	0.498	0.123	4.030	343	410	0.823
Importance of Service-Oriented Careers	0.247	0.113	2.191	337	408	0.137	0.109	1.259	343	410	0.701
Efficacy Employment	0.250	0.131	1.919	336	408	0.012	0.158	0.073	344	409	1.160
Personal Effectiveness of Community Service	0.367	0.215	1.711	218	216	0.708	0.197	3.951	194	184	1.169
Personal Growth Through Community Service	0.255	0.254	1.006	218	216	0.803	0.210	3.824	194	184	1.663
Community -Based Activism	0.228	0.113	2.009	337	408	0.230	0.124	1.853	344	409	0.012
Engagement in the Political Process	0.188	0.105	1.791	335	407	0.091	0.134	0.678	344	409	0.570
Basic Work Skills	0.515	0.143	3.594	326	408	0.010	0.193	0.051	333	409	2.102
Constructive Group Interactions	0.187	0.163	1.150	337	408	-0.143	0.163	-0.877	345	410	1.432
Constructive Personal Behavior in Groups	0.059	0.179	0.328	336	408	0.152	0.192	0.791	345	410	0.354
Local Civic Efficacy	0.362	0.112	3.230	335	408	0.187	0.137	1.363	343	408	0.989
Grassroots Efficacy	0.414	0.130	3.191	335	408	0.549	0.152	3.609	343	410	0.675
Confidence in Ability to Obtain an Education	0.047	0.119	0.391	335	408	0.096	0.135	0.709	343	410	0.272
Acceptance of Responsibility for Educational Success	0.117	0.145	0.810	333	407	0.027	0.143	0.186	342	410	0.442
Acceptance of Responsibility for Employment Success	0.344	0.181	1.906	333	406	0.433	0.171	2.524	342	409	0.357
Appreciation of Culture and Ethnic Diversity	0.158	0.195	0.809	337	408	-0.076	0.154	-0.494	344	410	0.942

a High Religious Exposure: having a religious exposure score above the median; Low Religious exposure: having a religious exposure score below the median.

b ATT: average effect of treatment on treated.

c t-statistic tests the null hypothesis that the effect of participation is the same for religious participants with High or Low Religious Exposure.

Exhibit J.6

Subgroup Analysis by Religious Exposure: NCCC

Outcome Measures	Effect of Participation within Subgroup										Effect across Subgroups
	High Religious Exposure[a]					Low Religious Exposure[a]					
	ATT[b]	Standard error	t-statistic	N^t	N^c	ATT[b]	Standard error	t-statistic	N^t	N^c	t-statistic[c]
Connection to Community	0.750	0.280	2.681	100	114	0.553	0.206	2.678	128	123	0.567
Community Problem Identification	0.523	0.233	2.244	102	114	0.292	0.198	1.476	127	123	0.755
Neighborhood Obligations	0.123	0.197	0.627	100	114	0.065	0.255	0.256	129	123	0.180
Importance of Service-Oriented Careers	0.268	0.188	1.424	100	114	-0.078	0.262	-0.299	129	123	1.073
Efficacy Employment	-0.032	0.193	-0.164	102	114	-0.647	0.501	-1.293	129	123	1.145
Personal Effectiveness of Community Service	0.162	0.346	0.467	68	63	-0.203			93	56	1.055
Personal Growth Through Community Service	0.943	0.359	2.629	68	63	0.647			93	56	0.825
Community -Based Activism	0.512	0.212	2.416	102	114	0.655	0.280	2.340	131	123	0.407
Engagement in the Political Process	-0.232	0.226	-1.029	101	114	-0.505	0.214	-2.362	130	123	0.877
Basic Work Skills	0.780	0.210	3.717	100	114	0.778	0.352	2.208	128	123	0.005
Constructive Group Interactions	-0.537	0.229	-2.343	99	114	0.271	0.291	0.934	130	123	2.182
Constructive Personal Behavior in Groups	-0.265	0.260	-1.020	102	114	-0.342	0.302	-1.134	130	123	0.193
Local Civic Efficacy	0.426	0.234	1.816	102	113	0.296	0.296	1.000	130	123	0.345
Grassroots Efficacy	0.286	0.219	1.306	102	114	0.291	0.383	0.760	131	123	0.011
Confidence in Ability to Obtain an Education	0.219	0.194	1.131	102	114	-0.391	0.199	-1.969	130	123	2.195
Acceptance of Responsibility for Educational Success	0.312	0.198	1.574	101	104	0.084	0.281	0.299	130	123	0.663
Acceptance of Responsibility for Employment Success	-0.100	0.238	-0.420	102	114	-0.340	0.193	-1.757	130	123	0.783
Appreciation of Culture and Ethnic Diversity	-0.600	0.231	-2.601	101	114	-0.919	0.298	-3.083	128	123	0.846

