

May 2008  
Appendices



## Still Serving:

Measuring the Eight-Year Impact  
of AmeriCorps on Alumni





This report was co-authored by the Corporation for National and Community Service, and Abt Associates Inc., under contract number ABT03T004.

Corporation for National and Community Services  
Office of Research and Policy Development

May 2008

The mission of the Corporation for National and Community Service is to improve lives, strengthen communities, and foster civic engagement through service and volunteering. Each year, the Corporation engages more than four million Americans of all ages and backgrounds in service to meet local needs through three major programs: Senior Corps, AmeriCorps, and Learn and Serve America.

The Corporation partnered with Abt Associates Inc., an independent and non-partisan research firm, to conduct the study.

This report is in the public domain. Authorization to reproduce it in whole or in part is granted.

The suggested citation is: Corporation for National and Community Service, Office of Research and Policy Development, *Still Serving: Measuring the Eight-Year Impact of AmeriCorps on Alumni*, Washington, D.C., 2008.

Upon request, this material will be made available in alternative formats for people with disabilities. This report is also available on the Corporation's Web site at <http://www.nationalservice.org>.





# Still Serving: Measuring the Eight-Year Impact of AmeriCorps on Alumni

## Appendices

May 2008

Co-authored by:

Abt Associates Inc.  
Workforce and Civic Renewal Group  
Cambridge, Massachusetts  
Bethesda, Maryland

Ryoko Yamaguchi, Project Director  
Philip Gordon, Deputy Project Director  
Christopher Mulvey, Associate Analyst  
Fatih Unlu, Associate  
Laura Simpson, Senior Analyst  
JoAnn Jastrzab, Principal Investigator  
Christopher Winship, Harvard University, Principal Investigator  
Cristofer Price, Project Quality Advisor  
Ken Lam, Senior Associate  
Cay Bradley, Senior Analyst  
Melanie Brown-Lyons, Senior Analyst

Corporation for National and Community Service Office of Research and Policy Development  
Washington D.C.

Robert Grimm, Jr., Director of Research and Policy Development  
Kevin Cramer, Deputy Director of Research and Policy Development  
LaMonica Shelton, Associate Director for Policy and Communications  
Nathan Dietz, Senior Research Associate and Statistician  
Lillian Dote, Policy Analyst  
Shelby Jennings, Research Communications Specialist

---



# Appendices Contents

<b>Appendix A: Theory of Change Logic Model.....</b>	<b>A-1</b>
<b>Appendix B: Study Design and Research Questions.....</b>	<b>B-1</b>
AmeriCorps Experience and Defining the Population .....	B-1
AmeriCorps Evaluation and Defining the Sample .....	B-2
Research Questions .....	B-5
<b>Appendix C: Data Collection and Obtained Sample.....</b>	<b>C-1</b>
Phases of Data Collection.....	C-1
Data Collection Procedures for Phase III .....	C-2
Response Rates.....	C-9
Obtained Sample for Phase III .....	C-10
<b>Appendix D: AmeriCorps Sampling Weights.....</b>	<b>D-1</b>
State and National Treatment Group.....	D-1
Non-response Adjustment to the Base Weight.....	D-1
State and National Comparison Group.....	D-2
NCCC Treatment and Comparison Groups.....	D-3
<b>Appendix E: Non-Response Analysis.....</b>	<b>E-1</b>
Sample .....	E-1
Dependent Measures .....	E-2
Independent Measures .....	E-2
Analysis Strategy.....	E-3
Results .....	E-5
Discussion .....	E-20
<b>Appendix F: Summary of Analysis Approach.....</b>	<b>F-1</b>
Descriptive Analysis.....	F-2
Estimating Impacts and Measuring Changes over Time .....	F-2
National Benchmarks .....	F-6
<b>Appendix G: Outcomes Measures and Principal Component Analysis.....</b>	<b>G-1</b>
Principal Component Analysis and Reliability Analysis .....	G-2
Approach .....	G-4
<b>Appendix H: Descriptive Analysis and National Benchmarks.....</b>	<b>H-1</b>
<b>Appendix I: Detailed Description of the Implementation of Propensity Score Analysis .....</b>	<b>I-1</b>
Background: Study Design.....	I-1
Propensity Score Analysis.....	I-2
Development of the Propensity to Serve Model.....	I-3

<b>Appendix J: Estimation of Treatment Effects.....</b>	<b>J-1</b>
Analytical Model Used to Estimate Impacts.....	J-1
Measures Used in Impact Models.....	J-4
Impact Analysis Results.....	J-8
<b>Appendix K: Sensitivity Analyses.....</b>	<b>K-1</b>
Using Another Form of the Propensity Score as a Covariate .....	K-1
Using Change Scores as Outcomes.....	K-3
Testing Whether the Baseline Values of Our Outcomes Are Balanced When Run Through the Impact Regression Specifications .....	K-4
Using 4- and 3-Strata Results from the Propensity Score Analysis in the Regression Model for NCCC .....	K-5
<b>Appendix L: Phase III Survey Instruments .....</b>	<b>L-1</b>
<b>References and Documents Consulted .....</b>	<b>R-1</b>



# Appendix A: Theory of Change Logic Model

The short-term transformative effects of volunteer experiences have been well documented in previous research. Existing research aims to determine if there is an impact in attitudes and behaviors following various types of volunteer and service experiences (Jastrzab, 2004). Even brief service experiences have been found to create measurable impacts on participants' sense of social responsibility, increased emphasis on the importance of college, and an increased likelihood of choosing a service-related occupation among undergraduate students (Reed, Jernstedt, Hawley, Reber, & DuBois, 2005). McGuire and Gamble found that community service is positively correlated with improved civic identity and connection to society (McGuire & Gamble, 2006). Previous reports from the Longitudinal Study of AmeriCorps indicated that in the intermediate term, defined as 2–3 years following service, the treatment group had positive effects on measures of civic engagement and likelihood of choosing a career in public service (Jastrzab, 2004).

While there is a large body of existing research on the short-term impacts of volunteer service, there has been little research regarding longer-term impacts. Research on Job Corps found that any positive impacts as a result of participation in the program were no longer statistically significant seven years after the program (Schochet, McConnell, & Burghardt, 2003). However, the Job Corps report focused on the impact on earnings and employment; there was little focus on long-term changes in attitudes and behaviors. The purpose of this report is to identify the long-term impacts of intensive volunteer service on both attitudes and behaviors of former AmeriCorps members as compared to a comparison group of similar individuals who did not participate in AmeriCorps, seven years after completion of the program.

In order to address questions that remain unanswered in existing research about the impacts of intensive volunteer service on program participants, the research team created a theory of change logic model. The logic model is based on an understanding of the AmeriCorps program and its intended effects, drawing on the institutional knowledge of the Corporation as well as the researchers' experience with community service programs. One might, for example, expect the program to have greater effects on the employment of disadvantaged corps members, who tend to see AmeriCorps as a job and to use it to build marketable skills, than on college students, for whom it is more likely to be an opportunity for service, rather than a way to develop skills. If the results confirm this expectation, that would strengthen confidence in the analysis. The theory of change logic model is presented below in Exhibit A.1. The logic model is designed to provide a guide to the changes that the Corporation for National and Community Service aims to generate in its AmeriCorps participants.

In previous iterations of this study, the research team measured both short-term and intermediate outcomes using the logic model as a guide. Short-term outcomes were measured through changes in attitudes and behaviors immediately following the conclusion of the AmeriCorps members' program year. The study team believed that performing certain activities as part of the AmeriCorps program would lead to positive changes in participants. For example, the team hypothesized that member development activities, such as team-building exercises and leadership and diversity training, would lead to a higher sense of connection to community, increased awareness of others and appreciation of diversity, and improved self-knowledge, political awareness, and ability to identify community needs and issues (Jastrzab, 2004).

For this analysis, researchers used the existing logic model to determine four long-term outcomes of interest to measure seven years after participation in AmeriCorps. These four outcomes compose the fourth column of the logic model in Exhibit A.1 and are:

1. civic values and participation;
2. educational skills, aspirations, and achievements;
3. employment skills, aspirations, and achievements; and
4. personal life skills, values, and behaviors.

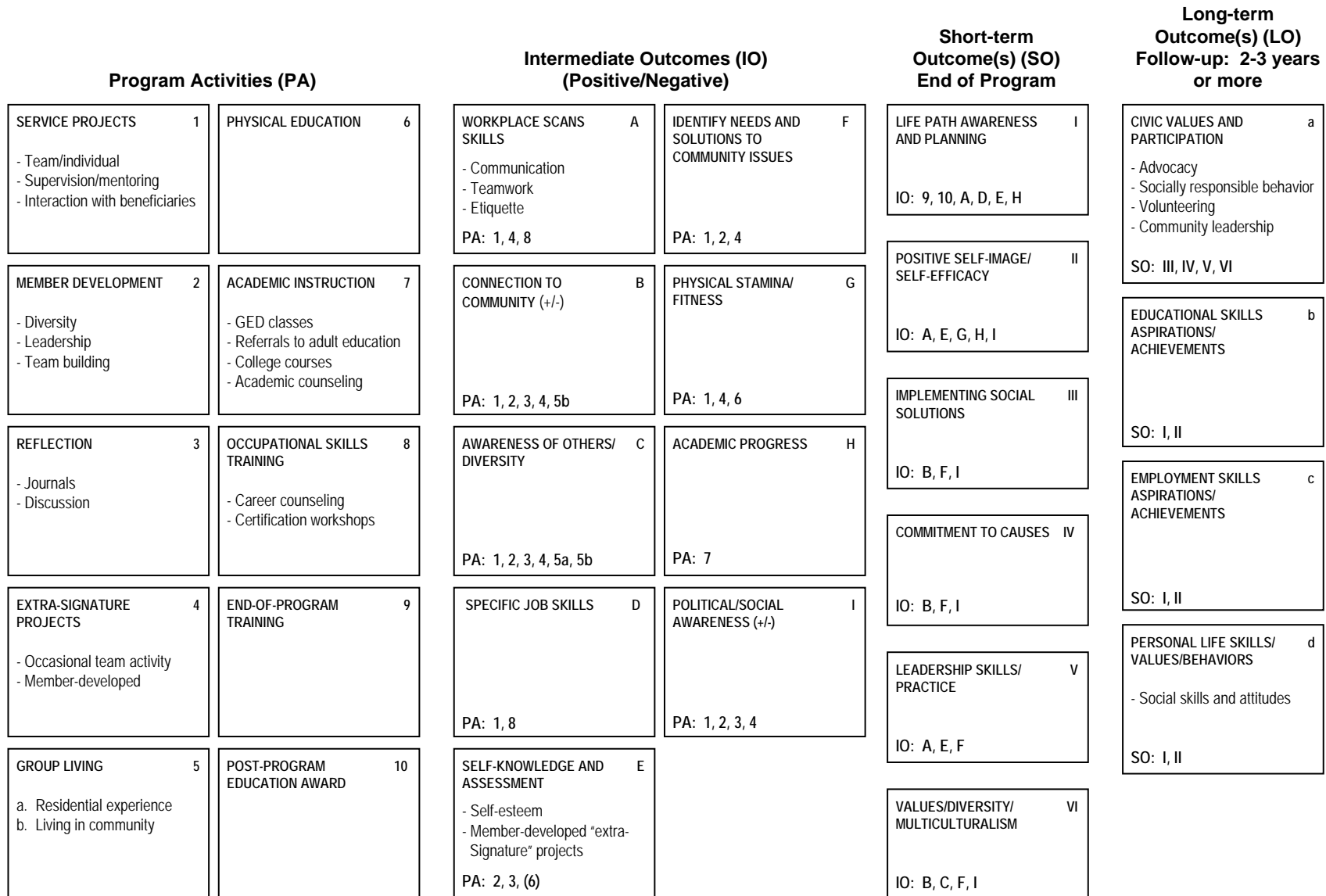
Exhibit A.1 shows a logic model that has program activities, which leads to intermediate outcomes. The intermediate outcomes lead to short- and long-term outcomes. The first two columns represent program activities. These are activities that AmeriCorps members do during their participation in the program, such as getting academic instruction, reflection, group living (for NCCC), and end-of-program training.

The program activities should have an effect on intermediate outcomes, represented in the third and fourth columns. These intermediate outcomes include workplace skills, specific job skills, and academic progress. For example, workplace skills (A in the logic model) is influenced by program activities related to service projects (1 in the logic model), extra-signature projects (4 in the logic model), and occupational skills training (8 in the logic model).

The intermediate outcomes have an effect on short-term outcomes, such as life path awareness and planning, positive self-image, and leadership skills. To take leadership skills (V in the logic model) as an example of a short-term outcome, we hypothesize that workplace skills (A in the logic model), self-knowledge (E in the logic model), and identify needs and solutions to community issues (F in the logic model) have a relationship to this short-term outcome.

The final column in the logic model is the long-term outcomes. These include civic values and participation, education and employment skills, and personal life skills. We hypothesize that with personal life skills (d in the logic model), short-term outcomes of life path awareness (I in the logic model) and positive self-image (II in the logic model) are related to this long-term outcome.

### Exhibit A.1: AmeriCorps Logic Model



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



# Appendix B: Study Design and Research Questions

The Longitudinal Evaluation of AmeriCorps is a quasi-experimental study designed to measure the outcomes and impacts of national service on individuals who served in the AmeriCorps program funded by the Corporation for National and Community Service (the Corporation). This longitudinal study investigates whether participation in national service leads to measurable improvements in outcomes among AmeriCorps participants, as compared to a comparison group who did not participate in AmeriCorps. This phase of the study (Phase III) is intended to assess the impacts of participation in AmeriCorps on its members' civic engagement, education, employment, and other life skill outcomes eight years after program enrollment. The longitudinal study is tracking individuals who enrolled in AmeriCorps during the 1999–2000 program year, along with their counterparts in the comparison group.

The study addresses questions relating to how the experience of serving others may affect members in terms of the kind of person and citizen they will become. In addition to these questions regarding character and ethics, it investigates hypothesized effects for members in their education and employment experience and in selected life skills. This project longitudinally measures the outcomes and impacts of national service on members relative to what would have happened if they had not participated in AmeriCorps. In order to do this, the study uses comparison groups to represent the outcomes members would have experienced in the absence of the program. The comparable individuals are those who inquired about AmeriCorps, but did not actually enroll in the program.

## AmeriCorps Experience and Defining the Population

AmeriCorps is the national service initiative funding a network of community-based programs. In exchange for a year of full-time service (1,700 hours per year), or sustained part-time service (900 to 1,699 hours per year), AmeriCorps members receive a stipend and earn an education award that may be used to pay for higher education, vocational training, or existing student loans. This study is looking at two of the three AmeriCorps programs:<sup>1</sup>

- AmeriCorps State and National Programs are operated by national multi-state or local nonprofit organizations and community-based nonprofit organizations with funding from the Corporation. Approximately 67,500 State and National members serve annually in all 50 states, three territories, and seven tribes. The minimum age for participating is 17; half of the members are in the age range from 22 to 30. There is considerable flexibility in program structure and services provided. FY 2005 funding from AmeriCorps State and National programs totaled \$275 million. State and National programs address community

---

<sup>1</sup> The third AmeriCorps program, Volunteers in Service to America (VISTA), was not included in this study. VISTA is a highly decentralized program; its members serve individually or in small groups and focus primarily on building capacity in local communities. In contrast, AmeriCorps State and National and AmeriCorps NCCC members focus on the provision of direct services. Since the VISTA experience and member profiles differ appreciably from the other programs, the effects of service participation may be different from those for State and National and NCCC members. Additional information about AmeriCorps programs and structure can be found at [www.americorps.org](http://www.americorps.org).

needs in one of four issue areas: education, public safety, human services, and the environment. Types of service AmeriCorps members perform include:

1. Tutoring teens and elementary school students;
  2. Assisting crime victims or starting neighborhood crime watches;
  3. Turning vacant lots into neighborhood parks;
  4. Leading community health awareness campaigns;
  5. Providing assistance and companionship to homebound elderly or individuals with disabilities; and
  6. Providing homeland security and public safety services.
- AmeriCorps National Civilian Community Corps (NCCC) is a ten-month, team-based full-time residential program for men and women between the ages of 18 and 24. Operated by the Corporation, the NCCC combines the best practices of civilian service with the best aspects of military service, including leadership training and team building. Members serve in diverse teams of 10 to 14 individuals. Priority is given to projects in homeland security and disaster relief. Teams are based at regional campuses and are assigned to projects in their respective regions. Approximately 1,000 members serve annually in AmeriCorps NCCC.

As summarized in Exhibit B.1, AmeriCorps State and National and AmeriCorps NCCC represent quite different program models. AmeriCorps State and National program participants can have a part-time or full-time experience, with a variety of volunteer opportunities within their local community. Because of the varied activities and time involvement, the age of participants varies greatly. NCCC, on the other hand, has a narrower age range. NCCC members are relocated geographically to one of five regional campuses where they live in converted military bases or hospitals.<sup>2</sup> NCCC members are organized into teams and they spend just about all of their time with their team members, including traveling (and living) around the region conducting short-term community service projects in local communities.

AmeriCorps State and National programs vary greatly from NCCC programs, and member experiences differs accordingly. Because of this, the evaluation views these programs as different components, with each component having its separate treatment and comparison group.

## **AmeriCorps Evaluation and Defining the Sample**

Impact evaluations measure the degree to which a particular program, service, or intervention affects its intended target group. The ideal strategy for assessing program impacts is to employ an experimental design in which program applicants are randomly assigned into two groups: treatment (enrolled in the program) and control (excluded from enrollment in the program). However, during the 1999–2000 program year, when this study was implemented, AmeriCorps was still in the process of building national awareness and many local programs were struggling to recruit enough qualified candidates to fill their enrollment targets. Therefore, the Corporation determined that implementation of random assignment would not be feasible. In order to assess impacts, the study relied upon a quasi-

---

<sup>2</sup> There were five NCCC campuses in 1999 when the study commenced. Currently, there are three regional campuses. The DC and Charlotte campuses have closed.

experimental design that used a matched comparison group of individuals similar to the individuals enrolled in AmeriCorps.

---

**Exhibit B.1: Characteristics of AmeriCorps State and National and AmeriCorps NCCC Programs, 1999–2000 Program Year**

---

	State and National	NCCC
Enrollment	36,000	1,000
Locations	700 grantees <sup>a</sup>	5 regional campuses
Age range of members	17+	18–24
Operated by:	Local, state, and national nonprofits, government agencies	The Corporation
Recruitment	Local <sup>b</sup>	National
Type	Primarily non-residential	Residential
Participation	Both full-time (20,160) and part-time (15,840)	Full-time only
Number of service projects per member	Generally one primary project, often with smaller short-term projects	4–6 projects

---

a Some grantees operate in more than one location.

b During the 1999–2000 program year, some applicants to AmeriCorps State and National were identified through a national recruitment effort implemented by the Corporation. Those applicants were referred to local programs based on their geographic and service interests for consideration as part of those programs’ standard selection and enrollment process.

---

The study includes a nationally representative group of over 2,000 full-time members from AmeriCorps State and National programs and the AmeriCorps National Civilian Community Corps (NCCC) in the 1999–2000 program year, as well as almost 2,000 individuals in two comparison groups.

State and National members in the study include individuals who enrolled in a nationally representative sample of 108 programs;<sup>3</sup> the NCCC member sample comprises all first-year members enrolled in three (of five) NCCC regional campuses.<sup>4</sup> The sample includes individuals who enrolled in the programs between September 1999 and January 2000. Only full-time first-year members—those who did not have prior AmeriCorps experience—were selected for inclusion in the study.

In selecting comparison groups for this study, our goal was to identify individuals who demonstrated both an awareness of AmeriCorps and some interest in participation in service. The State and National comparison group comprised individuals who had indicated knowledge of, and interest in, AmeriCorps by contacting the Corporation’s toll-free information line and requesting information

---

<sup>3</sup> For purposes of efficiency, only programs projected to enroll five or more full-time members were included in the study.

<sup>4</sup> Members from the Western, Capital, and Central NCCC campuses were included in the study. A list of the State and National programs whose members were included in the study appears in Appendix C.

about the program, but who did not actually enroll during the study period. For reasons of comparability, the comparison group was limited to those contacting the information line during roughly the same period as individuals in the program group—summer to fall 1999.

The NCCC comparison group was selected from the pool of individuals who applied for entry into the NCCC during the spring 1999 recruitment selection process<sup>5</sup> but either did not enroll because of a limited number of slots in the program or were invited to enroll, but declined.

The central challenge of a comparison group design stems from the fact that the individuals in the comparison group may not be absolutely equivalent to those who enrolled in AmeriCorps on some important characteristic that influences program outcomes. Since we expected applicants for national service programs to have potentially unobservable qualities (motivation, commitment, interest) that differentiate them from the average individual, 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. In addition to the similarities, because we were unable to employ an experimental design (random assignment), we needed to consider the possibility that those who joined were systematically different from those who inquired but did not enroll, and that these differences, and not participation in the program, accounted for differences in outcomes. If there was such selection bias, then effects identified by the study may be due to differences in the types of individuals in the two groups and not necessarily to program participation.

As documented in the baseline report for this study,<sup>6</sup> in general the treatment and comparison groups were quite similar in age and on some baseline outcome measures. The AmeriCorps NCCC treatment and comparison groups, which were drawn from a very similar pool of individuals, were more comparable on a wide variety of baseline outcome measures and demographic characteristics than were the AmeriCorps State and National treatment and comparison groups. In addition to the similarities, there were several demographic and attitudinal differences between the treatment and comparison groups for both programs when they entered the sample. For example, State and National members were more likely to be men and less likely to be white than were members of the comparison group. NCCC members were more highly educated than their counterparts in the comparison group. However, both comparison groups scored higher on some measures of civic engagement than did members at baseline.<sup>7</sup>

To mitigate the threat of selection bias, propensity score analysis (PSA) was incorporated into the design of the analysis. PSA estimates treatment effects by comparing treatment cases with comparison group cases that have a similar probability of selection into treatment based on their measured characteristics. The study collected a great deal of information about background and

---

<sup>5</sup> Candidates are recruited and selected during the spring for subsequent enrollment in the NCCC during the fall and winter.

<sup>6</sup> The baseline report, released by the Corporation in 2001, provided detailed information on characteristics of the study participants (Jastrzab et al., 2001). The report can be accessed at <http://www.nationalservice.org>.

<sup>7</sup> For additional discussion of the comparability of the AmeriCorps and comparison groups, see Chapter 4 of the baseline report (Jastrzab et al., 2001).



motivational characteristics that might affect both selection into treatment and the outcomes of interest, such as exposure to service during childhood and prior participation in service. This information was used, along with baseline demographic characteristics, to create for each study respondent a measure of their likelihood to join AmeriCorps State and National or AmeriCorps NCCC—i.e., their propensity score. Treatment effects were estimated by comparing AmeriCorps members with comparison group members who had similar predicted probabilities of enrolling in AmeriCorps.

## Research Questions

This study was designed to address three objectives, as specified by the Corporation:<sup>8</sup>

- Describe AmeriCorps programs
- Describe AmeriCorps members
- Describe the impact of AmeriCorps on members' attitudes and behaviors

To address these objectives, the Corporation undertook the current longitudinal study of the long-term effects of participation in AmeriCorps. The Early Findings report (Corporation for National and Community Service, 2004) reported on these objectives, measuring the difference between baseline and post-program outcomes. This report measures the differences between baseline and seven years after participating in AmeriCorps—or long-term impacts. Specific research questions include:

1. Eight years after enrolling in AmeriCorps, what are the outcomes for treatment and comparison group members?
2. Eight years after enrolling in AmeriCorps, did AmeriCorps have an impact on these outcomes?

These two main questions are answered in the descriptive analyses and the impact analyses.

---

<sup>8</sup> One of the main goals of the Corporation is to improve the lives of those who serve. Of the eight legislative purposes of the agency, educational development and civic responsibility are benefits that are intended to accrue to service participants (45 C.F.R. Subpart E sections 2522.500–550). These purposes are reflected in the Corporation's mission and vision statement, which includes expanding a sense of community and creating an active citizenship where Americans feel greater responsibility towards others.



# Appendix C: Data Collection and Obtained Sample

This section provides an overview of the four phases of survey data collection, but then describes in detail the data collection procedures of Phase III—the current phase of the study. Since starting this study in 1999, the context of survey data collection has changed. In the landscape of Do-Not-Call lists, heightened awareness of identity theft and security of information, and the Gramm-Leach-Bliley Act of 1999—which limited access to contact and financial information—attaining high response rates for survey data collection has become much more difficult. This can be particularly true for longitudinal studies. We provide detailed data collection procedures from March–September 2007. We then provide the overall response rates and describe the obtained sample for Phase III.

## Phases of Data Collection

Exhibit C.1 shows the four rounds of longitudinal data collections that have been conducted for the evaluation. Phase III is the most recent data collection effort, where we surveyed respondents seven years after AmeriCorps participation.

**Exhibit C.1: Data Collection**

Instrument	Timing <sup>a</sup>	Focus
Baseline Survey (1999–2000)	<p><b>Members:</b> Within days of enrolling</p> <p><b>Comparison Group:</b> 3–4 months after inquiring about AmeriCorps (roughly when they might have enrolled)</p>	<ul style="list-style-type: none"> <li>• Prior service experience</li> <li>• Other background characteristics</li> <li>• Attitudinal information related to outcomes</li> </ul>
Post-Program Survey (2000–2001)	<p><b>State and National Members:</b> 1–2 months after completing service (approximately 1 year after baseline survey)</p> <p><b>NCCC Members:</b> During final 1–2 weeks of service (approximately 10 months after baseline survey)</p> <p><b>Comparison Group:</b> 12–15 months after baseline survey</p>	<ul style="list-style-type: none"> <li>• Attitudinal information related to outcomes</li> <li>• Information on AmeriCorps program experience (members only)</li> </ul>
Post-Program Supplemental Survey (PPSS) (2003–2004)	<p><b>Members:</b> 3 years after baseline survey (approximately 2 years after most members completed their service)</p> <p><b>Comparison Group:</b> 3 years after baseline survey</p>	<ul style="list-style-type: none"> <li>• Additional background information to model probability of program participation</li> <li>• Social networking behavior</li> <li>• Additional information on program experience (members only)</li> <li>• Limited data on post-program activities</li> </ul>
Follow-Up Survey (2007)	<p><b>Members:</b> 8 years after baseline survey (approximately 7 years after most members completed their initial year of service)</p> <p><b>Comparison Group:</b> 8 years after baseline survey</p>	<ul style="list-style-type: none"> <li>• Attitudinal and behavioral information related to outcomes</li> <li>• Limited data on post-program activities</li> <li>• Information about the Segal AmeriCorps Education award usage (members only)</li> </ul>

<sup>a</sup> A note on survey timing: The duration of AmeriCorps programs was generally between 10 and 12 months. Cases were released for the post-program and post-program supplemental interviews at 12 and 36 months after baseline interview. Most respondents were interviewed within a few weeks of survey release. In some instances, it took longer (up to five months) to locate and interview respondents.

## Data Collection Procedures for Phase III

All surveys have been telephone interviews except for the paper-and-pencil version of the baseline survey for treatment group members and the post-program follow-up survey for NCCC members in 2000–01, which was also paper-and-pencil. Since 1999, Abt has maintained contact with sample members using periodic inquiries and newsletters; \$5.00 incentives were provided to encourage study participants to update their contact information.

The Phase III data collection occurred approximately seven years after AmeriCorps members completed their participation in the AmeriCorps program. We started data collection March 29, 2007 and ended data collection September 28, 2007, for a six-month period of data collection. Data collection was by computer-assisted telephone interview (CATI), the same data collection procedure used in the prior waves of this study. The interviews lasted approximately 45–60 minutes. The sample included all original respondents to the baseline, with an 80 percent response rate target.<sup>1</sup> Respondents initially received a \$35 incentive for completing the interview; the incentive was increased to \$55 in the fall of 2007 to further increase response rates.

The main hurdle in data collection in this phase was to locate the respondents. Once we had the right contact information, we were able to complete interviews with many of them. In fact, refusal conversion (convincing respondents to complete our survey) was somewhat successful. Given that data collection took place seven years post-program, it was much more difficult to obtain correct contact information. We had multiple sources of contact information for each respondent through our previous surveys—for the respondent, friends and family—and in various databases. However, this different contact information was not necessarily the “right” contact information. Exhibit C.2 shows all the various techniques used to locate and survey the respondents.

---

### Exhibit C.2: Different Methods of Contacting Respondents

---

Time Period	Data Collection Process and Protocols	Results
February 2006	<i>Tracking Letter</i> At the start of the contract, Abt drafted a tracking letter stating to respondents that another wave of data collection would start in a year. The letter reminded respondents that if they had updated contact information, they should contact Abt and would receive a \$5 incentive. This letter was approved by the Corporation and sent to all respondents on Corporation letterhead.	N = 3986 Number of returns (undeliverable mail) = 1025
March 2007	<i>Data Collection Notice Letter</i> Before starting the CATI surveys, letters were mailed to all respondents on Corporation letterhead. Abt drafted the data collection notice letter, and the Corporation approved the letter. This letter stated that interviewers would once again be contacting them to see what they had been doing since the last survey. Mailing addresses were updated from the tracking letter.	N = 3986 Number of returns (undeliverable mail) = 605

---

<sup>1</sup> Abt Associates Inc. has been tracking respondents since 1999. We have continually updated our files to note who is no longer available for the study. These reasons include individuals who insist on not taking part in the study, deceased, no longer locatable, or other reasons. The response rates are based on the sample from the baseline, with the exception of those people through the years who are no longer available for the study.

## Exhibit C.2: Different Methods of Contacting Respondents

Time Period	Data Collection Process and Protocols	Results
March 29, 2007	<p><b><i>Start of CATI Data Collection</i></b></p> <p>Abt went through the current contact information from our database, which was developed from the baseline study in 1999. With an emphasis on the NCCC sample, Abt focused on calling the NCCC sample (both treatment and comparison groups) first. Within the first few days, we released about 50 respondents for the CATI interviewers to contact. We gradually moved on to releasing another 100 respondents and so forth until the full sample (NCCC and State/National) was released for interview (N=3986) by April 20, 2007.</p>	
April 19, 2007	<p><b><i>Email Notice</i></b></p> <p>For those sample members with email addresses (including multiple email addresses for some respondents), an email notice was sent to all nonresponders encouraging them to complete the AmeriCorps survey. The email notice followed the Data Collection Notice Letter sent three weeks earlier.</p>	<p>N = 2450 Responses = 245 Completes = 188</p>
March–April 2007	<p><b><i>Directory Assistance</i></b></p> <p>Once we made initial calls to all of the respondents in the sample, we proceeded to get updated contact information from Directory Assistance. When we got different contact information from Directory Assistance, CATI interviewers called all new numbers.</p>	
April – July 2007	<p><b><i>Friends and Family from PPSS Updates (2003 update), Post-Program Updates (2000 update), and Baseline Updates (1999 Update)</i></b></p> <p>If our current contact information or Directory Assistance did not provide the appropriate contact information, we then contacted friends and relatives whose names and contact information were provided at the end of the PPSS survey, then proceeded to contacts listed on the post-program, then the baseline surveys. Out of the total sample of 3986, 1106 cases were completed prior to this step; however, 2,880 cases did move to this step. This indicated that we did not have valid contact information for over two thirds of the sample. CATI interviewers called the friends and relatives to get new contact information for the respondent or ask that the contact send our toll-free number to the respondent. The \$35 incentive for completing the survey was mentioned to encourage cooperation.</p>	
May 7, 2007	<p><b><i>Email Notice</i></b></p> <p>A second email was sent to all respondents for whom we had valid e-mail addresses encouraging them to complete the AmeriCorps survey. Any new email addresses we received from the respondents or as email bounce-backs were updated before sent.</p>	<p>N = 1756 Responses = 94 Completes = 48</p>
May 2007– June 2007	<p><b><i>Older Contact Information for Respondent</i></b></p> <p>Once we exhausted contacting friends and relatives from the PPSS, post-program, and baseline surveys, we used the contact information for the respondent listed from prior surveys. This is referred to as older contact information. For example, at baseline a respondents might have had different contact information (address and/or phone number) than at the time of the PPSS. Abt called the old contact number to see if the respondent was there or if there were any leads to where the respondent might be.</p>	

---

## Exhibit C.2: Different Methods of Contacting Respondents

---

Time Period	Data Collection Process and Protocols	Results
May 14, 2007	<p><b>Modified Introduction</b></p> <p>At the Corporation's suggestion, Abt shortened the introduction of the CATI surveys so that the interviewers could proceed with the survey more quickly, but at the same time emphasize that this survey was on behalf of the Corporation. The modified instruction was approved by the Corporation on May 14, 2007, and was immediately applied.</p>	
May 31, 2007	<p><b>Email Notice</b></p> <p>A third email was sent to all respondents encouraging them to complete the AmeriCorps survey. Any new email addresses we received from the respondents or as email bounce-backs were updated before this third email notice was sent.</p>	<p>N = 1362 Responses = 32 Completes = 13</p>
May 2007 – September 2007	<p><b>Final Unlocatable Status</b></p> <p>Respondents moved into the Final Unlocatable category when Abt had gone through current information, directory assistance, friends and relatives from PPSS, post-program and baseline, and the second most current contact information. Once respondents reached Final Unlocatable status, Abt went through additional searches to find reliable contact information.</p>	
<p>Below are additional methods used to get reliable contact information for the Final Unlocatable respondents:</p>		
June 2007 – September 2007	<p><b>Internet Database Batch Processing</b></p> <p>Once a respondent was given the status of Final Unlocatable, Abt used an Internet database (Axiom) to find different contact information for these respondents. Abt's survey group pays for full access (via subscription) to this database. When we got different contact information, the CATI interviewers dialed to follow these leads to determine whether the contact information was good or not.</p>	<p>N = 436 Completes = 16</p>
June 2007 – September 2007	<p><b>People Search Internet Search</b></p> <p>For a subsample of the unlocatable respondents, we also investigated whether another Internet database was useful. For full access, this is another paid database subscription. For a subset, we also used People Search. This did not result in different contact information.</p>	
June 2007 – September 2007	<p><b>Additional Internet Search</b></p> <p>If the contact information from the batch database (Axiom) was not correct, we searched the Internet for additional contact information. We used many of the most effective person-locating websites available, including Yahoo! People Search (<a href="http://people.yahoo.com/">http://people.yahoo.com/</a>), <a href="http://www.whitepages.com">www.whitepages.com</a>, <a href="http://www.maps.google.com">www.maps.google.com</a>, and social-networking sites, such as <a href="http://www.facebook.com">www.facebook.com</a> to search for potential leads on study members. These searches utilized free, publicly available databases.</p>	<p>N = 130 Completes = 1</p>
June 2007 – September 2007	<p><b>Education Trust Database</b></p> <p>The Corporation directly provided to Abt's Survey Group a database from the Education Trust. This database contains contact information from AmeriCorps members who used their education award.</p>	<p>N = 180 Completes = 1</p>

---

## Exhibit C.2: Different Methods of Contacting Respondents

Time Period	Data Collection Process and Protocols	Results
June 5, 2007	<p><b><i>Initial Refusal Conversion Letter</i></b></p> <p>Abt sent a letter to all initial refusal and break off cases indicating that their participation is very important and asking them to re-consider their decision not to participate. The Abt telephone center began calling these cases one week later.</p>	<p>N = 167</p> <p>Completes = 22</p>
June 12, 2007	<p><b><i>Non-response Bias Analysis to Inform Data Collection</i></b></p> <p>The Longitudinal Study of AmeriCorps is unique in that it has rich data from the baseline survey, which had a 100% response rate. Further, because this was an ongoing data collection effort, we used the PPSS data collection to inform Phase III data collection by conducting a nonresponse bias analysis with the PPSS data, as well as initial analysis of the Phase III data. The purpose of this nonresponse bias analysis was to determine which groups of respondents were more likely to complete the survey, allowing us to focus our locating efforts on those subgroups of respondents. The results of this analysis showed that Whites (versus people of color) and women (versus men) were more likely to complete the PPSS. Therefore, the new strategy focused resources on locating White women who completed the PPSS survey.</p>	
June 26, 2007	<p><b><i>National Alumni List from the Hands-on Network</i></b></p> <p>The Corporation provided Abt an alumni database from the Hands-on Network, an organization separate from the Corporation. This database has 8,000 names, including contact information and years of service in AmeriCorps. However, this database has a lot of missing information and does not include an ID number, such as social security or other identifiers. Therefore, Abt needed to match the names of individuals from the Hands-on Network with the Final Unlocatable list.</p> <p>Because the alumni list does not use a common ID system, Abt manually matched each name from the alumni list to names from the unlocatable list. Of the 8,000 alumni, Abt matched 44 names from the unlocatable respondent list. From the 44 matched names, we checked the service date, which resulted in 16 matches. There was no new contact information for these matches.</p>	<p>N = 8000</p> <p>Name Matches = 44</p> <p>Service date (1997-2003) matches = 16 (of 44)</p> <p>Completes = 0</p>
June 26, 2007	<p><b><i>State and National Alumni List</i></b></p> <p>At the Corporation's suggestion, we grouped the Final Unlocatable respondents by state and local AmeriCorps program to determine if there were clusters of respondents who participated in the same program. We found that indeed, there were clusters of respondents who served in the same program. This test suggested that contacting local state and local programs for their help in encouraging their alumni to complete the survey would be beneficial.</p> <p>Abt focused on those programs that had 5 or more members who had not yet completed the survey. Abt called 50 programs to inquire whether they had an alumni list or other contact information on respondents of interest.</p>	<p>N = 50 programs</p> <p>Responses (received contact information) = 61 cases</p> <p>Completes = 0</p>
July 2, 2007	<p><b><i>NCCC Alumni List</i></b></p> <p>Abt drafted two letters to go to NCCC program directors. The first letter asked NCCC directors for their help in encouraging their alumni to complete the survey. The second letter was an example letter for NCCC program directors to use in contacting their alumni to urge participation in this study.</p>	<p>N = 2 programs</p> <p>Completes = 0</p>

---

**Exhibit C.2: Different Methods of Contacting Respondents**

---

Time Period	Data Collection Process and Protocols	Results
July 16, 2007	<b><i>Non-responder Mailing</i></b> Abt sent a nonresponder letter to all respondents who had yet to respond. This letter was similar to our advance letter and included a reminder that we had been trying to reach them and asked them to call our telephone center.	N= 1950
July 17, 2007	<b><i>Email Notice</i></b> A fourth email was sent to all respondents encouraging them to complete the AmeriCorps survey. Any new email addresses we received from the respondents or as email bounce-backs were updated before this fourth email notice was sent.	N = 1242 Responses = 19 Completes = 1
July 18, 2007	<b><i>SRBI Locating Efforts</i></b> Another survey research firm, SRBI (Schulman, Ronca, and Bucuvalas, Inc.) agreed to help locate a representative sample of 102 of the "final unlocatable" respondents. These 102 had previously been run through the Axiom database. SRBI conducted batch database processing using Choice Point, a paid subscription database similar to Axiom. The CATI interviewers followed these leads to determine whether the contact information was good.	N = 102 Number of cases with at least one different piece of information (either phone and or address) = 90 Completes = 17
August 20, 2007	<b><i>State and National Alumni List</i></b> At the Corporation's suggestion, we called State and National programs that had 3 or more members who had not completed the survey. Abt called 28 organizations; of those, 4 programs offered to help by looking at the exit survey contact information.	N = 28 programs Completes = 0
August 22, 2007	<b><i>Reminder Letter to Friends and Family</i></b> Abt sent a reminder letter to friends and family of all nonresponders. In this letter, we did not mention the incentive amount, in case friends or family called in to receive the incentive. This letter was similar to the previous friends and family letter and included a reminder that we had been trying to reach the respondent and asking them to call our telephone center with the correct contact information.	N = 1273
August 27, 2007	<b><i>SRBI Locating Efforts</i></b> We used the Choice Point data base for the rest of the active sample, upon the request of the Corporation. This was done in conjunction with the rest of the activities below. It is difficult to determine if completes were solely due to Choice Point.	N = 1214
September 2, 2007	<b><i>Letter to refusals about increased incentives</i></b> The active sample nonrespondents labeled "refusals" were those who indicated they no longer wanted to be part of the study and to take them off of our list, or "hard refusals" who can be harsher about indicating that they do not want to be part of the study. For these nonrespondents, we had the correct contact information. Therefore, for this group, we increased the incentive from \$35 to \$55, or an increase of \$20.	N = 158 Completes = 5
September 7, 2007	<b><i>Letter to Active Sample About Increased Incentives</i></b> The rest of the active sample received a letter indicating that they would now be receiving \$55 to complete the survey.	N = 1432

---



---

## Exhibit C.2: Different Methods of Contacting Respondents

---

Time Period	Data Collection Process and Protocols	Results
September 8, 2007	<p><i>Modified Telephone Messages</i></p> <p>For the active sample, we started leaving messages on answering machines (those we knew were the correct numbers) informing them of the new incentive amount. Prior to this, we had left a message about the study and the call-in number.</p>	
September 19, 2007	<p><i>Email Notice</i></p> <p>A fifth email notice was sent to all active sample members with email addresses reminding them of the study and the end date for data collection. The increased incentive was also mentioned in the email.</p>	<p>N = 1537</p> <p>Responses = 34</p> <p>Completes = 18</p>

---

Through the procedures described above, we tried to contact the sample from baseline, or 3,986 individuals. Exhibit C.3 shows the overall sample from baseline and the overall dispositions. The dispositions show how many respondents we were not able to locate and some reasons why. For example, “hung up during introduction” refers to when an interviewer calls a contact phone number and without getting through their introduction, the respondent hangs up the phone. The first row represents the total sample from baseline—the total sample released—broken down by treatment, comparison, and overall. The second row—the completes—represents the number of respondents who completed the survey. This is the obtained sample, which we will describe in more detail below. The interim final status refers to various reasons as to why the respondent did not complete the survey, which ranges from “hung up during introduction” to “respondent deceased.” These reasons are summed in the row entitled, total interim final status. The last row—unlocatable—represents those where we contacted them numerous times but we were not able to get in touch with them. In fact, on average, each respondent was contacted 37 times, ranging from 1 to 65 calls.

Exhibit C.4 shows the disposition report for the NCCC sample, and Exhibit C.5 shows the disposition report for the State and National sample.