a High Religious Exposure: having a religious exposure score above the median; Low Religious exposure: having a religious exposure score below the median.

b ATT: average effect of treatment on treated.

c t-statistic tests the null hypothesis that the effect of participation is the same for religious exposure participants with High or Low Religious exposure.

Shaded cells = sample size insufficient for conducting statistical test.

Exhibit J.7

Subgroup Analysis by Gender: State and National

Outcome Measures	Effect of Participation within Subgroup										Effect across Subgroups
	Male					Female					
	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	t-statistic[b]
Connection to Community	0.101	0.195	0.517	153	169	0.785	0.128	6.138	526	649	2.932
Community Problem Identification	0.044	0.344	0.127	154	169	0.598	0.117	5.118	528	649	1.525
Neighborhood Obligations	0.663	0.237	2.792	153	169	0.371	0.085	4.349	527	649	1.160
Importance of Service-Oriented Careers	0.101	0.195	0.517	153	169	0.203	0.086	2.362	527	649	0.479
Efficacy Employment	-0.173	0.219	-0.792	152	168	0.171	0.107	1.597	528	649	1.411
Personal Effectiveness of Community Service	-0.059			92	71	0.517	0.149	3.474	320	329	3.866
Personal Growth Through Community Service	0.058			92	71	0.503	0.183	2.752	320	329	2.432
Community -Based Activism	0.460	0.198	2.329	154	169	0.169	0.092	1.830	527	648	1.333
Engagement in the Political Process	0.153	0.226	0.678	154	167	0.128	0.092	1.386	525	648	0.102
Basic Work Skills	-0.049	0.236	-0.206	146	168	0.338	0.133	2.552	513	649	1.429
Constructive Group Interactions	0.027	0.336	0.080	154	169	0.030	0.127	0.236	528	649	0.008
Constructive Personal Behavior in Groups	0.187	0.343	0.544	154	169	0.062	0.143	0.435	527	649	0.336
Local Civic Efficacy	0.409	0.190	2.148	154	169	0.262	0.095	2.752	524	647	0.692
Grassroots Efficacy	0.726	0.277	2.615	154	169	0.415	0.103	4.013	524	649	1.052
Confidence in Ability to Obtain an Education	-0.202	0.186	-1.089	153	169	0.116	0.095	1.224	525	649	1.523
Acceptance of Responsibility for Educational Success	0.245	0.246	0.995	152	169	0.035	0.116	0.303	523	648	0.772
Acceptance of Responsibility for Employment Success	0.236	0.251	0.939	152	169	0.421	0.138	3.043	523	646	0.646
Appreciation of Culture and Ethnic Diversity	0.435	0.290	1.500	154	169	-0.043	0.142	-0.302	527	649	1.480

a ATT: average effect of treatment on treated.

b t-statistic tests the null hypothesis that the effect of participation is the same for men and women.

Shaded cells = sample size insufficient for conducting statistical test.