---

**Exhibit C.3: Overall Sample Disposition Report**

---

	Treatment	Control	Treatment + Control Combined
<b>Total sample released</b>	2192	1794	3986
<b>Completes</b>	1254	986	2240
Interim final status			
Hung up during introduction	6	5	11
Initial refusal	7	11	18
Final refusal	64	80	144
Breakoff	0	1	1
Language barrier	2	2	4
Respondent not available during study period	30	40	70
Respondent deceased	31	12	43
Other final	0	0	0
Business number/not a residence/fax/modem/beeper	3	3	6
Not such person/wrong number	10	9	19
Nonworking/disconnected number	12	7	19
Tracking/locating—Initial unlocatable	0	0	0
Tracking/Locating—Final unlocatable	212	159	371
<b>Total interim final status</b>	<b>377</b>	<b>329</b>	<b>706</b>
<b>Unlocatable</b>	<b>561</b>	<b>479</b>	<b>1040</b>

---

---

**Exhibit C.4: NCCC Disposition Report**

---

	Treatment	Control	Treatment + Control Combined
<b>Total sample released</b>	475	362	837
<b>Completes</b>	337	206	543
Interim final status			
Hung up during introduction	0	0	0
Initial refusal	0	4	4
Final refusal	15	17	32
Breakoff	0	0	0
Language barrier	0	0	0
Respondent not available during study period	6	8	14
Respondent deceased	1	3	4
Other final	0	0	0
Business number/not a residence/fax/modem/beeper	2	1	3
Not such person/wrong number	2	1	3
Nonworking/disconnected number	2	3	5
Tracking/locating—Initial unlocatable	0	0	0
Tracking/Locating—Final unlocatable	17	22	39
<b>Total interim final status</b>	<b>45</b>	<b>59</b>	<b>104</b>
<b>Unlocatable</b>	<b>93</b>	<b>97</b>	<b>190</b>

---

---

**Exhibit C.5: State and National Disposition Report**

---

	Treatment	Control	Treatment + Control Combined
Total sample released	1717	1432	3149
Completes	917	780	1697
Interim final status			
Hung up during introduction	6	5	11
Initial refusal	7	7	14
Final refusal	49	63	112
Breakoff	0	1	1
Language barrier	2	2	4
Respondent not available during study period	24	32	56
Respondent deceased	30	9	39
Other final	0	0	0
Business number/not a residence/fax/modem/beeper	1	2	3
Not such person/wrong number	8	8	16
Nonworking/disconnected number	13	6	19
Tracking/locating—Initial unlocatable	0	0	0
Tracking/Locating—Final unlocatable	195	137	332
Total interim final status	335	272	607
Unlocatable	465	380	845

---

## Response Rates

Since 1999, we have been collecting data on the 3,281 State and National treatment and comparison group members and the 886 NCCC treatment and comparison members. In 1999–2000, Abt conducted a baseline survey; in 2000–01 a post-program survey, and in 2003–04 a post-program supplemental survey. We followed up with the same study participants in 2006–07, with the Phase III survey. Response rates were high for both the treatment and comparison group in earlier waves, as shown in Exhibit C.6 below.

Maintaining high response rates was difficult in Phase III, even after an exhaustive set of procedures and processes to obtain the correct contact information and calling and emailing respondents multiple times. After multiple methods of trying to locate respondents, then contacting respondents, our overall response rate, adjusted for deceased and not available during the time of the study, was 58 percent.

---

**Exhibit C.6: Response Rates for State and National and NCCC**


---

	State/ National		NCCC	
	Treatment	Comparison	Treatment	Comparison
Baseline Survey (1999–2000)	100%	100%	100%	100%
Post-Program Survey (2000–2001)	79%	76%	97%	75%
Post-Program Supplemental Survey (PPSS) (2003–2004)	72%	72%	88%	77%
Phase III (2006–2007)	53%	54%	71%	57%

---

## Obtained Sample for Phase III

This section of the appendix describes the demographic characteristics of the obtained sample. Exhibit C.7 shows the unweighted descriptive statistics for the State and National sample; Exhibit C.8 shows the results for the NCCC sample.

---

**Exhibit C.7: Descriptive Statistics for the State/National Sample**


---

Characteristic	Treatment Group (N=1001)			Comparison Group (N=696)		
	Mean	Std Dev	N	Mean	Std Dev	N
Age	36.381	10.557	1001	35.317	9.665	695
Male	0.234	0.423	1001	0.193	0.395	696
Race/Ethnicity						
Hispanic	0.132	0.339	1000	0.063	0.244	696
Multiracial	0.033	0.179	1000	0.056	0.230	696
American Indian/Alaskan Native	0.022	0.147	1000	0.011	0.107	696
Asian	0.027	0.162	1000	0.033	0.179	696
Black/African American	0.267	0.443	1000	0.214	0.410	696
Native Hawaiian/Pacific Islander	0.010	0.100	1000	0.001	0.038	696
White	0.509	0.500	1000	0.621	0.486	696
Disadvantaged Circumstances						
Living in public housing	0.058	0.234	1000	0.029	0.167	695
Receiving public assistance	0.160	0.367	1000	0.094	0.291	695
Receiving other housing assistance	0.067	0.250	997	0.040	0.197	692
Highest Level Degree						
Less than high school	0.012	0.109	998	0.007	0.085	695
High school degree or equivalent	0.115	0.319	998	0.045	0.207	695
Post high school but no college	0.037	0.189	998	0.019	0.136	695
Some college	0.160	0.367	998	0.106	0.309	695
Associates degree	0.124	0.330	998	0.094	0.291	695
Bachelors degree	0.323	0.468	998	0.416	0.493	695
Masters degree	0.197	0.398	998	0.269	0.444	695
PhD, MD, or other professional degree	0.031	0.174	998	0.045	0.207	695

---

**Exhibit C.8: Descriptive Statistics for the NCCC Sample**

Characteristic	Treatment Group (N=1001)			Comparison Group (N=696)		
	Mean	Std Dev	N	Mean	Std Dev	N
Age	28.643	1.933	349	28.654	2.084	194
Male	0.304	0.461	349	0.211	0.409	194
Race/Ethnicity						
Hispanic	0.043	0.203	349	0.046	0.211	194
Multiracial	0.026	0.159	349	0.057	0.232	194
American Indian/Alaskan Native	0.003	0.054	349	0.000	0.000	194
Asian	0.023	0.150	349	0.021	0.142	194
Black/African American	0.046	0.209	349	0.010	0.101	194
Native Hawaiian/Pacific Islander	0.000	0.000	349	0.000	0.000	194
White	0.860	0.348	349	0.866	0.342	194
Disadvantaged Circumstances						
Living in public housing	0.014	0.119	349	0.000	0.000	194
Receiving public assistance	0.040	0.197	349	0.057	0.233	192
Receiving other housing assistance	0.014	0.119	349	0.005	0.072	194
Highest Level Degree						
Less than high school	0.000	0.000	349	0.000	0.000	193
High school degree or equivalent	0.052	0.221	349	0.047	0.211	193
Post high school but no college	0.003	0.054	349	0.021	0.143	193
Some college	0.086	0.281	349	0.052	0.222	193
Associates degree	0.086	0.281	349	0.062	0.242	193
Bachelors degree	0.473	0.500	349	0.539	0.500	193
Masters degree	0.255	0.436	349	0.218	0.414	193
PhD, MD, or other professional degree	0.046	0.209	349	0.062	0.242	193



## Appendix D: AmeriCorps Sampling Weights

For producing population-based estimates, each responding member was assigned a sampling weight. The weight combines a base sampling weight and an adjustment for non-response. There are four sets of weights. The first set of weights is for members in the State and National treatment group. The second set of weights is for members in the State and National comparison group. The next two sets of weights are for members in the NCCC treatment and comparison groups. In this section, we describe the procedure for determining these weights.

### State and National Treatment Group

The weighting has to be accordance with the sampling design used for the selection of members in the treatment group. For selection of members, the population of programs was first divided into a number of strata. In each stratum, a sample of programs was selected with equal probability. Within each selected program, a sample of members was selected with equal probability.

Let  $N_h$  be the number of programs in stratum  $h$ . Let  $n_h$  be the number of programs selected in the sample. The base sampling weight for a selected program in stratum  $h$  is:

$$w_{1h} = \frac{N_h}{n_h}.$$

Let  $M_{hi}$  be the number of members in program  $i$  in stratum  $h$ . Let  $m_{hi}$  be the number of members selected in program  $i$  in stratum  $h$ . The member weight for all selected members in program  $i$  is:

$$w_{2hi} = \frac{M_{hi}}{m_{hi}}.$$

The overall member weight is given by:

$$w_{hi} = w_{1h} w_{2hi}.$$

This is the base weight for a selected member in program  $i$ . All selected members in program  $i$  in stratum  $h$  get the same weight.

### Non-response Adjustment to the Base Weight

The non-response adjustment to a base weight was done within a stratum. Let the total number of members selected in stratum  $h$  from all the selected  $n_h$  programs be

$$m_h^* = \sum_{i=1}^{n_h} m_{hi}.$$

These members were divided into four groups based on the response disposition codes. The groups are 1) respondents (completes), 2) eligible non-respondents, 3) ineligible for the survey, and 4) unknown eligibility. First, a weighted eligibility rate was computed based on the results of data collection. The weighted eligibility rate is the ratio of the weighted number of respondents + weighted number of non-respondents to the weighted number of respondents + weighted number of non-respondents + weighted number of ineligible persons. The weights were the base member weights. That is, within each stratum, persons were assigned their program weights to compute the weighted values. This rate was applied to the total number of persons in the unknown eligibility group to estimate the number of non-respondents among the unknown ineligible group in that stratum.

The non-response adjustment factor for the stratum is calculated as the ratio of the number of weighted respondents + the weighted number of non-respondents + the weighted number of estimated non-respondents to the weighted number of respondents. The member base sampling weight within a stratum was multiplied by the non-response adjustment factor to get the final sampling weight for the responding member in that stratum.

## State and National Comparison Group

The base sampling weights for the members of the comparisons were essentially 1.00, as all available members were included in the sample. Based on the results of data collection, the total sample was divided into four groups. These were respondents, non-respondents, ineligible for the survey, and unknown eligibility. The number of eligible members in the unknown eligibility group was estimated by first computing the eligibility rate and applying this rate to the number in the unknown eligible group. The eligibility rate was computed by taking the ratio of respondents + non-respondents to the total sample excluding those in the unknown eligibility group. We now have the total number of non-respondents both known and estimated. First, we adjusted the weight of known respondents to account for the estimated unknown non-respondents. That is, the sum of the weights of known non-respondents will equal the total non-respondents. The sum of the weights of respondents and non-respondents will give us the total eligible sample size.

For the respondents and the known non-respondents, information was available on gender, marital status, whether the members had children or not, whether they had some college education, and members' race/ethnicity. The total sample determined above was divided into various categories using several dimensions. Exhibit D.1 shows the variables and categories. The sampling weights of respondents were

---

### Exhibit D.1: Variables and Categories Used for Ranking

---

Variable	Categories
Gender	Male, Female
Marital Status	Married, Not Married
Have Children	Yes, No
Some College	Yes, No
Race/Ethnicity	White, Black, Hispanic, Asian

---

raked such that the sum of the weights agreed with the totals in various categories for each variable. For example, after raking, the weights of male respondents agreed with the total number of males in the sample. Similarly, the weights of female respondents agreed with the total number of females in the sample. After raking, the weights of Hispanic respondents agreed with the total number of Hispanics in the sample of respondents and non-respondents. The total sample obtained by adding the totals in various categories was the same for all variables.



The raked weights will be used for estimating various parameters and for all statistical analyses.

## **NCCC Treatment and Comparison Groups**

The base weights for all the members included in this group were also 1.00. These weights were adjusted for non-response to the survey by using the method described above for state and national treatment groups. The final adjusted weights through raking will be used for estimation and statistical analyses.



## Appendix E: Non-Response Analysis

The Office of Management and Budgets (OMB) requires that non-response analysis (or missing data analysis) is conducted for studies with a less than 80 percent response rate. For the AmeriCorps Longitudinal Study, our response rate was 71 percent, based on the respondents from the previous wave (Post-Program Supplemental Survey, 2003) (Corporation for National and Community Service, 2004). If we base the response rate on the baseline survey (1999), the response rate was 58 percent. It is important to emphasize that the purpose of non-response analysis is to determine whether there are systematic differences between the respondents and the non-respondents. Ideally, even if the response rate is low, we obtain a representative sample (Groves, 2006). Non-response analysis determines whether there are systematic differences in the sample.

In recent years since the advent of “Do Not Call” lists, concern over identity fraud, and legislative limits on obtaining contact information, it has been much more difficult to retain high response rates on surveys. This is particularly true for longitudinal studies. Because of this, a recent issue of the *Public Opinion Quarterly* journal dedicated an issue to response rates. Groves (2006) emphasized that researchers should not be focused solely on response rates. Rather, our concern is the generalizability of our sample.

This non-response analysis is a comparison of respondents and non-respondents to the AmeriCorps Longitudinal Study Phase III Survey. Ultimately, it is an assessment of the determinative influence of 20 demographic, behavioral and attitudinal characteristics on the likelihood that an individual will be either a non-respondent or respondent to the survey. Three methods of analysis were employed: the t-test, logistic regression and multinomial logistic regression.

Data for non-respondents were taken from the AmeriCorps Longitudinal Study Baseline Survey. We are comparing the aforementioned characteristics of those who responded to our Phase III survey in 2007 to those of the original sample at baseline in 1999.

### Sample

The AmeriCorps Longitudinal Study was designed to evaluate two of the three operational AmeriCorps programs: AmeriCorps State and National and the AmeriCorps National Civilian Community Corps (NCCC). The treatment group for the AmeriCorps State and National program consists of more than 1,700 members recruited from a random sample of 108 AmeriCorps State and National sites in operation during the 1999–2000 service year. The comparison group consists of 1,529 individuals screened to ensure knowledge of AmeriCorps, but who did not enter AmeriCorps.

The treatment group for AmeriCorps NCCC consists of more than 470 members serving in the 1999–2000 service year. This represents every member serving at three of the five regional NCCC campuses. The comparison group consists of 410 individuals were recruited from a national wait-list pool of applicants for the NCCC program who applied but did not serve due to a lack of available slots, or who declined to serve.

The sample for the non-response bias analysis of the AmeriCorps Longitudinal Study Phase III Survey was drawn from these individuals.

## Dependent Measures

The dependent variable used in this analysis can be characterized as:

*PIII-Respondent*, where 0 = Non-respondents and 1 = Respondents.

In the multinomial logistic regression, the following dependent variable is employed:

*PIII-Respondent-multi*, where 0 = Refused, 1 = Unable to locate, 2 = Located but did not complete survey, and 3 = Completed survey.

## Independent Measures

The independent variables used in this analysis include the following:

- *Age* is a continuous variable, where the mean is equal to 26.8, the standard deviation is 9.3 and the range is 17 to 88.
- *Male* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Married* is a dichotomous variable, where 0 = No and 1 = Yes.
- *White* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Black/African American* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Asian* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Hispanic* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Have children* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Some college* is a dichotomous variable, where 0 = No and 1 = Yes.

We also tested whether outcomes from the previous surveys differed between the respondents and non-respondents of the PIII Survey differed utilizing the following variables:

- *Volunteering* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Received public assistance during youth* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Lived in public housing during youth* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Received other housing assistance (e.g., Section 8)* is a dichotomous variable, where 0 = No and 1 = Yes.
- *Public sector employment* is a dichotomous variable, where 0 = No and 1 = Yes.

- *Importance of service oriented careers* is a continuous variable, where the mean is -0.04, the standard deviation is 1.40 and the range is -6.43 to 6.44. This is a z-scored latent variable.
- *Connection to community* is a continuous variable, where the mean is .28, the standard deviation is 1.61 and the range is -7.86 to 10.70. This is a z-scored latent variable.
- *Appreciation of diversity* is a continuous variable, where the mean is -.05, the standard deviation is 1.85 and the range is -10.01 to 11.12. This is a z-scored latent variable.
- *Civic obligations* is a continuous variable, where the mean is .35, the standard deviation is 1.14 and the range is -6.51 to 6.51. This is a z-scored latent variable.
- *Neighborhood obligations* is a continuous variable, where the mean is .18, the standard deviation is 1.46, and the range is -8.52 to 10.46. This is a z-scored latent variable.
- *Voting participation (in 2004)* is a dichotomous variable, where 0 = No and 1 = Yes.

## Analysis Strategy

The non-response analysis employed three methods: the t-test, logistic regression and multinomial logistic regression. The sample was drawn from two AmeriCorps programs: AmeriCorps State and National and the AmeriCorps National Civilian Community Corps. Each program received the tripartite non-response analysis with tests being run on each program's full sample, treatment group and comparison group.

The t-test was used to determine if there was a statistically significant difference between the mean of a particular characteristic between respondents (denoted by r) and non-respondents (nr). The t-test relies on a t-statistic, which can be calculated as:

$$t = \frac{\bar{X}_r - \bar{X}_{nr}}{\sqrt{(\text{VAR}(X)_r / N_r) + (\text{VAR}(X)_{nr} / N_{nr})}}$$

where:

$\bar{X}_r$  is the mean of characteristic  $X$  in the respondent group;

$\bar{X}_{nr}$  is the mean of characteristic  $X$  in the non-respondent group;

$\text{VAR}(X)_r$  is the variance of  $X$  in the respondent group;

$\text{VAR}(X)_{nr}$  is the variance of  $X$  in the non-respondent group;

$N_r$  is the sample size of the respondent group;

$N_{nr}$  is the sample size of the non-respondent group.

For the purposes of our non-response analysis, we compared the means of respondents and non-respondents across nine demographic and 11 attitudinal and behavioral covariates. Only statistically

significant results are reported in detail. Please see Exhibits E.1 through E.6 for a full presentation of the results.

Logistic regression was employed to assess the combined determinative influence of 20 independent covariates on a dichotomous dependent variable, *PIII-Respondent*, where 0 = Non-respondents and 1 = Respondents.

Logistic regression was estimated twice for each program's full sample, treatment group and comparison group. The first set of regressions included only the nine demographic covariates. The second set of regressions included all 20 demographic, behavioral and attitudinal covariates. These regressions were run separately to examine the extent of how well behavioral and attitudinal covariates jointly predict responding to the Phase III survey controlling for the demographic attributes. Only statistically significant results from the second model, which includes all 20 covariates, will be described in detail. A full report of the results for models I and II can be found in Exhibits E.7 and E.8.

Multinomial logistic regression (MLR) was used to analyze how certain covariates predict belonging in one of four groups created to indicate one's response status: Refused, Unable to locate the respondent, Respondent located but did not complete the survey, or Completed.

Refused = 0 (n = 170)

Unable to located the respondent = 1 (n = 1088)

Respondent located but did not complete the survey = 2 (n = 488)

Completed = 3 (n = 2240)

The group "Completed" was chosen as the base group. Members in the other three groups were compared with members in the "Completed" group.

MLR was estimated twice for each program's full sample, treatment group and comparison group. Similar to the logistic regression specifications, the first set of regressions included only the nine demographic covariates. The second set of regressions included all 20 demographic, behavioral and attitudinal covariates. Only statistically significant results from the second model, which includes all 20 covariates, will be described in detail. MLR results for NCCC will not be reported due to an insufficiently large sample size. A full report of the results for models I and II can be found in Exhibits E.9 through E.11.

## Results

In practical terms, the results show that the obtained sample does not have major issues with non-response bias. On average across both State and National and NCCC, our obtained sample has more women and White individuals, and fewer representatives of Minorities or men. In the multivariate analysis, many of the demographic differences become non-significant.

This set of analyses coupled with the appropriate weight variable to take into account the attrition in the sample gives us confidence in producing reliable population estimates.

### T-Test

#### *NCCC Full Sample*

**Exhibit E.1: NCCC Full Sample**

	Non-Respondents (NR)		Respondents (R)		R – NR Difference	Effect Size	t-test p value
	Mean/ Proportion	N	Mean/ Proportion	N			
<i>Demographics</i>							
Age	21.228	294	21.536	543	0.308	0.152	0.035
Male	0.299	294	0.271	543	-0.028	-	0.385
Married	0.010	293	0.007	542	-0.003	-	0.681
White	0.757	292	0.862	543	0.105	-	0.000
Black/African American	0.068	292	0.033	543	-0.035	-	0.035
Asian	0.045	292	0.022	543	-0.023	-	0.101
Hispanic	0.089	292	0.044	543	-0.045	-	0.018
Have children	0.014	293	0.006	541	-0.008	-	0.281
Some college	0.702	292	0.777	543	0.075	-	0.020
<i>Outcomes from previous waves</i>							
Volunteering	0.672	195	0.744	504	0.072	-	0.064
Received public assistance during youth	0.139	194	0.166	543	0.027	-	0.370
Lived in public housing during youth	0.041	195	0.035	543	-0.006	-	0.711
Received other housing assistance (e.g., Section 8)	0.021	194	0.020	542	-0.001	-	0.978
Public sector employment	0.226	195	0.234	505	0.008	-	0.821
Importance of service oriented careers	-0.020	240	-0.084	517	-0.064	-0.053	0.505
Connection to community	0.044	238	0.148	512	0.104	0.067	0.375
Appreciation of diversity	-0.258	238	-0.428	513	-0.170	-0.093	0.234
Civic obligations	0.377	238	0.312	513	-0.065	-0.054	0.479
Neighborhood obligations	0.010	238	0.013	513	0.003	0.002	0.982
Voting participation (in 2004)	0.808	151	0.868	453	0.060	-	0.098

**Age.** Age is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.152,  $p < .05$ ). Older participants are more likely to respond than younger participants.

**White.** Individuals who self-identify as White are more likely to be respondents than non-respondents to the Phase III Survey (% Dif. =10.5,  $p < .001$ ).

**Black/African American.** Individuals who self-identify as Black/African American are more likely to be non-respondents than respondents to the Phase III Survey (% Dif. = -3.5,  $p < .05$ ).

**Hispanic.** Individuals who self-identify as Hispanic are more likely to be non-respondents than respondents to the Phase III Survey (% Dif. = -4.5,  $p < .05$ ).

**Some College.** Individuals with some college experience are more likely to be respondents than non-respondents to the Phase III Survey (% Dif. = 7.5,  $p < .05$ ).

### *NCCC Comparison Group*

**Exhibit E.2: NCCC Comparison Group**

	Non-Respondents (NR)		Respondents (R)		R – NR Difference	Effect Size	t-test p value
	Mean/ Proportion	N	Mean/ Proportion	N			
<i>Demographics</i>							
Age	20.994	156	21.597	206	0.603	0.298	0.005
Male	0.256	156	0.214	206	-0.042	-	0.345
Married	0.013	156	0.015	206	0.002	-	0.888
White	0.705	156	0.845	206	0.140	-	0.002
Black/African American	0.077	156	0.019	206	-0.058	-	0.015
Asian	0.045	156	0.019	206	-0.026	-	0.187
Hispanic	0.128	156	0.058	206	-0.070	-	0.027
Have children	0.019	156	0.005	206	-0.014	-	0.234
Some college	0.686	156	0.772	206	0.086	-	0.071
<i>Outcomes from previous waves</i>							
Volunteering	0.622	90	0.653	190	0.031	-	0.624
Received public assistance during youth	0.156	90	0.155	206	-0.001	-	0.996
Lived in public housing during youth	0.044	90	0.029	206	-0.015	-	0.538
Received other housing assistance (e.g., Section 8)	0.022	89	0.010	205	-0.012	-	0.462
Public sector employment	0.200	90	0.194	191	-0.006	-	0.903
Importance of service oriented careers	0.115	110	-0.087	189	-0.202	-0.167	0.150
Connection to community	-0.183	110	-0.096	189	0.087	0.056	0.614
Appreciation of diversity	-0.094	110	-0.136	189	-0.042	-0.023	0.828
Civic obligations	0.282	110	0.125	189	-0.157	-0.131	0.191
Neighborhood obligations	-0.016	110	-0.203	189	-0.187	-0.131	0.193
Voting participation (in 2004)	0.765	68	0.872	172	0.107	-	0.066

**Age.** Amongst members of the control group, one's age is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (ES 0.298,  $p < .01$ ). Older participants in the NCCC comparison group are more likely to respond than younger participants.

**White.** Individuals in the comparison group who self-identify as White are more likely to be respondents than non-respondents to the Phase III Survey (% Dif. = 14,  $p < .01$ ).

**Black/African American.** Individuals in the control group who self-identify as Black/African American are more likely to be non-respondents than respondents to the Phase III Survey (% Dif. = -5.8,  $p < .05$ ).

**Hispanic.** Individuals who self-identify as Hispanic are more likely to be non-respondents than respondents to the Phase III Survey (% Dif. = -7.0,  $p < .05$ ).



**Some College.** In the NCCC full sample analysis, individuals with some college experience were found to be more likely to be respondents than non-respondents to the Phase III Survey (% Dif. = 7.5,  $p < .05$ ). This level of statistical significance is found in neither the NCCC comparison group (% Dif. = 8.6,  $p = .071$ ) nor NCCC treatment group analyses (% Dif. = 5.9,  $p = 0.182$ ).

*NCCC Treatment Group*

<b>Exhibit E.3: NCCC Treatment Group</b>							
	Non-Respondents (NR)		Respondents (R)		R – NR Difference	Effect Size	t-test p value
	Mean/ Proportion	N	Mean/ Proportion	N			
<i>Demographics</i>							
Age	21.493	138	21.499	337	0.006	0.003	0.978
Male	0.348	138	0.306	337	-0.042	-	0.379
Married	0.007	137	0.003	336	-0.004	-	0.584
White	0.816	136	0.872	337	0.056	-	0.140
Black/African American	0.059	136	0.042	337	-0.017	-	0.453
Asian	0.044	136	0.024	337	-0.020	-	0.298
Hispanic	0.044	136	0.036	337	-0.008	-	0.676
Have children	0.007	137	0.006	335	-0.001	-	0.875
Some college	0.721	136	0.780	337	0.059	-	0.182
<i>Outcomes from previous waves</i>							
Volunteering	0.714	105	0.799	314	0.085	-	0.089
Received public assistance during youth	0.125	104	0.172	337	0.047	-	0.223
Lived in public housing during youth	0.038	105	0.039	337	0.001	-	0.982
Received other housing assistance (e.g., Section 8)	0.019	105	0.027	337	0.008	-	0.633
Public sector employment	0.248	105	0.258	314	0.010	-	0.833
Importance of service oriented careers	-0.135	130	-0.081	328	0.054	0.045	0.677
Connection to community	0.239	128	0.291	323	0.052	0.034	0.741
Appreciation of diversity	-0.399	128	-0.598	324	-0.199	-0.108	0.329
Civic obligations	0.459	128	0.422	324	-0.037	-0.031	0.780
Neighborhood obligations	0.032	128	0.138	324	0.106	0.074	0.549
Voting participation (in 2004)	0.843	83	0.865	281	0.022	-	0.636

No covariates were found to be statistically significant indicators of a former AmeriCorps member’s (in the NCCC treatment group) likelihood to respond to the Phase III Survey.

*State and National Full Sample*

<b>Exhibit E.4: State and National Full Sample</b>							
	Non-Respondents (NR)		Respondents (R)		R – NR Difference	Effect Size	t-test p value
	Mean/ Proportion	N	Mean/ Proportion	N			
<i>Demographics</i>							
Age	27.567	1441	28.804	1696	1.237	0.124	0.001
Male	0.307	1451	0.217	1696	-0.090	-	0.000
Married	0.141	1450	0.167	1692	0.026	-	0.044
White	0.413	1440	0.555	1696	0.142	-	0.000
Black/African American	0.324	1440	0.245	1696	-0.079	-	0.000
Asian	0.030	1440	0.029	1696	-0.001	-	0.950
Hispanic	0.159	1440	0.104	1696	-0.055	-	0.000
Have children	0.368	1449	0.315	1694	-0.053	-	0.002

### Exhibit E.4: State and National Full Sample

	Non-Respondents (NR)		Respondents (R)		R – NR Difference	Effect Size	t-test p value
	Mean/ Proportion	N	Mean/ Proportion	N			
Some college	0.697	1447	0.806	1689	0.109	-	0.000
<i>Outcomes from previous waves</i>							
Volunteering	0.575	764	0.666	1501	0.091	-	0.000
Received public assistance during youth	0.311	760	0.243	1692	-0.068	-	0.001
Lived in public housing during youth	0.139	764	0.088	1697	-0.051	-	0.000
Received other housing assistance (e.g., Section 8)	0.074	756	0.046	1695	-0.028	-	0.010
Public sector employment	0.244	765	0.270	1503	0.026	-	0.184
Importance of service oriented careers	-0.121	989	0.021	1538	0.142	0.111	0.017
Connection to community	0.297	985	0.347	1537	0.050	0.032	0.463
Appreciation of diversity	0.003	983	0.078	1540	0.075	0.037	0.325
Civic obligations	0.318	985	0.375	1539	0.057	0.048	0.223
Neighborhood obligations	0.285	985	0.187	1541	-0.098	-0.068	0.090
Voting participation (in 2004)	0.857	636	0.891	1308	0.034	-	0.039

**Age.** Age is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.124, p .001). Older participants are more likely to respond than younger participants.

**Male.** Male status is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif. = -9.0, p < 0.001). Males are more likely to be non-respondents than respondents.

**Married.** Married status is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif. = 2.6, P < 0.05). Married individuals are more likely to be respondents than non-respondents.

**White.** Individuals in the full sample who self-identify as White are more likely to be respondents than non-respondents to the Phase III Survey (% Dif. = 14.2, p < 0.001).

**Black/African American.** Individuals in the full sample who self-identify as Black are more likely to be non-respondents than respondents to the Phase III Survey (% Dif. = -7.9, p < 0.001).

**Hispanic.** Individuals in the full sample who self-identify as Hispanic are more likely to be non-respondents than respondents to the Phase III Survey (% Dif. = -5.5, p < 0.001).

**Have Children.** Individuals in the full sample who have children are more likely to be non-respondents than respondents to the Phase III Survey (% Dif. = -5.3, p < 0.01).

**Some College.** Individuals in the full sample who have children are more likely to be respondents than non-respondents to the Phase III Survey (% Dif. = 10.9, p < 0.001).

**Volunteering.** Volunteering (pre-AmeriCorps) is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif. = 9.1, p < 0.001). Individuals who volunteer are more likely to be respondents than non-respondents.

**Received Public Assistance during Youth.** Receiving public assistance during youth is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif. = -6.8, p = 0.001). Individuals who received public housing during youth are more likely to be non-respondents than respondents.

**Lived in Public Housing during Youth.** Living in public housing during youth is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif. = -5.1, p < 0.001). Individuals who lived in public housing during youth are more likely to be non-respondents than respondents.

**Received Other Housing Assistance (e.g., Section 8).** Receiving other housing assistance, such as Section 8, is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif. = -2.8, p = 0.01). Individuals who received other housing assistance are more likely to be respondents than non-respondents.

**Importance of Service Oriented Careers.** Importance of service oriented careers is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.111, p < 0.05). Those who responded that service oriented careers were important to them were more likely to be respondents than non-respondents.

**Voting Participation (in 2004).** Voting participation (in 2004) is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.104, p < 0.05). Those who voted in 2004 were more likely to be respondents than non-respondents.

*State and National Comparison Group*

**Exhibit E.5: State and National Comparison Group**

	Non-Respondents (NR)		Respondents (R)		R – NR Difference	Effect Size	t-test p value
	Mean/Proportion	N	Mean/Proportion	N			
<i>Demographics</i>							
Age	27.274	646	28.593	779	1.319	0.132	0.010
Male	0.259	652	0.190	780	-0.069	-	0.002
Married	0.172	652	0.165	780	-0.007	-	0.748
White	0.484	644	0.594	780	0.110	-	0.000
Black/African American	0.280	644	0.244	780	-0.036	-	0.126
Asian	0.042	644	0.032	780	-0.010	-	0.329
Hispanic	0.113	644	0.064	780	-0.049	-	0.001
Have children	0.275	652	0.262	780	-0.013	-	0.581
Some college	0.807	652	0.845	779	0.038	-	0.061
<i>Outcomes from previous waves</i>							
Volunteering	0.611	334	0.658	693	0.047	-	0.143
Received public assistance during youth	0.226	332	0.208	777	-0.018	-	0.523
Lived in public housing during youth	0.090	333	0.067	780	-0.023	-	0.196
Received other housing assistance (e.g., Section 8)	0.045	331	0.033	780	-0.012	-	0.362
Public sector employment	0.210	334	0.254	694	0.044	-	0.113
Importance of service oriented careers	-0.244	441	0.047	706	0.291	0.227	0.001
Connection to community	-0.138	441	-0.058	707	0.080	0.051	0.383
Appreciation of diversity	-0.239	440	-0.030	707	0.209	0.104	0.036

---

**Exhibit E.5: State and National Comparison Group**


---

	Non-Respondents (NR)		Respondents (R)		R - NR Difference	Effect Size	t-test p value
	Mean/ Proportion	N	Mean/ Proportion	N			
Civic obligations	-0.013	441	0.209	706	0.222	0.185	0.000
Neighborhood obligations	-0.062	441	-0.078	707	-0.016	-0.011	0.835
Voting participation (in 2004)	0.911	280	0.900	627	-0.011	-	0.592

**Age.** Age is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.132,  $p = .01$ ). Older individuals are more likely to respond to the survey than younger individuals.

**Male.** Male status is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif. = -6.9,  $p < .01$ ). Males are more likely to be non-respondents than respondents.

**White.** Individuals in the full sample who self-identify as White are more likely to be respondents than non-respondents to the Phase III Survey (% Dif. = 11,  $p < .001$ ).

**Hispanic.** Individuals in the full sample who self-identify as Hispanic are more likely to be non-respondents than respondents to the Phase III Survey (% Dif. = -4.9,  $p = 0.001$ ).

**Importance of Service Oriented Careers.** Importance of service oriented careers is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.227,  $p = 0.001$ ). Those who responded that service oriented careers were important to them were more likely to be respondents than non-respondents.

**Appreciation of Diversity.** One’s attitude towards the appreciation of diversity is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.104,  $p < 0.05$ ). Those who responded in the affirmative to our measure of one’s appreciation of diversity were more likely to be respondents than non-respondents.

**Civic Obligations.** One’s attitude towards civic obligations is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.185,  $p < 0.001$ ). Those who responded in the affirmative to our measure of one’s obligation to fulfill civic duties were more likely to be respondents than non-respondents.

*State and National Treatment Group*

**Exhibit E.6: State and National Treatment Group**

	Non-Respondents (NR)		Respondents (R)		R – NR Difference	Effect Size	t-test p value
	Mean/ Proportion	N	Mean/ Proportion	N			
<i>Demographics</i>							
Age	27.805	795	28.983	917	1.178	0.118	0.017
Male	0.345	799	0.240	916	-0.105	-	0.000
Married	0.115	798	0.168	912	0.053	-	0.002
White	0.356	796	0.522	916	0.166	-	0.000
Black/African American	0.361	796	0.247	916	-0.114	-	0.000
Asian	0.020	796	0.027	916	0.007	-	0.327
Hispanic	0.196	796	0.138	916	-0.058	-	0.001
Have children	0.444	797	0.361	914	-0.083	-	0.001
Some college	0.606	795	0.774	910	0.168	-	0.000
<i>Outcomes from previous waves</i>							
Volunteering	0.547	430	0.673	808	0.126	-	0.000
Received public assistance during youth	0.376	428	0.273	915	-0.103	-	0.000
Lived in public housing during youth	0.176	431	0.107	917	-0.069	-	0.001
Received other housing assistance (e.g., Section 8)	0.096	425	0.057	915	-0.039	-	0.015
Public sector employment	0.271	431	0.284	809	0.013	-	0.630
Importance of service oriented careers	-0.021	548	0.000	832	0.021	0.016	0.803
Connection to community	0.650	544	0.692	830	0.042	0.027	0.655
Appreciation of diversity	0.200	543	0.169	833	-0.031	-0.015	0.783
Civic obligations	0.587	544	0.516	833	-0.071	-0.059	0.281
Neighborhood obligations	0.567	544	0.412	834	-0.155	-0.107	0.060
Voting participation (in 2004)	0.815	356	0.883	681	0.068	-	0.005

**Age.** Age is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (ES 0.118,  $p < 0.05$ ). Older individuals are more likely to respond to the survey than younger individuals.

**Male.** Male status is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif = -10.5,  $p < 0.001$ ). Males are more likely to be non-respondents than respondents.

**Married.** Married status is a statistically significant indicator of one’s likelihood to respond to the Phase III Survey (% Dif = 5.3,  $p < 0.01$ ). Married individuals are more likely to be respondents than non-respondents.

**White.** Individuals who self-identify as White are more likely to be respondents than non-respondents to the Phase III Survey (% Dif = 16.6,  $p < 0.001$ ).

**Black/African American.** Individuals who self-identify as Black/African American are more likely to be non-respondents than respondents to the Phase III Survey (% Dif = -11.4,  $p < 0.001$ ).

**Hispanic.** Individuals who self-identify as Hispanic are more likely to be non-respondents than respondents to the Phase III Survey (% Dif = -5.8,  $p = 0.001$ ).

**Have Children.** Individuals who self-identify as having children are more likely to be non-respondents than respondents to the Phase III Survey (% Dif = -8.3, p = 0.001).

**Some College.** Individuals who self-identify as having some college education are more likely to be respondents than non-respondents to the Phase III Survey (% Dif = 16.8, p < 0.001).

**Volunteering.** Volunteering is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (% Dif = 12.6, p < 0.001). Individuals who volunteer are more likely to be respondents than non-respondents.

**Received Public Assistance during Youth.** Living in public housing during youth is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (% Dif. = -10.3, p < 0.001). Individuals who lived in public housing during youth are more likely to be non-respondents than respondents.

**Lived in Public Housing during Youth.** Living in public housing during youth is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (% Dif. = -6.9, p = 0.001). Individuals who lived in public housing during youth are more likely to be non-respondents than respondents.

**Received Other Housing Assistance (e.g., Section 8).** Receiving other housing assistance, such as Section 8, is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (% Dif. = -3.9, p < 0.05). Individuals who received other housing assistance are more likely to be respondents than non-respondents.

**Voting Participation (in 2004).** Voting participation (in 2004) is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (ES 0.209, p < 0.01). Those who voted in 2004 were more likely to be respondents than non-respondents.

### **Logistic Regression**

Only statistically significant results for model II analyses are reported. Please refer to Exhibits E.7 and E.8 for a full description of the results. Coefficients are odds ratios.

Exhibit E.7 shows the results for the NCCC sample. A brief overview of the findings is below.

#### ***NCCC Treatment***

**Age.** Age is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 0.804, p < 0.05). Younger individuals were more likely to respond to the survey.

#### ***NCCC Comparison***

**Voting Participation (in 2004).** Voting participation (in 2004) is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 2.754, p < 0.05). Individuals who voted in 2004 were more likely to be respondents than non-respondents to the survey.

**Exhibit E.7: Logistic Regression Results for NCCC**

	NCCC Full Sample		NCCC Comparison		NCCC Treatment	
	I	II	III	IV	V	VI
Age	1.033 (0.49)	0.988 (0.86)	1.132 (0.056)	1.187 (0.082)	0.904 (0.17)	0.804* (0.038)
Male	0.89 (0.48)	0.65 (0.052)	0.846 (0.52)	0.62 (0.24)	0.865 (0.51)	0.676 (0.18)
Married	0.612 (0.53)	- -	0.941 (0.95)	- -	0.363 (0.48)	- -
White	1.152 (0.70)	1.035 (0.96)	0.889 (0.81)	0.722 (0.74)	1.441 (0.54)	1.083 (0.93)
Black	0.52 (0.18)	0.281 (0.085)	0.223* (0.046)	0.229 (0.23)	0.948 (0.94)	0.282 (0.22)
Asian	0.482 (0.18)	1.442 (0.68)	0.295 (0.12)	1.224 (0.89)	0.75 (0.72)	1.394 (0.78)
Hispanic	0.523 (0.16)	0.746 (0.71)	0.385 (0.12)	0.602 (0.66)	1.018 (0.98)	0.698 (0.81)
Have children	0.504 (0.39)	0.202 (0.099)	0.291 (0.33)	- -	1.021 (0.99)	0.518 (0.62)
Some college	1.278 (0.26)	1.312 (0.40)	1.017 (0.95)	0.905 (0.83)	1.829 (0.078)	2.451 (0.069)
Volunteering	- -	1.316 (0.24)	- -	0.743 (0.44)	- -	1.78 (0.067)
Received public assistance during youth	- -	1.494 (0.23)	- -	1.592 (0.39)	- -	1.46 (0.40)
Lived in public housing during youth	- -	1.308 (0.68)	- -	0.94 (0.95)	- -	1.768 (0.54)
Received other housing assistance	- -	0.981 (0.98)	- -	0.334 (0.51)	- -	1.395 (0.79)
Public sector employment	- -	0.937 (0.80)	- -	0.619 (0.27)	- -	1.178 (0.62)
Importance of service oriented careers	- -	1.036 (0.69)	- -	0.889 (0.46)	- -	1.155 (0.21)
Connection to community	- -	1.065 (0.36)	- -	1.065 (0.60)	- -	0.998 (0.98)
Appreciation of diversity	- -	0.918 (0.15)	- -	0.924 (0.50)	- -	0.927 (0.31)
Civic obligations	- -	0.886 (0.19)	- -	0.789 (0.23)	- -	0.914 (0.41)
Neighborhood obligations	- -	1.039 (0.59)	- -	0.949 (0.73)	- -	1.04 (0.65)
Voting participation (2004)	- -	1.447 (0.20)	- -	2.754* (0.028)	- -	1.042 (0.92)
Number of observations	831	549	362	209	469	338

*Notes:* Reported coefficients are odds ratios. P-values are displayed in parentheses. \*\* denotes  $p < 0.01$  and \* denotes  $p < 0.05$ .

Exhibit E.8 shows the results for the State and National sample. A brief overview of the findings is below.

### ***State and National Full Sample***

**Age.** Age is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 1.017,  $p < 0.01$ ). Older individuals were more likely to respond to the survey.

**Male.** Male status is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 0.764,  $p < 0.05$ ). Males were more likely to be non-respondents than respondents to the survey.

**White.** Individuals who self-identify as White are more likely to be respondents than non-respondents to the Phase III Survey (Odds Rat 1.630,  $p < 0.05$ ).

**Volunteering.** Volunteering is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 1.258,  $p < 0.05$ ). Individuals who volunteer are more likely to be respondents than non-respondents.

**Importance of Service Oriented Careers.** Importance of service oriented careers is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 1.087,  $p < 0.05$ ). Those who responded that service oriented careers were important to them were more likely to be respondents than non-respondents.