Exhibit J.7

Subgroup Analysis by Gender: NCCC

Outcome Measures	Effect of Participation within Subgroup										Effect across Subgroups
	Male					Female					
	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	t-statistic[b]
Connection to Community	0.253	0.300	0.842	63	55	0.816	0.274	2.980	165	182	1.386
Community Problem Identification	0.387	0.313	1.235	62	55	0.511	0.224	2.281	167	182	0.322
Neighborhood Obligations	-0.098	0.287	-0.342	64	55	0.154	0.181	0.853	165	182	0.743
Importance of Service-Oriented Careers	0.369	0.258	1.428	64	55	-0.037	0.157	-0.233	165	182	1.344
Efficacy Employment	-0.636	0.337	-1.887	63	55	-0.177	0.269	-0.660	168	182	1.064
Personal Effectiveness of Community Service	-0.586	0.425	-1.378	41	26	0.259	0.348	0.745	120	93	1.538
Personal Growth Through Community Service	0.022	0.446	0.050	41	26	1.537	0.324	4.740	120	93	2.748
Community -Based Activism	0.182	0.272	0.671	64	55	0.777	0.214	3.639	169	182	1.719
Engagement in the Political Process	-0.169	0.242	-0.699	64	55	-0.459	0.248	-1.856	167	182	0.837
Basic Work Skills	0.591	0.359	1.646	62	55	0.799	0.190	4.197	166	182	0.512
Constructive Group Interactions	-0.253	0.286	-0.886	63	55	-0.223	0.229	-0.974	166	182	0.082
Constructive Personal Behavior in Groups	-0.065	0.297	-0.218	64	55	-0.380	0.260	-1.464	168	182	0.798
Local Civic Efficacy	0.704	0.306	2.304	64	55	0.290	0.238	1.222	168	181	1.068
Grassroots Efficacy	0.294	0.335	0.879	64	55	0.235	0.213	1.103	169	182	0.149
Confidence in Ability to Obtain an Education	-0.144	0.232	-0.622	64	55	0.241	0.196	1.232	168	182	1.268
Acceptance of Responsibility for Educational Success	-0.186	0.367	-0.509	64	55	0.296	0.190	1.559	167	182	1.166
Acceptance of Responsibility for Employment Success	-0.032	0.312	-0.103	64	55	-0.243	0.195	-1.250	168	182	0.573
Appreciation of Culture and Ethnic Diversity	-0.682	0.353	-1.934	61	55	-0.718	0.209	-3.434	168	182	0.088

a ATT: average effect of treatment on treated.
b t-statistic tests the null hypothesis that the effect of participation is the same for men and women.

Exhibit J.8

Subgroup Analysis by Age (Older and Younger than 23): State and National

Outcome Measures	Effect of Participation within Subgroup										Effect across Subgroups
	Younger than 23					23 and Older					
	ATT[a]	Standard error	t-statistic	N[t]	N[c]	ATT[a]	Standard error	t-statistic	N[t]	N[c]	t-statistic[b]
Connection to Community	0.708	0.169	4.192	320	319	0.783	0.147	5.335	359	499	0.335
Community Problem Identification	0.244	0.303	0.805	320	319	0.633	0.132	4.794	362	499	1.177
Neighborhood Obligations	0.356	0.168	2.113	319	319	0.429	0.101	4.241	361	499	0.372
Importance of Service-Oriented Careers	0.390	0.178	2.196	319	319	0.081	0.093	0.876	361	499	1.539
Efficacy Employment	-0.214	0.165	-1.292	318	319	0.247	0.128	1.926	362	498	2.208
Personal Effectiveness of Community Service	0.436			191	169	0.601	0.198	3.031	221	231	0.833
Personal Growth Through Community Service	0.499			191	169	0.617	0.218	2.825	221	231	0.541
Community -Based Activism	0.374	0.138	2.708	320	319	0.137	0.104	1.324	361	498	1.372
Engagement in the Political Process	0.007	0.169	0.041	318	316	0.130	0.097	1.337	361	499	0.631
Basic Work Skills	0.332	0.229	1.450	310	319	0.243	0.153	1.588	349	498	0.323
Constructive Group Interactions	0.158	0.258	0.611	320	319	-0.035	0.148	-0.239	362	499	0.649
Constructive Personal Behavior in Groups	0.361	0.283	1.274	319	319	-0.029	0.158	-0.185	362	499	1.203
Local Civic Efficacy	0.598	0.128	4.687	318	318	0.115	0.112	1.026	360	498	2.840
Grassroots Efficacy	0.514	0.215	2.397	318	319	0.487	0.122	3.989	360	499	0.109
Confidence in Ability to Obtain an Education	-0.145	0.124	-1.170	318	319	0.125	0.111	1.119	360	499	1.622
Acceptance of Responsibility for Educational Success	0.092	0.180	0.514	318	319	0.072	0.131	0.549	357	498	0.090
Acceptance of Responsibility for Employment Success	0.558	0.205	2.723	318	318	0.254	0.161	1.581	357	497	1.166
Appreciation of Culture and Ethnic Diversity	0.226	0.205	1.101	320	319	-0.035	0.165	-0.214	361	499	0.992

a ATT: average effect of treatment on treated.

b t-statistic tests the null hypothesis that the effect of participation is the same for individuals younger than 23 and 23 and older.

Exhibit J.9

Subgroup Analysis by Age (Older and Younger than 21): NCCC

Outcome Measures	Effect of Participation within Subgroup										Effect across Subgroups
	21 and Older					Younger than 21					
	ATT[a]	Standard error	t-statistic	N^t	N^c	ATT[a]	Standard error	t-statistic	N^t	N^c	t-statistic[b]
Connection to Community	0.496	0.242	2.045	139	131	0.690	0.286	2.413	89	106	0.518
Community Problem Identification	0.465	0.230	2.017	136	131	0.474	0.274	1.730	93	106	0.025
Neighborhood Obligations	0.083	0.198	0.418	139	131	0.058	0.220	0.264	90	106	0.084
Importance of Service-Oriented Careers	0.126	0.173	0.728	139	131	-0.053	0.217	-0.243	90	106	0.645
Efficacy Employment	0.039	0.185	0.211	138	131	-0.859	0.562	-1.530	93	106	1.518
Personal Effectiveness of Community Service	0.348	0.325	1.071	91	67	-0.528			70	52	
Personal Growth Through Community Service	1.225	0.355	3.448	91	67	0.778			70	52	
Community -Based Activism	0.635	0.209	3.032	140	131	0.522	0.320	1.672	93	106	0.296
Engagement in the Political Process	-0.452	0.227	-1.991	139	131	-0.191	0.216	-0.884	92	106	0.833
Basic Work Skills	0.915	0.214	4.269	138	131	0.462	0.320	1.444	90	106	1.177
Constructive Group Interactions	-0.044	0.255	-0.173	138	131	-0.420	0.230	-1.828	91	106	1.095
Constructive Personal Behavior in Groups	-0.230	0.229	-1.002	139	131	-0.385	0.393	-0.979	93	106	0.341
Local Civic Efficacy	0.454	0.216	2.100	139	130	0.200	0.299	0.667	93	106	0.689
Grassroots Efficacy	0.340	0.206	1.651	140	131	-0.016	0.257	-0.063	93	106	1.081
Confidence in Ability to Obtain an Education	-0.086	0.205	-0.418	139	131	0.214	0.187	1.145	93	106	1.081
Acceptance of Responsibility for Educational Success	0.104	0.211	0.494	138	131	0.191	0.256	0.747	93	106	0.262
Acceptance of Responsibility for Employment Success	-0.197	0.189	-1.044	139	131	-0.143	0.285	-0.503	93	106	0.158
Appreciation of Culture and Ethnic Diversity	-0.691	0.232	-2.980	137	131	-0.753	0.318	-2.366	92	106	0.158

a ATT: average effect of treatment on treated.

b t-statistic tests the null hypothesis that the effect of participation is the same for individuals younger than 21 and 21 and older.

Shaded cells = sample size insufficient for conducting statistical test.