### ***State/National Comparison Group***

**Male.** Male status is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 0.659,  $p < 0.05$ ). Males are more likely to be non-respondents than respondents to the survey.

**Importance of Service Oriented Careers.** Importance of service oriented careers is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 1.201,  $p < 0.05$ ). Those who responded that service oriented careers were important to them were more likely to be respondents than non-respondents.

**Civic Obligations.** One's attitude towards civic obligations is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 1.228),  $p < 0.05$ ). Those who responded in the affirmative to our measure of one's obligation to fulfill civic duties were more likely to be respondents than non-respondents.

### ***State and National Treatment***

**Married.** Married status is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 1.663,  $p < 0.05$ ). Married individuals are more likely to be respondents than non-respondents.

**White.** Individuals who self-identify as White are more likely to be respondents than non-respondents to the Phase III Survey (Odds Rat 2.054,  $p < 0.05$ ).



**Volunteering.** Volunteering is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 1.392,  $p < 0.05$ ). Individuals who volunteer are more likely to be respondents than non-respondents.

**Voting Participation (in 2004).** Voting participation (in 2004) is a statistically significant indicator of one's likelihood to respond to the Phase III Survey (Odds Rat 1.554,  $p < 0.05$ ).

Individuals who voted in 2004 were more likely to be respondents than non-respondents to the survey.

**Exhibit E.8: Logistic Regression Results for State and National**

	SN Full Sample		SN Comparison		SN Treatment	
	I	II	III	IV	V	VI
Age	1.022** (<0.001)	1.017* (0.01)	1.025** (<0.001)	1.016 (0.14)	1.021** (0.001)	1.018 (0.060)
Male	0.609** (<0.001)	0.764* (0.04)	0.650** (0.001)	0.659* (0.034)	0.582** (<0.001)	0.931 (0.69)
Married	1.215 (0.09)	1.268 (0.15)	0.902 (0.54)	0.898 (0.66)	1.522** (0.008)	1.663* (0.030)
White	1.346* (0.048)	1.630* (0.03)	1.477 (0.07)	1.327 (0.40)	1.209 (0.38)	2.054* (0.016)
Black	0.83 (0.24)	1.003 (0.99)	1.034 (0.88)	1.024 (0.95)	0.687 (0.088)	1.035 (0.91)
Asian	1.022 (0.93)	1.578 (0.25)	1.009 (0.98)	1.232 (0.71)	1.058 (0.88)	2.01 (0.24)
Hispanic	0.779 (0.15)	0.954 (0.85)	0.736 (0.26)	0.917 (0.84)	0.755 (0.23)	1.007 (0.98)
Have children	0.614** (<0.001)	0.782 (0.11)	0.719* (0.048)	0.904 (0.69)	0.547** (<0.001)	0.797 (0.28)
Some college	1.382** (<0.001)	1.053 (0.72)	1.085 (0.58)	1.158 (0.54)	1.653** (<0.001)	0.94 (0.75)
Volunteering	-	1.258* (0.041)	-	1.13 (0.47)	-	1.392* (0.032)
Received public assistance during youth	-	1.047 (0.74)	-	1.279 (0.28)	-	0.903 (0.57)
Lived in public housing during youth	-	0.821 (0.34)	-	0.701 (0.30)	-	0.865 (0.58)
Received other housing assistance	-	0.685 (0.15)	-	0.696 (0.43)	-	0.79 (0.48)
Public sector employment	-	1.079 (0.54)	-	1.284 (0.20)	-	0.961 (0.81)
Importance of service oriented careers	-	1.087* (0.027)	-	1.201** (0.002)	-	1.009 (0.86)
Connection to community	-	0.975 (0.47)	-	1.004 (0.94)	-	0.96 (0.38)
Appreciation of diversity	-	1.001 (0.98)	-	1.032 (0.55)	-	0.977 (0.56)
Civic obligations	-	1.053 (0.34)	-	1.228* (0.023)	-	0.955 (0.52)
Neighborhood obligations	-	0.925 (0.058)	-	0.935 (0.32)	-	0.935 (0.21)
Voting participation (2004)	-	1.223 (0.22)	-	0.813 (0.48)	-	1.554* (0.03)

### Exhibit E.8: Logistic Regression Results for State and National

	SN Full Sample		SN Comparison		SN Treatment	
	I	II	III	IV	V	VI
Number of observations	3102	1716	1416	796	1686	920

Notes: Reported coefficients are odds ratios. P-values are displayed in parentheses. \*\* denotes  $p < 0.01$  and \* denotes  $p < 0.05$ .

### Multinomial Logistic Regression

Only statistically significant results for model II analyses are reported. Please refer to Exhibits E.9 through E.11 for a full description of the results. Coefficients are relative risk ratios. Due to a small sample size (non-convergence), results are not reported for NCCC.

Group No.	Group	Size
0	Refused	170
1	Unable to locate the respondent	1088
2	Responded located but did not complete the survey	488
3	Completed	2240

### Exhibit E.9: Multinomial Logistic Regression—State and National Full Sample

	I			II		
	Group 0	Group 1	Group 2	Group 0	Group 1	Group 2
Age	0.99 (0.40)	0.970** ( $<0.001$ )	0.989 (0.12)	1 (0.99)	0.966** ( $<0.001$ )	1.001 (0.95)
Male	1.064 (0.78)	1.646** ( $<0.001$ )	1.857** ( $<0.001$ )	0.605 (0.21)	1.226 (0.22)	1.761** (0.003)
Married	0.813 (0.45)	0.730* (0.020)	1.05 (0.77)	0.823 (0.62)	0.77 (0.21)	0.814 (0.43)
White	1.221 (0.61)	0.637** (0.0085)	0.842 (0.46)	0.858 (0.78)	0.529* (0.019)	0.655 (0.20)
Black	0.752 (0.50)	1.299 (0.14)	1.135 (0.61)	0.574 (0.37)	1.217 (0.48)	0.763 (0.45)
Asian	0.87 (0.84)	0.915 (0.76)	1.152 (0.71)	0.988 (0.99)	0.296 (0.064)	1.031 (0.95)
Hispanic	1.011 (0.98)	1.264 (0.23)	1.412 (0.20)	0.615 (0.51)	1.05 (0.88)	1.223 (0.61)
Have children	1.61 (0.065)	1.830** ( $<0.001$ )	1.26 (0.15)	1.506 (0.30)	1.41 (0.070)	1.029 (0.91)
Some college	1.223 (0.43)	0.616** ( $<0.001$ )	0.955 (0.75)	1.804 (0.23)	0.831 (0.28)	1.17 (0.53)
Volunteering				0.907 (0.74)	0.85 (0.25)	0.661* (0.02)
Received public assistance during youth				0.502 (0.12)	1.062 (0.72)	0.943 (0.79)
Lived in public housing during youth				0.592 (0.51)	1.418 (0.13)	0.899 (0.77)
Received other housing assistance				0.937 (0.95)	1.541 (0.13)	1.163 (0.75)
Public sector employment				1.038 (0.90)	0.917 (0.58)	0.917 (0.66)

**Exhibit E.9: Multinomial Logistic Regression—State and National Full Sample**

	I			II		
	Group 0	Group 1	Group 2	Group 0	Group 1	Group 2
Importance of service oriented careers				0.749** ( $<0.001$ )	0.961 (0.40)	0.923 (0.18)
Connection to community				1.158 (0.10)	0.967 (0.44)	1.082 (0.15)
Appreciation of diversity				0.9 (0.19)	1.028 (0.48)	0.989 (0.82)
Civic obligations				0.904 (0.45)	1.046 (0.50)	0.806* (0.01)
Neighborhood obligations				1.309** (0.004)	1.071 (0.18)	1.008 (0.91)
Voting participation (2004)				1.047 (0.92)	0.847 (0.41)	0.72 (0.19)
Number of observations	3102			1716		

*Notes:* Reported coefficients are relative risk ratios. P-values are displayed in parentheses. \*\* denotes  $p < 0.01$  and \* denotes  $p < 0.05$ .

***State and National Full Sample: Refused***

**Importance of Service Oriented Careers.** Individuals who believe service oriented careers are important are less likely to refuse to complete the Phase III Survey than individuals who do not share this attitude (RRR 0.749,  $p < 0.001$ ).

**Neighborhood Obligations.** Individuals who believe it is important to fulfill neighborhood obligations are more likely to refuse to take the Phase III Survey, than individuals who do not share this attitude (RRR 1.309,  $p < 0.01$ ).

***State and National Full Sample: Unable To Locate***

**Age.** Older individuals were less likely to be in the “unable to be located” subgroup than being in the “completed” group. (RRR 0.966,  $<0.001$ ).

**White.** Individuals who self-identify as White are less likely to be in the “unable to be located” subgroup than being in the “completed” group (RRR 0.529,  $p < 0.05$ ).

***State and National Full Sample: Located But Did Not Complete***

**Male.** Males are more likely to be in the “located, but not complete the Phase III Survey” group than the “completed” group (RRR 1.761,  $p < 0.01$ ).

**Volunteering.** It is less likely that volunteers will be located, but not complete the Phase III Survey (RRR 0.661,  $p < 0.05$ ).

**Civic Obligations.** Individuals who value the fulfillment of civic obligations are less likely to be located, but not complete the Phase III Survey (RRR 0.806,  $p = 0.01$ ).

**Exhibit E.10: Multinomial Logistic Regression—State and National Comparison Group**

	I			II		
	Group 0	Group 1	Group 2	Group 0	Group 1	Group 2
Age	0.994 (0.71)	0.962** (<0.001)	0.992 (0.45)	1.012 (0.61)	0.960** (0.008)	1.007 (0.65)
Male	0.924 (0.81)	1.463* (0.014)	1.997** (<0.001)	0.544 (0.28)	1.408 (0.18)	2.150** (0.008)
Married	1.256 (0.54)	1.002 (0.99)	1.297 (0.31)	1.758 (0.31)	0.879 (0.68)	1.417 (0.37)
White	0.994 (0.99)	0.565* (0.019)	0.855 (0.65)	1.316 (0.75)	0.733 (0.48)	0.686 (0.44)
Black	0.473 (0.20)	0.969 (0.90)	1.19 (0.63)	0.61 (0.62)	1.14 (0.77)	0.906 (0.85)
Asian	1.267 (0.76)	0.955 (0.91)	0.976 (0.96)	3.281 (0.31)	0.469 (0.38)	0.914 (0.91)
Hispanic	1.844 (0.30)	1.189 (0.58)	1.642 (0.24)	2.607 (0.40)	1.221 (0.71)	0.776 (0.71)
Have children	1.176 (0.68)	1.731** (0.005)	0.932 (0.79)	0.732 (0.63)	1.693 (0.093)	0.648 (0.31)
Some college	1.4 (0.40)	0.847 (0.32)	1.013 (0.96)	>1000** (0)	0.814 (0.47)	0.65 (0.25)
Volunteering				0.51 (0.093)	1.049 (0.82)	0.793 (0.39)
Received public assistance during youth				0.193 (0.12)	0.813 (0.46)	1.029 (0.94)
Lived in public housing during youth				0.999 (1.00)	1.928 (0.080)	0.483 (0.35)
Received other housing assistance				0 (1.00)	2.023 (0.15)	0.48 (0.51)
Public sector employment				0.426 (0.10)	0.926 (0.75)	0.717 (0.30)
Importance of service oriented careers				0.631** (<0.001)	0.857* (0.033)	0.88 (0.16)
Connection to community				1.053 (0.72)	0.943 (0.41)	1.07 (0.47)
Appreciation of diversity				0.79 (0.059)	1.017 (0.80)	0.962 (0.63)
Civic obligations				0.894 (0.61)	0.911 (0.42)	0.659** (0.003)
Neighborhood obligations				1.289 (0.10)	1.08 (0.39)	0.993 (0.95)
Voting participation (2004)				1.12 (0.89)	1.459 (0.32)	1.007 (0.99)
Number of observations		1416			796	

Notes: Reported coefficients are relative risk ratios. P-values are displayed in parentheses. \*\* denotes p < 0.01 and \* denotes p < 0.05.

**State and National Comparison: Refused**

**Some College.** Individuals in the State and National Comparison group with some college experience are more likely to refuse to complete the Phase III Survey (RRR >1000,  $p < 0.001$ ).

**State and National Comparison: Unable To Locate**

**Age.** Older individuals are less likely to be in the “unable to be located” group than the “completed” group. (RRR 0.960,  $p < 0.01$ ).

**Importance of Service Oriented Careers.** Individuals who believe service oriented careers are important are less likely to refuse to complete the Phase III Survey. (RRR 0.857,  $p < 0.05$ ).

**State and National Comparison: Located But Did Not Complete**

**Male.** Males are more likely to be in the “located, but not complete the AmeriCorps” group than the “completed” group. (RRR 2.150,  $p < 0.01$ ).

**Civic Obligations.** Individuals who value the fulfillment of civic obligations are less likely to be in the “located, but not complete the survey” group than “completed” group (RRR 0.659,  $p < 0.01$ ).

**Exhibit E.10: Multinomial Logistic Regression—State and National Comparison Group**

	I			II		
	Group 0	Group 1	Group 2	Group 0	Group 1	Group 2
Age	0.985 (0.34)	0.975** (<0.001)	0.987 (0.16)	0.992 (0.73)	0.969** (0.0099)	0.998 (0.88)
Male	1.229 (0.52)	1.765** (<0.001)	1.770** (<0.001)	0.369 (0.12)	1.018 (0.94)	1.464 (0.15)
Married	0.522 (0.14)	0.569** (0.003)	0.904 (0.66)	0.442 (0.17)	0.672 (0.18)	0.543 (0.11)
White	1.664 (0.42)	0.72 (0.18)	0.846 (0.61)	0.774 (0.75)	0.379** (0.0074)	0.541 (0.18)
Black	1.156 (0.83)	1.653* (0.043)	1.116 (0.74)	0.698 (0.67)	1.189 (0.63)	0.625 (0.34)
Asian	0 (1.00)	0.774 (0.59)	1.387 (0.52)	0 (1.00)	0.183 (0.12)	1.025 (0.97)
Hispanic	0.588 (0.50)	1.404 (0.19)	1.296 (0.46)	0.366 (0.34)	0.94 (0.88)	1.331 (0.57)
Have children	2.351* (0.017)	1.914** (<0.001)	1.537* (0.038)	2.194 (0.16)	1.192 (0.49)	1.172 (0.63)
Some college	0.975 (0.94)	0.496** (<0.001)	0.9 (0.57)	0.977 (0.97)	0.898 (0.63)	1.865 (0.068)
Volunteering				1.958 (0.16)	0.719 (0.080)	0.536** (0.008)
Received public assistance during youth				0.758 (0.59)	1.283 (0.25)	0.917 (0.77)
Lived in public housing during youth				0.276 (0.27)	1.26 (0.45)	1.141 (0.76)
Received other housing assistance				1.263 (0.85)	1.248 (0.55)	1.207 (0.74)
Public sector employment				1.671 (0.21)	0.932 (0.74)	1.051 (0.85)

**Exhibit E.10: Multinomial Logistic Regression—State and National Comparison Group**

	I			II		
	Group 0	Group 1	Group 2	Group 0	Group 1	Group 2
Importance of service oriented careers				0.834 (0.17)	1.043 (0.52)	0.949 (0.52)
Connection to community				1.263 (0.059)	0.979 (0.71)	1.088 (0.24)
Appreciation of diversity				0.941 (0.58)	1.047 (0.35)	1.014 (0.82)
Civic obligations				0.953 (0.79)	1.141 (0.14)	0.926 (0.51)
Neighborhood obligations				1.303* (0.024)	1.05 (0.46)	1.002 (0.99)
Voting participation (2004)				0.892 (0.86)	0.636 (0.068)	0.595 (0.096)
Number of observations	1686			920		

*Notes:* Reported coefficients are relative risk ratios. P-values are displayed in parentheses. \*\* denotes  $p < 0.01$  and \* denotes  $p < 0.05$ .

***State and National Treatment: Refused***

**Neighborhood Obligations.** Individuals who believe it is important to fulfill neighborhood obligations are more likely to refuse to take the Phase III Survey (RRR 1.303,  $p < 0.05$ ).

***State and National Treatment: Unable To Locate***

**Age.** Older individuals are less likely to be in the “unable to be located” group than the “completed” group (RRR 0.969,  $p < 0.01$ ).

**White.** Individuals who self-identify as White are less likely to be in the “unable to be located” group than the “completed” (RRR 0.379,  $p < 0.01$ ).

***State and National Treatment: Located But Did Not Complete***

**Volunteering.** It is less likely that volunteers will be in the “located, but not complete the Phase III Survey” group than the “completed” group (RRR 0.536,  $p < 0.01$ ).

**Discussion**

**State and National**

***Full Sample***

With the sample taken as a whole, our multinomial logistic regression informs us that 7 of our 20 demographic, attitudinal and behavioral covariates are statistically significant indicators of one’s likelihood to complete the Phase III Survey. Two covariates, “Age” and “Importance of service oriented careers,” indicate a particularly strong correlative effect. “Age” reveals that younger individuals are less likely to be located than older individuals, thus making younger individuals less likely to complete the survey. “Importance of service oriented careers” instructs us that individuals who value service oriented careers are less likely to refuse to take the survey, and therefore more likely to be represented in the final results, than individuals who do not share this attitude. Five other

covariates were found to be significant at the .05 level or above: Male, White, Volunteering, Civic obligations and Neighborhood obligations.

Males were far more likely than females to fail to complete the Phase III Survey after being located. Individuals self-identifying as White were more likely to be located than members of other racial groups, and therefore more likely to be represented in the final analysis. Individuals who volunteer were less likely to fail to complete the survey after being located than individuals who do not volunteer. Individuals who value the fulfillment of *civic obligations* were less likely to fail to complete the survey after being located than individuals who do not share this attitude. Conversely, and perhaps curiously, individuals who value the fulfillment of *neighborhood obligations* were less likely to be represented in the final analysis than individuals who do not share this attitude.

### ***Differences between Treatment and Comparison Groups***

Analyzed individually, the treatment and comparison groups reported statistically significant results for 8 covariates, sharing only “Age” in common. In both the treatment and comparison groups, “Age” indicated that younger individuals were less likely to be located than older individuals, thus resulting in older individuals being disproportionately represented in the final analysis.

The treatment group also reported statistically significant results for the covariates “White,” “Volunteering” and “Neighborhood obligations”. Individuals self-identifying as “White” were far more likely to be located than other racial groups, meaning that the final analysis represents treatment group responses disproportionately representative of White members’ experiences. Individuals who reported higher rates of volunteering were less likely to fail to complete the survey after being located than individuals who reported lower rates of volunteering. Consistent with the full sample results, individuals who value the fulfillment of neighborhood obligations were more likely to refuse to complete the survey than individuals who do not share this attitude.

In addition to “Age,” the comparison group reported results of significance for the covariates “Male,” “Some college,” “Importance of service oriented careers” and “Civic obligations”. Males were found to be far more likely than females to fail to complete the survey after being located. Individuals with some college experience were found to be much more likely to refuse to complete the survey than individuals without college experience. Individuals who value service oriented careers were more likely to be located than individuals who do not share this attitude. Individuals who value the fulfillment of civic obligations were less likely to fail to complete the survey after being located than individuals who do not share this attitude.

**NCCC.** As previously reported, due to an insufficiently robust sample size, no multinomial results can be reliably reported for NCCC. Furthermore, in the standard logistic regression analysis, no results were found to be statistically significant for the full sample. In the comparison group, “Voting Participation,” was found to be the sole statistically significant covariate. Individuals who voted in 2004 were more likely to respond to the survey than those who did not. In the treatment group, “Age” was found to be the sole statistically significant covariate. Younger individuals were found to be more likely to respond to the survey than older individuals.

To sum, taken as a whole, the respondents who completed our survey in Phase III are less likely to be younger individuals. They are more difficult to locate, and thus, did not complete the survey.





## Appendix F: Summary of Analysis Approach

The Longitudinal Evaluation of AmeriCorps is a quasi-experimental study designed to measure the outcomes and impacts of national service on individuals who served in the AmeriCorps program funded by the Corporation for National and Community Service (the Corporation). The Corporation was established in 1993 by the National and Community Service Act. Its mission is to engage Americans of all ages and backgrounds in community-based national service that is intended to address the Nation's education, public safety, human services, and environmental needs in order to achieve direct and demonstrable results.

This longitudinal study investigates whether participation in national service leads to measurable improvements in outcomes among AmeriCorps participants, as compared to a comparison group who did not participate in AmeriCorps. This phase of the study (Phase III) is intended to assess the impacts of participation in AmeriCorps on its members' civic engagement, education, employment, and other life skill outcomes eight years after program enrollment. The longitudinal study is tracking individuals who enrolled in AmeriCorps during the 1999–2000 program year, along with their counterparts in the comparison group.

The study addresses questions relating to how the experience of serving others may affect members in terms of the kind of person and citizen they will become. In addition to these questions regarding character and ethics, it investigates hypothesized effects for members in their education and employment experience and in selected life skills. This project longitudinally measures the outcomes and impacts of national service on members relative to what would have happened if they had not participated in AmeriCorps. In order to do this, the study uses comparison groups to represent the outcomes members would have experienced in the absence of the program. The comparable individuals are those who inquired about AmeriCorps, but did not actually enroll in the program.