Appendix K

AmeriCorps*State and National Program-Level Analysis

The program-level analysis was designed to determine whether there were differences in outcomes among AmeriCorps State/National members enrolled in different programs, and, if so, whether program characteristics or experiences could be identified that explained some of the differences. The analysis provides a description of whether changes experienced by members and were related to participation in specific programs; it does not provide estimates of the impact of AmeriCorps, i.e. how members' outcomes differed from what they would have been if they had not participated in AmeriCorps.

Data and Methodology

Descriptive measures of program characteristics were available from surveys of program directors and members. As with the impact analysis, the member outcomes investigated covered the areas of Civic Engagement, Life Skills, Employment Efficacy, and Education Efficacy, as well as voting and volunteer behavior. The analysis was limited to the 1385 individuals, in 108 State and National Programs, for whom pre- and post-program survey data were available. Because the sampled AmeriCorps participants are clustered within programs, hierarchical linear models were used to conduct the analyses.

The analysis consisted of the following steps:

1) describing the programs, based on data from program directors and participants;
2) partitioning variation in outcomes of interest within and between programs;
3) fitting multivariate models to explore the relationships between program characteristics and participant outcomes.

Program Characteristics

Information was available from program directors on program characteristics such as primary focus, member development opportunities, and activities that would help members build transferable skills. Additional variables included number of members, years of AmeriCorps funding, and the setting in which members serve. Exhibit K.1 shows the distribution of program characteristics as reported by program directors.

Exhibit K.1

Characteristics of State/National Programs

	All State and National Programs (N = 108)
How would you best characterize your organization?	
Organization is a state agency.	11%
Organization is a local education agency/school district.	6%
Organization is some other local government agency.	6%
Organization is a secondary education institution.	6%
Organization is a private foundation.	3%
Community-based organization and other	67%
Are you a faith-based organization?	
No	94%
Yes	6%
Approximately how many years has your organization received AmeriCorps funding?	
Three years or less	29%
Four to five years	25%
More than five years	46%
Does focus of organization match that of AmeriCorps program?	
No	44%
Yes	56%
Developing members is the highest priority of the AmeriCorps program.	
No	80%
Yes	20%
At how many sites do your members work on a regular basis?	14
What percentage of your members come from the community in which they serve?	76%
How many AmeriCorps members did you enroll in the 1999 - 2000 program year?	38
In addition to AmeriCorps members, does your organization have other volunteers?	
No	29%
Yes	71%
How much were members involved in volunteer recruitment?	
No outside volunteers	31%
Not at all	5%
Occasional involvement	37%
A lot of involvement, part of their service	27%
How often did the organization provide formal member development?	
Weekly	26%
Every two weeks	24%
Monthly	29%
Less than once per month	21%
What is the ratio of full-time employees to members?	0.25
During the past year was your organization able to successfully implement its member development programs?	
No	17%
Yes	83%

Exhibit K.1

Characteristics of State/National Programs

	All State and National Programs (N = 108)
Do members work together in teams?	
No	60%
Yes	40%
What percentage of AmeriCorps members serve as the only members at their service site?	49%
What percentage of their time do members spend working on projects where they have direct contact with beneficiaries?	66%

Source: Survey of State/National Program Directors

AmeriCorps members' reports of their experiences served as another source of information on program characteristics. Individual participants' responses were aggregated to the program level to create measures of general program characteristics. Participants' responses provided details about the frequency, format, and context of their service experiences as well as the opportunities for growth and development they encountered in the program. In addition, measures of the diversity of the composition of programs were created using the individual demographic data. Exhibit K.2 presents averages of program characteristics as reported by participants.

Exhibit K.2

Program Characteristics Reported by Participants

	All State and National Programs (N = 108) mean (sd)
Frequency of service with other members at the same location [1]	3.66 (0.76)
Frequency of direct contact with service beneficiaries [1]	3.61 (0.57)
Frequency with which members worked in the community where they live [1]	3.55 (0.66)
Frequency of service with members from other backgrounds [1]	4.05 (0.56)
Frequency of member involvement in planning service activities [1]	3.72 (0.54)
Frequency of service to recipients from different backgrounds from their own [1]	3.91 (0.58)
Frequency with which the program brought all members together for a meeting or trainings [1]	4.15 (0.89)
Frequency of reflection on AmeriCorps experience [2]	2.52 (0.22)
Level of relationship between AmeriCorps activities and long-term career/job interests [3]	2.33 (0.36)
Proportion of members who developed a relationship with a mentor	0.64 (0.23)
Proportion who served in the education field	0.70 (0.30)

Exhibit K.2

Program Characteristics Reported by Participants

	All State and National Programs (N = 108) mean (sd)
Proportion who served in the environmental field	0.32 (0.29)
Proportion who served in the public safety field	0.25 (0.23)
Proportion who served in a field addressing other human needs	0.61 (0.26)
Diversity of program participants' race/ethnicity	0.39 (0.23)
Diversity of program participants' age	0.64 (0.14)
Diversity of program participants' education	0.62 (0.22)
Frequency with which members led other members during their AmeriCorps service—first principal component	-0.0004 (0.86)
Members' relationship with program staff and supervisors was positive and nurturing—first principal component	-0.08 (0.91)

Source: Post-Program Survey and Post-Program Supplement Survey of State/National Participants

[1] (1=Never, 2=Not very often, 3=Sometimes, 4=Very often, 5=Always)
[2] (1=Never, 2=Occasionally, 3=Frequently)
[3] (1=Not at all, 2=A little, 3=A lot)

Variation in Member Outcomes Within and Between Programs

The intraclass correlation, which measures the amount of variance that lies between programs, was measured for each outcome of interest using SAS PROC MIXED. The intraclass correlation (?) was calculated using the following formula:

$$r = \frac{t_{00}}{s^2 + t_{00}}$$

where

t_{00} represents the between-program variance and s^2 represents the within-program variance. This calculation estimates the proportion of variance, for each outcome, that is between programs. The components of this formula were obtained by fitting an unconditional model with random effects:

$$Y_{ij} = g_{00} + u_{0j} + r_{ij}$$

where

Y_{ij} is the change score for individual i in program j,

$?_{00}$ is the change score grand mean,

U_{0j} is the group level random effect, assumed to be normally distributed with a mean of 0 and a variance of t_{00}, and

r_{ij} is the individual level random effect, assumed to be normally distributed with a mean of zero and a variance of s^2.

Differences between programs were found to be negligible compared to differences among individuals within programs. The estimated intraclass correlations range from 0.002 to 0.056, indicating that for the various outcomes, the amount of variance between programs ranges from 0.2 percent to 5.6 percent (Exhibit K.3). This analysis indicates that outcomes of individuals within the same program are not overly similar to each other compared with outcomes of individuals in other programs.

Exhibit K.3

Estimates of Intraclass Correlations for State/National Programs

Outcome	Between-Program Variance Estimate	Within-Program Variance Estimate	Intraclass Correlation
Confidence in Ability to Obtain an Education	0.003	1.652	0.002
Acceptance of Responsibility for Educational Success	0.017	2.774	0.006
Civic Obligations	0.024	1.391	0.017
Neighborhood Obligations	0.021	2.294	0.009
Community-Based Activism	0.017	1.940	0.009
Engagement in the Political Process	0.047	1.637	0.028
Importance of Service-Oriented Careers	0.020	2.159	0.009
Local Civic Efficacy	0.011	1.372	0.008
Grassroots Efficacy	0.000	1.360	0.000
Connection to Community	0.033	2.772	0.012
Community Problem Identification	0.116	2.611	0.043
Personal Effectiveness of Community Service	0.122	3.027	0.039
Personal Growth Through Community Service	0.072	3.909	0.018
Basic Work Skills	0.036	3.503	0.010
Constructive Group Interactions	0.046	3.257	0.014
Constructive Personal Behavior in Groups	0.105	4.002	0.026
Acceptance of Responsibility for Employment Success	0.026	2.960	0.009
Appreciation of Cultural and Ethnic Diversity	0.029	3.841	0.008