The first component of the evaluation is a national impact study of over 1,700 AmeriCorps State and National members, comparing changes in outcomes for a sample of State and National members from a nationally representative sample of programs with changes in outcomes for a national comparison group. The program group includes all full-time, first-year members enrolled in 108 programs that were randomly selected from the universe of State and National programs in operation during the 1999–2000 program year. The national comparison group was selected from the pool of individuals making inquiries about AmeriCorps through the Corporation's national inquiry line. The 1,529 comparison group members were screened to ensure that they were aware of AmeriCorps, had a propensity to serve in AmeriCorps, but had not actually enrolled in an AmeriCorps program.

The second component of the evaluation is a national impact study of over 470 AmeriCorps NCCC members entering the program between September 8, 1999 and January 31, 2000, comparing changes in outcomes for the population of NCCC members with changes in outcomes for a national comparison sample. The program sample consists of all first-year members from three of the five NCCC regional campuses that were operational during the 1999–2000 program year. The comparison group consists of 410 eligible individuals recruited from a national wait-list pool of applicants for the NCCC program who applied for the program at approximately the same time as the treatment group

members. These are individuals who either met the program's eligibility requirements but were not invited to enroll due to limited program slots, or who were invited to enroll but declined.

Impacts to be assessed in both components of the evaluation include, but are not limited to: civic engagement, participation in volunteer service, and the degree to which the program affected members' personal and professional development.

To address the research questions of this study, this analysis plan addresses the following areas:

1. Conducting descriptive analyses;
2. Estimating impacts and measuring growth; and
3. Comparing the sample with national benchmarks.

## **Descriptive Analysis**

We will conduct descriptive analyses, similar to those in the early findings report (Corporation for National and Community Service, 2004) to examine outcomes for both the treatment and comparison groups. In Phase III, there is also interest in knowing more about the following questions:

1. Are respondents currently volunteering? If so, what are the types and kinds of volunteering.
2. Did/How did the respondents' 1999–2000 activities (AmeriCorps or alternatives to AmeriCorps) affect their career choices, employment choices, political expression, and commitment to volunteering?
3. Did/How did AmeriCorps members use their education award?
4. Why did the comparison group choose not to enroll in AmeriCorps?
5. What activities did the comparison group engage in instead of AmeriCorps?

We will answer these questions through descriptive tabulations of the survey data for the AmeriCorps groups (State and National and NCCC groups) and the comparison groups (State and National and NCCC comparison groups). We will use sample weights to produce nationally representative results. We will also investigate the same questions for different subgroups, including race, gender, and type of program. The purpose of these analyses is to understand the nature of the sample and the life pathways of the sample since 1999. We expect this to be very helpful in defining the impact analysis and interpreting the impact estimates.

## **Estimating Impacts and Measuring Changes over Time**

The ideal evaluation approach to ensuring that participant and non-participant groups differ only in their participation and not some other vital feature (e.g., inclination to serve) is an experimental design including the random assignment of subjects to either participant or non-participant groups. However, random assignment was not possible in the 1999 program year. Therefore, in this longitudinal evaluation we need 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.

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. Separate comparison groups were selected for State and National and NCCC because there are differences in the nature of the two programs and in the characteristics of their participants. We may have drawn comparison groups from seemingly similar populations. However, because we were unable to employ an experimental design (random assignment), we need to consider the issue of selection bias. While comparison group members had some of the same characteristics 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 may be some key differences in outcomes of interest at the onset of our study. For example, AmeriCorps members had a higher propensity to serve than the comparison groups. Specifically, in State and National, almost 40 percent of the treatment group had a 90 percent or higher propensity to serve, as compared to 2 percent in the comparison group. For NCCC, 42 percent of the treatment group had a 90 percent or higher propensity to serve, as compared to 2 percent in the comparison group (see Corporation for National and Community Service, 2004, p. B-15).

In the Phase II analysis (Corporation for National and Community Service, 2004), we employed propensity score analysis (PSA) to address the issue of selection bias. In PSA, treatment cases are compared to comparison group cases that have a similar probability of selection into treatment. This method makes full use of all data on measured variables. We designed the post-program supplemental survey (PPSS) data collection instrument 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.<sup>1</sup> Experts in civic engagement, volunteerism, and the AmeriCorps program helped to design the PPSS so as to measure all background variables deemed important in addressing the issue of selection bias.

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, regression adjustment, and multiple subject matching (Ming & Rosenbaum, 2001). 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., linearity) on the relationship between propensity to participate and treatment effect.

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. Propensity scores were calculated separately for State and National and NCCC samples. Overall, over 75 variables were used to create the propensity score. The propensity model used in the prior phase (Corporation for National and

---

<sup>1</sup> We will collect data of interest from the post-program supplemental survey during Phase III.

Community Service, 2004) had good balance on all the covariates used, and will continue to ensure balance on this wave of data.

For Phase III, the current study, we will continue to address selection bias through the use of propensity scores and matching. We will investigate three different approaches. First, we will carry out a standard matching analysis using propensity scores (see Morgan & Harding, 2006). Second, we will use the propensity score as a covariate in a regression analysis. Third, we will use the matching process as a “data preprocessor,” an approach to reducing model dependence advocated by Ho et al. (2006), and perform regression and other multivariate analysis on the matched data. With these various approaches, we recommend using various methods in the use of propensity scores to better understand how sensitive each method is to the quasi-experimental nature of the data. We will then decide which method is the most valid and reliable.

However the comparison group is matched to the program group, it will be important to control for the baseline value of the outcome variables. Unlike other observable variables, inclusion of the outcome variables allows us to control for unobservable characteristics that affect the outcome of interest. For example, we may not be able to measure motivation directly, but we would expect that if highly motivated individuals are more likely to serve, that should result in a higher propensity-to-serve score at baseline; controlling for that relationship should help to match the program and comparison groups on the otherwise unobservable characteristic of motivation. It is important to note that this only works to the extent that the relationship between motivation and propensity to serve remains unchanged over time—i.e., this approach only corrects for “fixed effects.” But, such effects can be an important source of selection bias for some outcomes.

The baseline value of the outcome can be entered into the analysis in several different ways. It can be used as an argument of the propensity function; it can be used as a covariate in the impact regression; or it can be subtracted from the dependent variable to create a “gain score.” The choice between the first two approaches and the third depends on whether one believes the baseline difference between the two groups on this variable is permanent or transitory. As a reiterative process to the analysis plan, we will make this decision on a variable-by-variable basis.

We also considered, but ultimately rejected, the use of instrumental variables (Imbens & Rosenbaum, 2005) or non-equivalent dependent variables (Reynolds & West, 1987) to address selection bias. An instrumental variable is one that affects selection into the program group, but does not affect the outcome of interest. Where an instrument that convincingly meets this requirement is available, instrumental variables can be a powerful correction for selection bias. A non-equivalent dependent variable is an outcome variable that is expected not to change because of the treatment, though it is expected to respond to the contextually important internal validity threats as the outcome of interest (Shadish, Cook, & Campbell, 2002). In the present case, however, we were simply unable to identify appropriate instrumental variables, nor non-equivalent dependent variables.

In addition to the overall impact of AmeriCorps, we also wish to estimate how the impact varies by programs and individuals. AmeriCorps is diverse both in the types of programs and experiences it offers and in terms of the range of individuals who have participated. We will explore possible subgroups and interactions, at the program level or the individual level, particularly for the State and National program, where larger program- and individual-level samples are available.

Possible subgroups at the individual level include:

- Demographic groups (age, gender, race, ethnicity, and marital status)
- Life stage at baseline (before, during, after college; married, single; presence of children)
- Past or current disadvantaged circumstances

To assess reliability of the findings, we will review all results to measure whether the magnitudes of estimated impacts are reasonable, and whether the variation in impacts across subgroups accords with expectations, especially variation in participant and program characteristics within and across outcomes. In examining the outcomes, we will be guided by a “theory of change” logic model such as the one presented in Appendix A to identify where larger and smaller impacts might be expected. The logic model will be based on our understanding of the program and its intended effects, drawing on the institutional knowledge of the Corporation as well as our own long experience with community service programs. We might, for example, expect the program to have greater effects on the employment of disadvantaged corps members, who tend to see the corps as a job and to use it to build marketable skills, than on college students, for whom it is more likely to be an opportunity for service, rather than a way to develop skills. If the results confirm this expectation, that would strengthen our confidence in the analysis.

By looking at the pattern of results across various outcomes, we may also gain insight into the mechanisms involved in AmeriCorps’ effects. Again, the theory of change logic model can be helpful in this regard, allowing us to posit alternative pathways through which program effects would be expected to occur. For example, the AmeriCorps experience might affect an outcome such as civic engagement either by raising the member’s political/social awareness and/or by fostering the member’s connections to the community. Given an impact on civic engagement, examination of the impacts on these intermediate outcomes, both overall and across subgroups, may allow us to distinguish which, if either, of these two hypothesized channels of effect is operative.

A third key question for the Phase III research is to understand how AmeriCorps has changed individuals’ trajectories over time with respect to attitudes and political and civic behavior. The question here is whether AmeriCorps represents a disjuncture or turning point in people’s lives. The analogy here is to the work of Sampson and Laub (2004) and their finding that marriage represents a critical turning point away from crime for males who have been involved in delinquent behavior. In our context the question is whether AmeriCorps shifts individuals into a life of civic involvement that would not have occurred otherwise.

We will use multiple regression to determine if there are treatment and comparison differences in the Phase III outcomes, after controlling for baseline pre-test measures, propensity strata, unbalanced covariates from the propensity score analysis, and other exogenous covariates.

We will carry out sensitivity analyses to determine if the regression results are robust. Sensitivity analyses includes using change scores as outcomes, using baseline pre-test as outcomes, and using different numbers of strata in the propensity score analyses.

As Jamie Robins has pointed out, the advantage of this procedure is that it gives the researcher two chances to get the right answer (see Morgan & Harding, 2006). If the propensity score equation is correctly specified, then both a simple difference estimate, as well as any parametric model estimator, will give a consistent estimate of the program effect even if the parametric estimator model is misspecified. Similarly, if the parametric model is correctly specified, but the propensity score model is misspecified, one will still get a consistent estimate of the program effect.

## National Benchmarks

The Phase III survey was designed specifically to incorporate questions used in national surveys. The national surveys will be used as benchmarks for comparison to sample populations. For example, we will compare the treatment and comparison samples on the following outcomes with estimates from the identified national data collection efforts:

- Volunteer activities within past year (CPS)
- Charitable donations within past year (PSID)
- Demographics (CPS)
- Religiosity (GSS/MTF)
- Voting behavior (adapted from NES)

Similar to education research, where researchers compare test scores of a treatment and control group against national norms, we will investigate how outcomes of interest, such as voting, differ among the treatment, comparison, and the national benchmark. In the example of voting in the 2006 mid-year elections, it is hypothesized that even after seven years since AmeriCorps, the treatment group should have high levels of voting, the comparison group (because of their initial interest in volunteerism) moderate levels, and the national norm the lowest levels. The comparisons with the national datasets will also be descriptive in nature.

In the next series of appendices, we will present the outcome measures used in the analyses, including the description of the principal component analyses to create latent variables. We will then present the results of the descriptive analyses. The final set of appendices focuses on the impacts of AmeriCorps, starting with a detailed description of the propensity score analysis, methods for estimating the treatment effect, and results of the sensitivity analyses to determine robustness of the results.

# Appendix G: Outcomes Measures and Principal Component Analysis

The outcome measures used for the analysis follows the theory of change, where most of the outcomes including constructs have been used to assess short-term impacts of AmeriCorps. Following the theory of change, survey instruments were designed to measure the respondent’s work/job skills, awareness of diversity, and connection to the community, as well as demographic characteristics such as race/ethnicity, family and personal income, and family formation (marriage and children). Exhibit G.1 shows the outcomes for the study. Many new outcomes were added to this phase of the evaluation. Others, such as voting and volunteering, are individual survey items modified from other large-scale surveys. Constructs in Exhibit G.1 that have the notation “(scale)” were developed at the start of this longitudinal evaluation in 1998. To create these scales, we employed principal component analysis, which is described in more detail below.

**Exhibit G.1: Outcomes for the AmeriCorps Longitudinal Study**

	1999	2000	2003	2006
	Baseline Survey	Post-Program Survey	Post Program Supplemental Survey	Phase III
<i>Participant Demographics</i>				
1. Marital Status	✓	✓	✓	✓
2. Parenting Status	✓	✓	✓	✓
3. Residential Stability	✓	✓	✓	✓
4. Life Satisfaction (scale)	✓	✓		✓
5. Religiosity (GSS/ MTF) <sup>a</sup>			✓	✓
<i>AmeriCorps Experience</i>				
1. How T/C inquired about AmeriCorps in 1999				
2. What Comparison did instead of AmeriCorps in 1999				
3. Why Comparison did not do AmeriCorps in 1999				
4. Did 1999–2000 experience influence T/C				
a. Career choices				✓
b. Employment choices				✓
c. Political expression				✓
d. Commitment to volunteer service				✓
e. Personal and family life				✓
f. Interest in current events				✓
5. Did AmeriCorps members use their education award				✓
<i>Volunteer Activities and Political Participation</i>				
1. Volunteer activities within past year (CPS) <sup>b</sup>	✓	✓	✓	✓
2. Charitable donations within past year (PSID) <sup>c</sup>			✓	✓
3. Political participation				✓
4. Contacted government official			✓	✓
5. Worked as a volunteer on campaign			✓	✓
<i>Voting Behavior</i>				
1. Voting in local and national elections <sup>d</sup>	✓	✓		✓
2. Engagement in political process (scale)	✓	✓		✓

## Exhibit G.1: Outcomes for the AmeriCorps Longitudinal Study

	1999	2000	2003	2006
	Baseline Survey	Post-Program Survey	Post Program Supplemental Survey	Phase III
<i>Education</i>				
1. Educational progress	✓	✓	✓	✓
2. Level of education achieved	✓	✓	✓	✓
<i>Employment/Earnings</i>				
1. Income	✓	✓	✓	✓
2. Work history	✓	✓	✓	✓
3. Appreciation of cultural diversity (scale)	✓	✓		✓
4. Constructive group interactions (scale)	✓	✓		*
5. Constructive personal behavior in groups (scale)	✓	✓		*
6. Importance of a career in service	✓	✓	✓	✓
7. Public sector employment		✓		✓
<i>Civic Engagement and Citizenship</i>				
1. Connection to community (scale)	✓	✓		✓
2. Personal effectiveness of community service (scale)	✓	✓		✓
3. Personal growth through community service (scale)	✓	✓		✓
4. Local civic efficacy (scale)	✓	✓		✓
5. Grassroots efficacy (scale)	✓	✓		✓
6. Community problem identification (scale)	✓	✓		✓
7. Neighborhood obligation (scale)	✓	✓		✓
8. Civic obligation (scale)	✓	✓		✓
9. Community-based activism (scale)	✓	✓		✓
10. Likelihood of future service		✓		✓
11. Social trust (GSS)				✓
<sup>a</sup> Items adapted from General Social Survey (GSS), Monitoring the Future (MTF)				
<sup>b</sup> Items adapted from Current Population Study (CPS)				
<sup>c</sup> Items adapted from Panel Study of Income Dynamics (PSID)				
<sup>d</sup> Items adapted from National Election Study (NES)				

## Principal Component Analysis and Reliability Analysis

One of the key purposes of the Longitudinal Study of AmeriCorps is to assess whether key outcome variables, such as civic engagement, volunteering, or connectedness to community, have changed over time as a result of participation in an AmeriCorps program. The study team is also interested in finding whether differences in these key outcome variables are correlated more strongly with participation in either the AmeriCorps State and National or AmeriCorps NCCC program.

Through an extensive literature search and discussions with the Corporation and prior technical working group members, constructs were developed to measure such concepts as work/job skills, awareness of diversity, connection to community, and leadership (Artis et al., 2000). Exhibit G.2 summarizes the factors created in prior waves. The constructs were recreated for the current phase of the study.



---

## Exhibit G.2: Factors Created through Principal Component Analysis

---

### *Voting Behavior*

*Engagement in the Political Process:* Provides respondent's reports of the frequency with which he/she participates in activities intrinsic to the political process, including learning about candidates and voting in local elections.

### *Employment/ Earnings*

*Appreciation of Cultural and Ethnic Diversity:* Represents the respondent's opinion about the importance and desirability of relationships between people who do not share the same cultural and/or ethnic background.

*Constructive Group Interactions:* Provides the respondent's report of the frequency with which he/she participated in group situations during which constructive interactions, such as working out conflicts and sharing ideas, occurred.

*Constructive Personal Behavior in Groups:* Provides the respondent's report of the frequency with which he/she personally uses techniques for encouraging constructive group interactions, such as encouraging participation by other team members and supporting others' right to be heard.

### *Civic Engagement and Citizenship*

*Connection to Community:* Represents the respondent's opinion about the strength of his/her connection to the community, as represented by the strength of feelings toward the community, including attachment, awareness, and commitment.

*Community Problem Identification:* Represents the respondent's self-assessed understanding of social problems in his/her community, such as environment, public health, and crime.

*Neighborhood Obligations:* Represents the respondent's opinion about the importance of being active in his/her neighborhood, including reporting crimes, keeping the neighborhood clean, and participating in neighborhood organizations.

*Civic Obligations:* Represents the respondent's opinion about the importance of participating in various civic activities, including voting in elections and serving on a jury.

*Personal Effectiveness of Community Service:* Represents the respondent's opinion about the impacts of his/her prior volunteer activities during the previous year with respect to making community contributions, developing attachments to the community, and making a difference.

*Personal Growth Through Community Service:* Represents the respondent's assessment of the impacts of his/her prior volunteer activities during the previous year with respect to personal growth, including exposure to new ideas, changing beliefs, and learning about the real world.

*Local Civic Efficacy:* Represents the respondent's opinion about the feasibility of working with local or state government to meet a range of community needs, such as fixing a pothole or getting an issue on a statewide ballot.

*Grassroots Efficacy:* Represents the respondent's opinion about the feasibility of starting a grassroots effort to meet a range of community needs, such as starting an after-school program or organizing a park cleanup program.

*Community-Based Activism:* Represents the frequency with which he/she participates in community-based activities, including attending community meetings and writing to newspapers to voice opinions.

---

Principal component analysis (PCA) is a data reduction method that can be used to create constructs or latent variables. This analysis method generates a linear combination (principle component) of a set of related variables, retaining as much information from the original variables as possible. This method of analysis was chosen originally 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 (Thompson, 2004). The purposes of PCA include informing evaluations of score validity, developing theory regarding the nature of the constructs, and summarizing relationships between survey items in a more efficient manner (Thompson, 2004).

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 the 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 principle 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 also conducted reliability analysis to ensure that the principal components are highly reliable. A Cronbach's alpha was calculated to determine reliability of the latent variables.

In the past, the reliability for these constructs has been consistently high (alpha = .70 and above), though some scales had alpha scores between .50 and .60. We are using the same questions on outcome measures in the Phase III survey as we did at baseline and in the post-program survey. In the analysis, we will start by confirming that these are still appropriate measures by redoing the principal component analysis conducted with the post-program survey data with the new Phase III data, following recommendations from Corinta (1993) regarding multidimensionality of the scale.

## **Approach**

Data for principle component analysis in this wave of the survey were obtained between March and September 2007 through computer-assisted telephone interviews (CATI). PCA was conducted using SPSS version 15.0 for Windows. We first looked at descriptive information about each survey item, looking at means, frequencies, sample sizes, and correlations. After the initial phase, we conducted principal component analysis, following the procedures from prior rounds of the study. We then conducted a reliability analysis, where Cronbach's alpha was calculated. At this phase, we looked at how deleting some survey items might improve the reliability. Because of the longitudinal nature of the study, we kept the components the same as previous rounds of the study. As a final step, we looked at the histogram of the latent variables and the predicted probability plots (P-P plots). As a final note, all principal components were standardized into z-scores. In so doing, the mean will become zero and the standard deviation will become 1.

Each principle component is composed of anywhere from 3 to 11 individual variables. Each of the individual variables used in creation of a principle component uses either a three-point or five-point Likert scale for its responses. Responses of "refused to answer" and "don't know" were set to missing. In reviewing the items prior to conducting analyses, no individual variable had more than 20 respondents missing in a sample of 2,240 (0.8929% of total responses). Specifically, across the variables, there were minimal missing data.

Sixteen principle components were created for this wave of the study. Thirteen of these principle components were measured in previous reports in this study and they were re-measured to test for further changes between treatment and comparison groups. These 13 principle components were created by asking questions identical to those that were asked in the previous surveys of the sample and using these to re-create principle components for this study.

The principle component "Importance of Service-oriented Careers" has been measured in another form in previous iterations of the survey, but has been retooled for this wave of analysis to provide a more accurate measure of how often respondents provide service to others in their current career. In

the past, this question asked how important serving others would be in general. We also use a five-point scale now, rather than the three-point Likert scale that has been used previously.

There are two new principle components that are composed of questions that are new to this wave of the study. The two new principle components measure overall life satisfaction and the lasting impact of AmeriCorps program experience on treatment members.

Below, we present the individual items that entered into each principle component. We also include the variable name that is in our data set for PCA.

***Connection to Community (concom)***

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 (knowprob)***

How much do you feel you know about the problems facing the community such as (Nothing = 1, A Great Deal = 5):

1. The environment?
2. Public health issues?
3. Literacy?
4. Crime?
5. Lack of civic involvement?

***Neighborhood Obligations (hoodobl)***

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 (civobl)***

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.