Exhibit K.3

Estimates of Intraclass Correlations for State/National Programs

Outcome	Between-Program Variance Estimate	Within-Program Variance Estimate	Intraclass Correlation
Voting Behavior	0.008	0.184	0.039
Volunteer Activities	0.013	0.219	0.056

Relationships Between Program Characteristics and Participant Outcomes

The low intraclass correlations indicate that there is little variation between programs in member outcomes to be explained by program characteristics. We nonetheless proceeded to explore whether certain program characteristics were associated with member outcomes.

To explore the relationship between program characteristics and member outcomes linear regression models were estimated using the backward elimination option in SAS, setting the p-value criterion at 0.28. Multilevel fixed effects models were then fit for each outcome with the variables that remained in the corresponding OLS regression model. The results of these analyses are presented organized by the outcomes of interest. At the program level, no consistent effect for any program characteristic or reported experience found across outcomes of interest. Exhibit K.4 below presents variables that are significantly associated with each outcome. These results are conditional on the presence of the pre-test scores and the other significant program characteristics in the model.

Exhibit K.4

Significant Relationships between Program Characteristics and Outcomes

Outcome	Program Characteristics with Positive Associations	Program Characteristic with Negative Associations
Civic Engagement-Related Outcomes		
Connection to Community	• Number of members enrolled in program • Frequency of member development opportunities • Members report serving in the community where they live • How often members worked with members from other backgrounds • Frequency with which members planned service activities • Members were offered opportunities to develop their leadership skills	• Frequency with which members served with other members at the same location • Frequency with which members were offered the opportunity to lead other members
Community Problem Identification	• Number of members enrolled in program • Developing members was highest priority of the AmeriCorps program	• Organization housing AmeriCorps program is a state agency • Organization housing AmeriCorps program is some other local government agency • Number of years of AmeriCorps funding • Members served in direct contact with service beneficiaries • Members served in a field related to the environment
Neighborhood Obligations	• Extent to which members were involved with volunteer recruitment • Ability to successfully implement member development programs • Frequency with which members planned service activities • Members engaged in reflection during the AmeriCorps service year • Members serve in a field related to other human needs	• Extent to which members worked together in teams • Frequency with which members served with other members at the same location • Members were offered opportunities to develop their leadership skills
Civic Obligations	• Organization housing AmeriCorps program is a state agency· • Organization housing AmeriCorps program is a secondary education institution· • Ability to implement member development programs· • Program members exhibited diverse educational attainments· • Members serve in a field related to other human needs	• Number of years of AmeriCorps funding • Focus of organization housing AmeriCorps program matched that of program • The percentage of members who served in their home community • Frequency of serving with other members at the same location • Members had meaningful relationships with a mentor

Exhibit K.4

Significant Relationships between Program Characteristics and Outcomes

Outcome	Program Characteristics with Positive Associations	Program Characteristic with Negative Associations
Personal Effectiveness of Community Service	• Organization housing AmeriCorps program is a faith-based agency • Focus of organization housing AmeriCorps program matched that of program • Extent to which members were involved with volunteer recruitment • Frequency with which members planned service activities • Activities performed during AmeriCorps service relate to long-term career or job interests	• Percentage of members who served in their home community • Presence of volunteers other than AmeriCorps members • Ratio of full-time employees to AmeriCorps members • Members served alone at their site • Frequency of serving with other members at the same location
Personal Growth Through Community Service	• Organization housing AmeriCorps program is a faith-based agency • Members' exhibited diverse educational attainments • Frequency with which members planned service activities • Frequency with which the program brought all members together for meetings or trainings • Members engaged in reflection during the AmeriCorps service year • Activities performed during AmeriCorps service relate to long-term career or job interests	• Extent to which members worked together in teams
Local Civic Efficacy	• Organization housing AmeriCorps program is a local education agency or school district • Organization housing AmeriCorps program is some other local government agency • Frequency with which members planned service activities • Frequency with which the program brought all members together for meetings or trainings • Members serve in a field related to the environment • Members serve in a field related to other human needs	• Frequency with which member development opportunities are offered • Program members exhibited diverse educational attainments
Grassroots Efficacy	• Organization housing AmeriCorps program is a local education agency or school district • Members serve in a field related to the environment • Members serve in a field related to other human needs	•
Community Based Activism	• Frequency of member development opportunities • Members were diverse from an age standpoint • Members had meaningful relationships with a mentor	• Members were racially diverse • Members serve in a field related to public safety
Engagement in the Political Process	• Members were racially diverse	• Whether members were serving alone at their site

Exhibit K.4

Significant Relationships between Program Characteristics and Outcomes

Outcome	Program Characteristics with Positive Associations	Program Characteristic with Negative Associations
Voted in the 2000 Presidential election	•	• Focus of organization housing AmeriCorps program matched that of program • Whether members were serving alone at their site • Frequency with which members served with other members at the same location • Frequency with which members were offered the opportunity to lead other members
Volunteered since the fall of 2000	• Members served in direct contact with service beneficiaries • Frequency with which the program brought all members together for meetings or trainings • Members serve in a field related to the environment	• Organization housing AmeriCorps program is a state agency • Members engaged in reflection during the AmeriCorps service year
Employment-Related Outcomes		
Acceptance of Responsibility for Educational Success	• Organization housing AmeriCorps program is a state agency • Frequency with which member development opportunities were offered • Frequency with which members were offered the opportunity to lead other members	• Percentage of members who served in their home community • Members serve in a field related to the environment
Importance of Service-Oriented Careers	• Frequency with which member development opportunities were offered • Ability to successfully implement member development programs • Frequency with which members planned service activities • Members had meaningful relationships with a mentor	• Organization housing AmeriCorps program is a secondary education institution •
Basic Work Skills	• Organization housing AmeriCorps program is some other local government agency • Program members exhibited diverse educational attainments • Members served in direct contact with service beneficiaries • Members were offered opportunities to develop their leadership skills	• Percentage of members who served in their home community
Education-Related Outcomes		
Acceptance of Responsibility for Employment Success	• Organization housing AmeriCorps program is a state agency • Frequency with which member development opportunities were offered • Members' exhibited diverse educational attainments	• Number of members enrolled in program • Percentage of members who served in their home community • Ratio of full-time employees to AmeriCorps members • Frequency with which the program brought all members together for meetings or trainings • Members serve in a field related to the environment

Exhibit K.4

Significant Relationships between Program Characteristics and Outcomes

Outcome	Program Characteristics with Positive Associations	Program Characteristic with Negative Associations
Confidence in Ability to Obtain an Education	• Organization housing AmeriCorps program is a secondary education institution • Organization was able to successfully implement its member development programs • Members were offered opportunities to develop their leadership skills	• Organization housing AmeriCorps program is a local education agency or school district • Percentage of members who served in their home community • Frequency with which members planned service activities
Outcomes Related to Other Life Skills		
Appreciation of Cultural and Ethnic Diversity	• Organization housing AmeriCorps program is a state agency • The extent to which members worked together in teams • How often members worked with members from other backgrounds different backgrounds	
Constructive Group Interactions	• Number of sites members worked at on a regular basis	• Organization housing AmeriCorps program is a private foundation
Constructive Personal Behavior in Groups	• Organization housing AmeriCorps program is a state agency • Organization housing AmeriCorps program is some other local government agency • Number of sites members worked at on a regular basis; • Members' exhibited diverse educational attainments • Members served in direct contact with service beneficiaries	• Developing members was the highest priority of the AmeriCorps program • Members were diverse from an age standpoint.

Note: Indicators of missing data for various program characteristics were also statistically significant in many models but are not shown in this exhibit.

Appendix L

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