***Importance of Service-Oriented Careers\* (svcjob)***

To what extent do all your current jobs allow you to (Never = 1, Always = 5):

1. Work to correct social and economic inequalities.
2. Work with other people as part of a team.
3. Provide direct service to people.

***Personal Effectiveness of Community Service (effctcom)***

Thinking about all 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 (growcom)***

Thinking about all 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.

***Community-Based Activism (comactv)***

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 (engpolit)***

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.

***Constructive Group Interactions (grpinter)***

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 (grpbehav)***

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

***Local Civic Efficacy (lclciv)***

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 (grssroot)***

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 event 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.

***Appreciation of Cultural and Ethnic Diversity (diverse)***

Please indicate how much you agree with each of the following statements (Strongly disagree = 1, Strongly agree = 5):

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.

How would describe your (Not very interested = 1, Very interested = 5):

5. 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 (Strongly disagree = 1, Strongly agree = 5):

6. Diverse viewpoints bring creativity and energy to a work group.
7. Multicultural teams can be stimulating and fun.
8. People are more motivated and productive when they feel they are appreciated for who they are.
9. Diversity improves the work of organizations.
10. Diversity brings many perspectives to problem solving.
11. I am comfortable interacting with people from a different racial or ethnic background.

***Life Satisfaction\* (lifsatis)<sup>1</sup>***

Please tell me overall, how satisfied you are with each of the following areas of your life. Are you very satisfied, somewhat satisfied, not too satisfied or not at all satisfied with your (Not at all satisfied = 1, Very Satisfied = 4):

1. Work or career overall.
2. Personal financial situation.
3. Physical health.
4. Personal relationships with family and friends.
5. Religious or spiritual life.
6. Leisure activities.

***AmeriCorps Program Experience\* (prgexp)<sup>1</sup>***

Thinking about your AmeriCorps experience, please indicate how much you agree with each of the following statements. Would you say you strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree (Strongly disagree = 1, Strongly agree = 5)?

1. AmeriCorps had an influence on my commitment to volunteer.
2. AmeriCorps had an influence on my personal and family life.
3. AmeriCorps had an influence on my interest in current events and issues.
4. In general, how much influence did your AmeriCorps experience have on your decision to participate in activities like the ones we just discussed (No influence = 1, A lot of influence = 5).

Exhibit G.3 shows the results of the PCA and the Cronbach's alpha for each construct. On average, each component created had moderate to high reliability with high component loadings. This is consistent with the results from prior rounds of the study.

The column entitled Phase III Variable Component Loading presents the principal component loadings. These loadings are used to aggregate the survey variables into each scale. For interpretability, each factor was standardized with a mean of zero and a standard deviation of one.

The column entitled Phase III Cronbach's Alpha statistic presents the results of the reliability analysis.

---

<sup>1</sup> \*Principle component is new to this wave of analysis

**Exhibit G.3: Results of Principal Components Analysis and Chronbach's Alpha, for Each Construct**

Constructs and Corresponding Survey Items	Phase III Variable Name	Phase III Variable Component Loading	Phase III Cronbach's Alpha Statistic Eigenvalue
<b>Connection to Community (Attitude):</b> Connection to Community indicates the respondent's opinion about the strength of his/her connection to the community, as represented by the strength of feelings toward the community, including attachment, awareness, and commitment.			
1. I have a strong attachment to my community.	qb10a	0.730	0.77 2.617
2. I often discuss and think about how larger political issues affect my community.	qb10b	0.641	
3. I am aware of what can be done to meet the important needs of my community.	qb10c	0.720	
4. I have the ability to make a difference in my community.	qb10d	0.741	
5. I try to find the time or a way to make a positive difference in my community.	qb10e	0.779	
<b>Community Problem Identification (Knowledge):</b> Community Problem Identification indicates the respondent's self-assessed understanding of social problems in their community, such as environment, public health, and crime.			
1. How much do you know about the problems facing the community, such as the environment?	prq4a	0.651	0.788 2.709
2. How much do you know about the problems facing the community, such as public health issues?	prq4b	0.764	
3. How much do you know about the problems facing the community, such as literacy?	prq4c	0.757	
4. How much do you know about the problems facing the community, such as crime?	prq4d	0.730	
5. How much do you know about the problems facing the community, such as lack of civic involvement?	prq4e	0.772	
<b>Neighborhood Obligations (Attitude):</b> Neighborhood Obligations indicates the respondent's opinion about the importance of being active in his/her neighborhood, including reporting crimes, keeping the neighborhood clean, and participating in neighborhood organizations.			
1. Reporting a crime you may have witnessed.	prq2b	0.464	0.581 1.951
2. Participating in neighborhood organizations.	prq2c	0.561	
3. Helping keep the neighborhood safe.	prq2f	0.725	
4. Helping keep the neighborhood clean and beautiful.	prq2g	0.720	
5. Helping those who are less fortunate.	prq2h	0.615	
<b>Civic Obligations (Attitude):</b> Civic Obligations indicates the respondent's opinion about the importance of participating various civic activities, including voting in elections and serving on a jury.			
1. Serving on a jury if called.	prq2a	0.645	0.469 1.481
2. Voting in elections.	prq2d	0.775	
3. Keeping informed about news and public issues.	prq2e	0.682	
<b>Importance of Service-Oriented Careers (Attitude):</b> Importance of Service-Oriented Careers indicates the respondent's opinion about the importance of working in a position that contributes to others, such as working to correct inequalities and being of direct service to people.			
1. Working to correct social or economic inequalities.	qb16a	0.633	0.516 1.549
2. Having a job that involves working with other people.	qb16b	0.751	
3. Working in a job where I am of direct service to people.	qb16c	0.765	
<b>Personal Effectiveness of Community Service (Attitude):</b> Personal Effectiveness of Community Service indicates the respondent's opinion about the impact of his/her volunteer activities during the previous year with respect to making community contributions, developing attachments to the community, and making a difference.			
1. I felt I made a contribution to the community.	qb9a	0.788	0.646 1.759
2. I felt like part of the community.	qb9d	0.748	
3. I felt I could make a difference in the life of at least one person.	qb9f	0.761	

**Exhibit G.3: Results of Principal Components Analysis and Chronbach's Alpha, for Each Construct**

Constructs and Corresponding Survey Items	Phase III Variable Name	Phase III Variable Component Loading	Phase III Cronbach's Alpha Statistic Eigenvalue
<b>Personal Growth through Community Service (Attitude):</b> Personal Growth through Community Service indicates the respondent's assessment of the impacts of his/her prior volunteer activities during the previous year with respect to personal growth, including exposure to new ideas, changing beliefs, and learning about the real world.			
1. I re-examined my beliefs and attitudes about myself.	qb9b	0.743	0.812
2. I was exposed to new ideas and ways of seeing the world.	qb9c	0.771	2.873
3. I learned about the "real" world.	qb9e	0.739	
4. I did things that I never thought I could do.	qb9g	0.748	
5. I changed some of my beliefs and attitudes.	qb9h	0.788	
<b>Community Based Activism (Behavior):</b> Community-based Activism provides respondents' reports of the frequency with which they <b>participate</b> in community-based activities, including community meetings and writing to newspapers to voice opinions.			
1. Participate in events such as community meetings, celebrations, or activities in my community.	qb4_1a	0.800	0.651
2. Join organizations that support issues that are important to me.	qb4_1b	0.834	1.779
3. Write or e-mail newspapers or organizations to voice my views.	qb4_1c	0.666	
<b>Engagement in the Political Process (Behavior):</b> Engagement in the Political Process provides respondents' reports of the frequency with which they participate in activities intrinsic to the political process, including learning about candidates and voting in local elections.			
1. Vote in local elections.	qb4_1d	0.800	0.679
2. Try to learn as much as I can about candidates or ballot questions.	qb4_1e	0.867	1.85
3. Keep informed about local or national news.	qb4_1f	0.677	
<b>Constructive Group Interactions (Experience):</b> Constructive Group Interactions provides respondents' reports of the frequency with which they participated in group situations during which constructive interactions, such as working out conflicts and sharing ideas, occurred.			
1. We discuss issues and problems and share ideas.	B4A	0.611	0.699
2. We involve everyone and avoid favoritism.	B4B	0.766	2.119
3. We can disagree and be different from one another without fear.	B4C	0.788	
4. We take time to work out any conflicts.	B4D	0.733	
<b>Constructive Personal Behavior in Groups (Behavior):</b> Constructive Person Behavior in Groups provides respondents' reports of the frequency with which they personally use techniques for encouraging constructive group interactions, such as encouraging participation by other team members and supporting others' right to be heard.			
1. I try to understand other team members' ideas and opinions before arguing or stating my own.	qb8a	0.717	0.809
2. I try to present my ideas without criticizing the ideas of others.	qb8b	0.725	3.098
3. I encourage different points of view without worrying about agreement.	qb8c	0.683	
4. I try to consider all points of view or possible options before forming an opinion or making a decision.	qb8d	0.714	
5. I encourage the participation of other team members and support their right to be heard	qb8e	0.778	
6. I help find solutions when unexpected problems arise.	qb8f	0.689	
<b>Local Civic Efficacy (Attitude):</b> Local Civic Efficacy indicates the respondent's opinion about the feasibility of working with local or state <b>government</b> to meet a range of community needs, such as fixing a pothole or getting an issue on a statewide ballot.			
1. Getting the local government to fix a pothole on my street.	prq3a	0.735	0.594
2. Getting the local government to build an addition to the community center.	prq3b	0.776	1.661
3. Getting an issue on the ballot for a state-wide election.	prq3d	0.719	



**Exhibit G.3: Results of Principal Components Analysis and Chronbach's Alpha, for Each Construct**

Constructs and Corresponding Survey Items	Phase III Variable Name	Phase III Variable Component Loading	Phase III Cronbach's Alpha Statistic Eigenvalue
<b>Grassroots Efficacy (Attitude):</b> Grassroots Efficacy indicates the respondent's opinion about the feasibility of starting a grassroots effort to meet a range of community needs, such as starting an after-school program or organizing a park cleanup program.			
1. Organizing an event to benefit a charity or religious organization.	prq3c	0.759	0.706 1.894
2. Starting an after-school program for children whose parents work.	prq3e	0.786	
3. Organizing an annual cleanup program for the local park.	prq3f	0.837	
<b>Appreciation of Cultural and Ethnic Diversity (Attitude):</b> Appreciation of Cultural and Ethnic Diversity indicates the respondent's opinion about the importance and desirability of relationships between people who do not share the same cultural and/or ethnic background.			
1. If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.	qb10f	0.528	0.861 4.937
2. Some of my friends are of different backgrounds from me: racial, cultural, ethnic, or language.	qb10g	0.556	
3. Racism affects everyone.	qb10h	0.579	
4. I feel comfortable belonging to groups where people are different from me.	qb10i	0.613	
5. Interest in forming friendships with people who come from a different race or ethnicity from you?	qb13	0.451	
6. Diverse viewpoints bring creativity and energy to a workgroup.	qb10j	0.769	
7. Multicultural teams can be stimulating and fun.	qb10k	0.828	
8. People are more motivated and productive when they feel they are accepted for who they are.	qb10l	0.697	
9. Diversity improves the work of organizations.	qb10m	0.777	
10. Diversity brings many perspectives to problem solving.	qb10n	0.782	
11. I am comfortable interacting with people from a different racial or ethnic background.	qb10o	0.677	
<b>Life Satisfaction:</b> A new principle component for PIII that measures overall satisfaction with life, through close relationships, work, health, etc.			
1. Work or career overall.	qb14a	0.641	0.661 2.253
2. Personal financial situation	qb14b	0.657	
3. Physical health	qb14c	0.633	
4. Personal relationships with family and friends	qb14d	0.629	
5. Religious or spiritual life	qb14e	0.475	
6. Leisure activities	qb14f	0.624	
<b>Program Experience:</b> A new principle component for the PIII analysis based on how the AmeriCorps experience influenced the Treatment group on commitment to volunteering, family life, and interest in current events.			
1. AmeriCorps had an influence on my commitment to volunteer service	qb11a	0.787	0.746 2.325
2. AmeriCorps had an influence on my personal and family life	qb11b	0.738	
3. AmeriCorps had an influence on my interest in current events and issues	qb11c	0.793	
4. In general, how much influence did your AmeriCorps experience have on your decision to participate in activities like the ones we just discussed?	qb6	0.730	
1. AmeriCorps had an influence on my commitment to volunteer service			



# Appendix H: Descriptive Analysis and National Benchmarks

## Descriptive Analysis

To supplement the impact analyses, we conducted numerous descriptive analyses, similar to those in the early findings report (Corporation for National and Community Service, 2004), to examine outcomes in the treatment and comparison groups. In Phase III, there is also interest in knowing more about the following questions:

1. Are respondents currently volunteering? If so, what are the types and kinds of volunteering.
2. Did/How did the respondents' 1999–2000 activities (AmeriCorps or alternatives to AmeriCorps) affect their career choices, employment choices, political expression, and commitment to volunteering?
3. Did/How did AmeriCorps members use their education award?
4. Why did the comparison group choose not to enroll in AmeriCorps?
5. What activities did the comparison group engage in instead of AmeriCorps?

We will answer these questions through descriptive tabulations of the survey data for the AmeriCorps groups (State and National and NCCC groups) and the comparison groups (State and National and NCCC comparison groups). We will also investigate the same questions for different subgroups, including race, gender, and disadvantaged circumstances. The purpose of these analyses is to understand the nature of the sample and the life pathways of the sample since 1999. We expect this to be very helpful in defining the impact analysis and interpreting the impact estimates.

The tables included in this appendix provide both unweighted and weighted results. Unweighted results can be interpreted as the descriptive results for the obtained sample. The weighted results used weights to run the descriptive statistics. The weights take into account the sampling frame as well as the non-response or attrition in Phase III. Therefore, the weighted results produces population estimates.

## National Benchmarks

The Phase III survey was designed specifically to incorporate questions used in national surveys. The national surveys will be used as benchmarks for comparison to sample populations. For example, we will compare the treatment and comparison samples on the following outcomes with estimates from the identified national data collection efforts:

- Volunteer activities within past year (CPS)
- Charitable donations within past year (PSID)
- Demographics (CPS)
- Voting behavior (CPS)

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
<i>Volunteerism</i>																
Most important reason did not vol in last 12 mo	Q6C	1 Gave Money	0	1	301	0.017	0.01	232	0.034	0.01	3413.17	0.020	0.01	503.02	0.028	0.01
Most important reason did not vol in last 12 mo	Q6C	2 Schedule too Full	0	1	301	0.718	0.03	232	0.720	0.03	3413.17	0.720	0.03	503.02	0.712	0.05
Most important reason did not vol in last 12 mo	Q6C	3 Couldn't Keep Commitment	0	1	301	0.003	0.00	232	0.009	0.01	3413.17	0.004	0.00	503.02	0.008	0.01
Most important reason did not vol in last 12 mo	Q6C	4 Health Problems	0	1	301	0.100	0.02	232	0.056	0.02	3413.17	0.099	0.02	503.02	0.102	0.05
Most important reason did not vol in last 12 mo	Q6C	5 No Interest	0	1	301	0.007	0.00	232	0.026	0.01	3413.17	0.005	0.00	503.02	0.021	0.01
Most important reason did not vol in last 12 mo	Q6C	6 Took a Second Job	0	1	301	0.007	0.00	232	0.022	0.01	3413.17	0.004	0.00	503.02	0.017	0.01
Most important reason did not vol in last 12 mo	Q6C	7 Volunteer AMAP Now	0	1	301	0.017	0.01	232	0.000		3413.17	0.013	0.01	503.02	0.000	
Most important reason did not vol in last 12 mo	Q6C	9 Lack of Skills	0	1	301	0.000		232	0.004	0.00	3413.17	0.000		503.02	0.004	0.00
Most important reason did not vol in last 12 mo	Q6C	10 No Transportation	0	1	301	0.003	0.00	232	0.009	0.01	3413.17	0.004	0.00	503.02	0.007	0.00
Most important reason did not vol in last 12 mo	Q6C	11 Should be Paid for Work	0	1	301	0.003	0.00	232	0.004	0.00	3413.17	0.003	0.00	503.02	0.004	0.00
Most important reason did not vol in last 12 mo	Q6C	12 How to Get Involved?	0	1	301	0.053	0.01	232	0.069	0.02	3413.17	0.058	0.01	503.02	0.058	0.02
Most important reason did not vol in last 12 mo	Q6C	14 Not Asked by Organization	0	1	301	0.007	0.00	232	0.013	0.01	3413.17	0.012	0.01	503.02	0.012	0.01
Most important reason did not vol in last 12 mo	Q6C	15 Volunteered Enough in Past	0	1	301	0.007	0.00	232	0.000		3413.17	0.005	0.00	503.02	0.000	
Most important reason did not vol in last 12 mo	Q6C	16 Past Volunteer Experience	0	1	301	0.000		232	0.004	0.00	3413.17	0.000		503.02	0.004	0.00
Most important reason did not vol in last 12 mo	Q6C	18 Taking care of family members	0	1	301	0.030	0.01	232	0.004	0.00	3413.17	0.029	0.01	503.02	0.003	0.00
Most important reason did not vol in last 12 mo	Q6C	95 Other Specify	0	1	301	0.030	0.01	232	0.026	0.01	3413.17	0.025	0.01	503.02	0.020	0.01
Were you asked to volunteer?	Q6D	Were you asked to volunteer?	0	1	302	0.152	0.02	233	0.210	0.03	3438.34	0.138	0.02	505.24	0.170	0.03
Who asked you to vol	Q6D1Y_1	Asked by:Friend	0	1	46	0.304	0.07	49	0.204	0.06	475.41	0.353	0.08	85.75	0.209	0.06
Who asked you to vol	Q6D1Y_2	Asked by:Relative	0	1	46	0.022	0.02	49	0.061	0.03	475.41	0.018	0.02	85.75	0.066	0.04
Who asked you to vol	Q6D1Y_3	Asked by:Co-Worker	0	1	46	0.109	0.06	49	0.102	0.04	475.41	0.107	0.06	85.75	0.102	0.04

- Education Trust usage (CNCS)

Similar to education research, where researchers compare test scores of a treatment and control group against national norms, we will investigate how outcomes of interest, such as voting, differ among the treatment, comparison, and the national benchmark. In the example of voting in the 2006 mid-year elections, it is hypothesized that even after seven years since AmeriCorps, the treatment group should have high levels of voting, the comparison group (because of their initial interest in volunteerism) moderate levels, and the national norm the lowest levels. The comparisons with the national datasets will also be descriptive in nature.

The following tables represent the frequencies and other descriptive statistics, and national benchmark information where relevant. Exhibit H.1 shows the unweighted and weighted descriptive results for the State and National sample. Exhibit H.2 shows the unweighted and weighted descriptive results for the NCCC sample. In both cases, SAS PROC SURVEYFREQ or SURVEYMEANS were used to estimate the means and frequencies. Therefore, instead of a standard deviation, standard errors are presented.

Exhibit H.3 shows the national benchmark information. The format of the table is similar to H.1 and H.2. However, some survey questions were specific to the AmeriCorps survey, and no national survey information was available. Therefore, those rows are left blank in the national benchmark table.

The reason why the tables have the same format is so the reader can compare descriptive results between the national benchmark (Exhibit H.3) and the descriptive results for State and National and NCCC samples.

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
Who asked you to vol	Q6D1Y_4	Asked by:Someone in Org/Schl	0	1	46	0.478	0.07	49	0.449	0.07	475.41	0.463	0.08	85.75	0.440	0.07
Who asked you to vol	Q6D1Y_5	Asked by:Boss/Employer	0	1	46	0.043	0.03	49	0.122	0.05	475.41	0.044	0.03	85.75	0.121	0.05
Who asked you to vol	Q6D1Y_9	Asked by:Church Member	0	1	46	0.022	0.02	49	0.020	0.02	475.41	0.015	0.01	85.75	0.022	0.02
How many different org vol for in past 12 mo	Q7	One	0	1	576	0.500	0.02	461	0.497	0.02	6082.54	0.503	0.02	838.94	0.520	0.03
How many different org vol for in past 12 mo	Q7	Two	0	1	576	0.281	0.02	461	0.291	0.02	6082.54	0.283	0.02	838.94	0.273	0.02
How many different org vol for in past 12 mo	Q7	Three	0	1	576	0.130	0.01	461	0.117	0.01	6082.54	0.128	0.02	838.94	0.116	0.02
How many different org vol for in past 12 mo	Q7	Four	0	1	576	0.052	0.01	461	0.056	0.01	6082.54	0.053	0.01	838.94	0.054	0.01
How many different org vol for in past 12 mo	Q7	Five	0	1	576	0.014	0.01	461	0.022	0.01	6082.54	0.015	0.01	838.94	0.022	0.01
How many different org vol for in past 12 mo	Q7	Six	0	1	576	0.009	0.00	461	0.004	0.00	6082.54	0.007	0.00	838.94	0.004	0.00
How many different org vol for in past 12 mo	Q7	Seven	0	1	576	0.003	0.00	461	0.000		6082.54	0.003	0.00	838.94	0.000	
How many different org vol for in past 12 mo	Q7	8 More than 7 Organizations	0	1	576	0.010	0.00	461	0.013	0.01	6082.54	0.008	0.00	838.94	0.012	0.00
Type of org vol for most	Q7ATYPE	1 Religious Organization	0	1	462	0.201	0.02	390	0.197	0.02	4885.20	0.197	0.02	717.61	0.197	0.02
Type of org vol for most	Q7ATYPE	2 Children's Educ, Sports, or Rec Grp.	0	1	462	0.145	0.01	390	0.113	0.02	4885.20	0.150	0.02	717.61	0.106	0.02
Type of org vol for most	Q7ATYPE	3 Other Educational Group	0	1	462	0.058	0.01	390	0.059	0.01	4885.20	0.056	0.01	717.61	0.054	0.01
Type of org vol for most	Q7ATYPE	4 Social and Comm Svcs Group	0	1	462	0.238	0.02	390	0.241	0.02	4885.20	0.249	0.02	717.61	0.270	0.03
Type of org vol for most	Q7ATYPE	5 Civic Organization	0	1	462	0.009	0.00	390	0.013	0.01	4885.20	0.016	0.01	717.61	0.012	0.01
Type of org vol for most	Q7ATYPE	6 Cultural or Art Organization	0	1	462	0.030	0.01	390	0.041	0.01	4885.20	0.038	0.01	717.61	0.039	0.01
Type of org vol for most	Q7ATYPE	7 Environment/Animal Care Org	0	1	462	0.063	0.02	390	0.051	0.01	4885.20	0.058	0.01	717.61	0.057	0.01
Type of org vol for most	Q7ATYPE	8 Health Research/Educ Org	0	1	462	0.048	0.01	390	0.069	0.01	4885.20	0.050	0.01	717.61	0.065	0.01
Type of org vol for most	Q7ATYPE	9 Hospital Cln/Healthcare Org	0	1	462	0.050	0.01	390	0.074	0.01	4885.20	0.050	0.01	717.61	0.069	0.01
Type of org vol for most	Q7ATYPE	10 Immigrant/Refugee Assist	0	1	462	0.002	0.00	390	0.003	0.00	4885.20	0.003	0.00	717.61	0.002	0.00
Type of org vol for most	Q7ATYPE	11 International Organization	0	1	462	0.013	0.01	390	0.010	0.01	4885.20	0.009	0.01	717.61	0.010	0.01
Type of org vol for most	Q7ATYPE	12 Labor Union/Busi./Prof. Org	0	1	462	0.006	0.00	390	0.003	0.00	4885.20	0.004	0.00	717.61	0.002	0.00
Type of org vol for most	Q7ATYPE	13 Political Party/ Advoc Grp	0	1	462	0.026	0.01	390	0.036	0.01	4885.20	0.021	0.01	717.61	0.034	0.01
Type of org vol for most	Q7ATYPE	14 Public Safety Organization	0	1	462	0.002	0.00	390	0.008	0.00	4885.20	0.001	0.00	717.61	0.008	0.00
Type of org vol for most	Q7ATYPE	15 Sports or Hobby Group	0	1	462	0.006	0.00	390	0.003	0.00	4885.20	0.009	0.01	717.61	0.002	0.00
Type of org vol for most	Q7ATYPE	16 Youth Services Organization	0	1	462	0.048	0.01	390	0.038	0.01	4885.20	0.040	0.01	717.61	0.036	0.01
Type of org vol for most	Q7ATYPE	17 Government Organization	0	1	462	0.013	0.00	390	0.005	0.00	4885.20	0.014	0.00	717.61	0.005	0.00

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
Type of org vol for most	Q7ATYPE	18 Non-profit organization	0	1	462	0.011	0.00	390	0.008	0.00	4885.20	0.014	0.01	717.61	0.007	0.00
Type of org vol for most	Q7ATYPE	95 Other specify	0	1	462	0.030	0.01	390	0.028	0.01	4885.20	0.024	0.01	717.61	0.025	0.01
How many wks in last yr did you vol	Q8	1 More than 1 week	0	1	565	0.931	0.01	453	0.892	0.01	5967.98	0.919	0.01	824.11	0.898	0.01
How many wks in last yr did you vol	Q8	2 Less than 1 week	0	1	565	0.069	0.01	453	0.108	0.01	5967.98	0.081	0.01	824.11	0.102	0.01
Num of wks vol in past yr	Q8WKS	Number of weeks in past 12 months	1	52	525	16.699	0.68	404	16.953	0.84	5466.62	16.441	0.71	739.87	17.301	1.05
How many hrs/wk did you vol	Q9	1 Varies	0	1	518	0.166	0.02	402	0.152	0.02	5397.48	0.144	0.01	736.64	0.140	0.02
How many hrs/wk did you vol	Q9	2 Enter # of hours in q9hrs	0	1	518	0.834	0.02	402	0.848	0.02	5397.48	0.856	0.01	736.64	0.860	0.02
Number of hrs/wk vol	Q9HRS	# hours/week volunteer for ORG	1	168	432	8.588	0.75	340	7.553	0.64	4619.18	8.615	0.80	632.34	7.441	0.61
How many hrs did you vol for primary org in last yr	Q10	How many hrs volunteer for ORG last year	1	3200	554	108.283	9.38	444	84.140	9.12	5864.14	104.469	8.66	803.73	85.674	9.29
In last 12 mo did you do ... for primary org	Q11A	Last 12 months u COACH/REFEREE SPORTS	0	1	576	0.111	0.02	463	0.056	0.01	6078.26	0.102	0.02	842.64	0.055	0.01
In last 12 mo did you do ... for primary org	Q11B	Last 12 months you TUTOR OR TEACH	0	1	576	0.477	0.03	463	0.419	0.02	6078.26	0.475	0.03	842.64	0.415	0.03
In last 12 mo did you do ... for primary org	Q11C	Last 12 months you MENTOR YOUTH	0	1	576	0.444	0.02	463	0.361	0.02	6078.26	0.431	0.02	842.64	0.356	0.03
In last 12 mo did you do ... for primary org	Q11D	Last 12 months u USHER/GREET/MINISTER	0	1	576	0.250	0.02	462	0.236	0.02	6078.26	0.248	0.02	841.05	0.229	0.02
In last 12 mo did you do ... for primary org	Q11E	Last 12 months u COLLECT/SERVE FOOD	0	1	576	0.434	0.02	463	0.384	0.02	6078.26	0.424	0.02	842.64	0.400	0.03
In last 12 mo did you do ... for primary org	Q11F	Last 12 months u CLOTHING/CRAFT DRIVE	0	1	576	0.392	0.03	463	0.330	0.02	6078.26	0.372	0.03	842.64	0.344	0.03
In last 12 mo did you do ... for primary org	Q11G	Last 12 months you FUNDRAISERS	0	1	575	0.431	0.03	463	0.410	0.02	6076.66	0.441	0.03	842.64	0.426	0.03
In last 12 mo did you do ... for primary org	Q11H	Last 12 months u COUNSELING/EMERGENCY	0	1	576	0.215	0.02	462	0.167	0.02	6078.26	0.201	0.02	841.12	0.178	0.02
In last 12 mo did you do ... for primary org	Q11I	Last 12 months u GEN. OFFICE SERVICES	0	1	577	0.367	0.02	463	0.361	0.02	6095.05	0.359	0.02	842.64	0.350	0.02
In last 12 mo did you do ... for primary org	Q11J	Last 12 months u SERVE A BOARD/MANAGE	0	1	577	0.347	0.02	463	0.326	0.02	6095.05	0.352	0.02	842.64	0.321	0.02
In last 12 mo did you do ... for primary org	Q11K	Last 12 months u PERFORM MUSIC/ART	0	1	577	0.293	0.02	463	0.246	0.02	6095.05	0.295	0.02	842.64	0.252	0.02
In last 12 mo did you do ... for primary org	Q11L	Last 12 months u GIVE LABOR/TRANSPORT	0	1	577	0.438	0.02	463	0.352	0.02	6095.05	0.435	0.03	842.64	0.363	0.03

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
In last 12 mo did you do ... for primary org	Q11M	Last 12 months, did you OTHER SPECIFY	0	1	577	0.057	0.01	463	0.043	0.01	6095.05	0.061	0.01	842.64	0.040	0.01
In last 12 mo did you do ... for primary org	Q11N	ANIMAL CARE	0	1	577	0.002	0.00	463	0.017	0.01	6095.05	0.001	0.00	842.64	0.016	0.01
In last 12 mo did you do ... for primary org	Q11O	POLITICAL ACTIVITY	0	1	577	0.066	0.01	463	0.056	0.01	6095.05	0.054	0.01	842.64	0.051	0.01
In last 12 mo did you spend most time on ... for primary org	Q12	1 Coach	0	1	466	0.041	0.01	350	0.020	0.01	4877.57	0.034	0.01	639.04	0.019	0.01
In last 12 mo did you spend most time on ... for primary org	Q12	2 Tutor	0	1	466	0.191	0.01	350	0.209	0.02	4877.57	0.192	0.02	639.04	0.221	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	3 Mentor Youth	0	1	466	0.167	0.02	350	0.106	0.02	4877.57	0.171	0.02	639.04	0.099	0.02
In last 12 mo did you spend most time on ... for primary org	Q12	4 Usher	0	1	466	0.047	0.01	350	0.049	0.01	4877.57	0.044	0.01	639.04	0.043	0.01
In last 12 mo did you spend most time on ... for primary org	Q12	5 Collect Food	0	1	466	0.069	0.01	350	0.066	0.01	4877.57	0.062	0.01	639.04	0.063	0.01
In last 12 mo did you spend most time on ... for primary org	Q12	6 Collect Clothing	0	1	466	0.052	0.01	350	0.051	0.01	4877.57	0.063	0.01	639.04	0.049	0.01
In last 12 mo did you spend most time on ... for primary org	Q12	7 Fundraise	0	1	466	0.069	0.01	350	0.057	0.01	4877.57	0.071	0.01	639.04	0.054	0.01
In last 12 mo did you spend most time on ... for primary org	Q12	8 Medical Care	0	1	466	0.041	0.01	350	0.049	0.01	4877.57	0.037	0.01	639.04	0.064	0.02
In last 12 mo did you spend most time on ... for primary org	Q12	9 Office Services	0	1	466	0.058	0.01	350	0.080	0.01	4877.57	0.052	0.01	639.04	0.076	0.01
In last 12 mo did you spend most time on ... for primary org	Q12	10 Management Assistance	0	1	466	0.079	0.01	350	0.120	0.02	4877.57	0.086	0.02	639.04	0.110	0.02
In last 12 mo did you spend most time on ... for primary org	Q12	11 Artistic Activities	0	1	466	0.060	0.01	350	0.054	0.01	4877.57	0.068	0.02	639.04	0.058	0.02
In last 12 mo did you spend most time on ... for primary org	Q12	12 General Labor	0	1	466	0.058	0.01	350	0.060	0.01	4877.57	0.050	0.01	639.04	0.072	0.02
In last 12 mo did you spend most time on ... for primary org	Q12	13 Other Specify	0	1	466	0.069	0.01	350	0.080	0.01	4877.57	0.072	0.01	639.04	0.074	0.01
Did you live in comm where you did most volunteer activities	Q13	1 Yes, for all volunteer activities	0	1	577	0.614	0.02	463	0.622	0.02	6095.05	0.618	0.02	842.64	0.606	0.03
Did you live in comm where you did most volunteer activities	Q13	2 Yes, for most of volunteer activities	0	1	577	0.111	0.01	463	0.104	0.01	6095.05	0.109	0.02	842.64	0.116	0.02



**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
Did you live in comm where you did most volunteer activities	Q13	3 Yes, for some volunteer activities	0	1	577	0.054	0.01	463	0.054	0.01	6095.05	0.057	0.01	842.64	0.059	0.01
Did you live in comm where you did most volunteer activities	Q13	4 No	0	1	577	0.222	0.02	463	0.220	0.02	6095.05	0.216	0.02	842.64	0.219	0.02
How did you first become a volunteer for primary org	Q14	1 Approached the organization	0	1	575	0.402	0.02	462	0.422	0.02	6073.53	0.401	0.03	840.87	0.401	0.02
How did you first become a volunteer for primary org	Q14	2 Was asked	0	1	575	0.376	0.02	462	0.411	0.02	6073.53	0.393	0.02	840.87	0.410	0.03
How did you first become a volunteer for primary org	Q14	3 Some other way	0	1	575	0.223	0.02	462	0.167	0.02	6073.53	0.206	0.02	840.87	0.189	0.02
Who asked you to vol	Q14A	1 Friend	0	1	216	0.181	0.03	190	0.168	0.03	2387.79	0.148	0.03	345.01	0.160	0.03
Who asked you to vol	Q14A	2 Relative	0	1	216	0.102	0.02	190	0.068	0.02	2387.79	0.088	0.02	345.01	0.077	0.02
Who asked you to vol	Q14A	3 Co-worker	0	1	216	0.125	0.03	190	0.116	0.02	2387.79	0.135	0.03	345.01	0.108	0.02
Who asked you to vol	Q14A	4 Someone in the organization/school	0	1	216	0.491	0.04	190	0.563	0.04	2387.79	0.516	0.04	345.01	0.574	0.04
Who asked you to vol	Q14A	5 Boss or employer	0	1	216	0.051	0.02	190	0.058	0.02	2387.79	0.058	0.02	345.01	0.054	0.02
Who asked you to vol	Q14A	6 Someone else (Specify)	0	1	216	0.028	0.01	190	0.026	0.01	2387.79	0.030	0.01	345.01	0.026	0.01
Who asked you to vol	Q14A	9 Church member	0	1	216	0.023	0.01	190	0.000		2387.79	0.025	0.01	345.01	0.000	
How did you become involved with this org	Q14BA	How became involved w/ ORG COURT-ORDERED	0	1	128	0.016	0.01	77	0.000	0.00	1248.93	0.016	0.01	158.67	0.000	0.00
How did you become involved with this org	Q14BB	How became involved w/ ORG FAMILY MEMBER	0	1	128	0.336	0.04	77	0.286	0.05	1248.93	0.333	0.05	158.67	0.308	0.07
How did you become involved with this org	Q14BC	How became involved w/ ORG ROOMMATE	0	1	128	0.430	0.05	77	0.455	0.06	1248.93	0.452	0.05	158.67	0.392	0.07
How did you become involved with this org	Q14BD	How became involved WORK WITH ORG NOW	0	1	127	0.622	0.04	77	0.597	0.06	1247.06	0.594	0.05	158.67	0.658	0.06
How did you become involved with this org	Q14BE	How became involved ORG PBLC HOUSING	0	1	127	0.008	0.01	77	0.000	0.00	1246.78	0.006	0.01	158.67	0.000	0.00
How did you become involved with this org	Q14BF	How became involved REFERRED TO ORG	0	1	128	0.117	0.02	77	0.052	0.03	1248.93	0.136	0.03	158.67	0.047	0.02
How did you become involved with this org	Q14BG	How you involved w/ ORG TV/FLYER	0	1	128	0.094	0.03	77	0.143	0.04	1248.93	0.093	0.03	158.67	0.123	0.04
How did you become involved with this org	Q14BH	How became involved w/ ORG SCHL ROMNT	0	1	128	0.039	0.02	77	0.065	0.03	1248.93	0.032	0.01	158.67	0.055	0.03
How did you become involved with this org	Q14BI	How became involved w/ ORG OTH SPECIFY	0	1	128	0.219	0.04	77	0.156	0.04	1248.93	0.221	0.04	158.67	0.223	0.08

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
How did you become involved with this org	Q14BJ	REFERRED BY WORK OR SCHOOL	0	1	128	0.016	0.01	77	0.052	0.03	1248.93	0.021	0.01	158.67	0.043	0.02
Are you satisfied with amount of volunteering in last 12 mo	Q15	Satisfied amt volunteered last 12 mnth	0	1	880	0.603	0.01	691	0.570	0.02	9540.84	0.604	0.02	1339.46	0.578	0.03
In last 12 mo, most important reason you haven't volunteered more	Q15A	1 Personal schedule too full	0	1	347	0.755	0.03	296	0.699	0.03	3746.42	0.774	0.03	563.89	0.700	0.03
In last 12 mo, most important reason you haven't volunteered more	Q15A	2 Unable to honor volunteer commitment	0	1	347	0.017	0.01	296	0.017	0.01	3746.42	0.022	0.01	563.89	0.017	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	3 Health problems	0	1	347	0.098	0.01	296	0.081	0.02	3746.42	0.090	0.02	563.89	0.077	0.02
In last 12 mo, most important reason you haven't volunteered more	Q15A	4 No interest	0	1	347	0.006	0.00	296	0.010	0.01	3746.42	0.004	0.00	563.89	0.010	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	5 Took 2nd job/need to work more hours	0	1	347	0.009	0.00	296	0.024	0.01	3746.42	0.007	0.00	563.89	0.021	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	6 Don't know how to become involved	0	1	347	0.032	0.01	296	0.034	0.01	3746.42	0.033	0.01	563.89	0.032	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	7 I already volunteer as much as I can	0	1	347	0.006	0.00	296	0.007	0.00	3746.42	0.010	0.01	563.89	0.006	0.00
In last 12 mo, most important reason you haven't volunteered more	Q15A	10 Don't have transportation	0	1	347	0.014	0.01	296	0.010	0.01	3746.42	0.014	0.01	563.89	0.010	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	11 People should be paid for work	0	1	347	0.006	0.00	296	0.007	0.00	3746.42	0.003	0.00	563.89	0.007	0.00
In last 12 mo, most important reason you haven't volunteered more	Q15A	12 No one I know personally asked me	0	1	347	0.006	0.00	296	0.014	0.01	3746.42	0.005	0.00	563.89	0.012	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	13 No org asked me to volunteer	0	1	347	0.006	0.00	296	0.020	0.01	3746.42	0.004	0.00	563.89	0.019	0.01

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
In last 12 mo, most important reason you haven't volunteered more	Q15A	14 I've volunteered enough in the past	0	1	347	0.000		296	0.003	0.00	3746.42	0.000		563.89	0.003	0.00
In last 12 mo, most important reason you haven't volunteered more	Q15A	15 My past volunteering experience	0	1	347	0.000		296	0.010	0.01	3746.42	0.000		563.89	0.010	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	16 My AmeriCorps experience	0	1	347	0.003	0.00	296	0.000		3746.42	0.003	0.00	563.89	0.000	
In last 12 mo, most important reason you haven't volunteered more	Q15A	17 Children/pregnant	0	1	347	0.006	0.00	296	0.007	0.00	3746.42	0.004	0.00	563.89	0.006	0.00
In last 12 mo, most important reason you haven't volunteered more	Q15A	18 Moving/relocating	0	1	347	0.003	0.00	296	0.007	0.00	3746.42	0.002	0.00	563.89	0.006	0.00
In last 12 mo, most important reason you haven't volunteered more	Q15A	19 Lazy	0	1	347	0.000		296	0.010	0.01	3746.42	0.000		563.89	0.009	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	20 Can't find appropriate work	0	1	347	0.000		296	0.003	0.00	3746.42	0.000		563.89	0.003	0.00
In last 12 mo, most important reason you haven't volunteered more	Q15A	95 Other Specify	0	1	347	0.035	0.01	296	0.037	0.01	3746.42	0.027	0.01	563.89	0.051	0.02
How likely are you to volunteer in the future	Q16	1 Definitely	0	1	879	0.626	0.02	692	0.649	0.02	9502.91	0.615	0.02	1313.42	0.625	0.03
How likely are you to volunteer in the future	Q16	2 Probably	0	1	879	0.340	0.02	692	0.302	0.02	9502.91	0.349	0.02	1313.42	0.294	0.02
How likely are you to volunteer in the future	Q16	3 Probably not	0	1	879	0.034	0.01	692	0.049	0.01	9502.91	0.036	0.01	1313.42	0.081	0.03
Last 12 mo, have you asked others to volunteer with you	Q17	Last 12 mnths u ask frnd/prnts to vol	0	1	881	0.471	0.02	696	0.437	0.02	9539.45	0.456	0.02	1347.88	0.398	0.02
Have others volunteered with you because you asked	Q17A	Frnd/prnt volunteer b/c u asked	0	1	414	0.853	0.02	304	0.786	0.02	4336.47	0.851	0.02	535.95	0.788	0.02

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
<b>Donations</b>																
Did you donate \$25 or more to ...	Q22A	College/Institution of Higher Learning	0	1	681	0.167	0.02	555	0.177	0.02	7355.38	0.153	0.02	1021.14	0.174	0.02
Did you donate \$25 or more to ...	Q22B	Religious organizations/purposes	0	1	682	0.562	0.03	554	0.552	0.02	7371.30	0.551	0.03	1018.97	0.536	0.02
Did you donate \$25 or more to ...	Q22C	Hospital or medical research org	0	1	680	0.276	0.02	553	0.329	0.02	7357.68	0.293	0.02	1017.78	0.337	0.02
Did you donate \$25 or more to ...	Q22D	Children's educ/sports/rec group	0	1	681	0.279	0.02	554	0.256	0.02	7357.45	0.279	0.02	1019.30	0.251	0.02
Did you donate \$25 or more to ...	Q22E	Youth and family services	0	1	682	0.230	0.01	555	0.240	0.02	7352.66	0.236	0.02	1021.14	0.241	0.02
Did you donate \$25 or more to ...	Q22F	Arts, culture, and ethnic awareness	0	1	680	0.138	0.02	553	0.170	0.02	7352.85	0.144	0.02	1017.85	0.157	0.02
Did you donate \$25 or more to ...	Q22G	International aid or world peace	0	1	683	0.164	0.02	554	0.200	0.02	7380.16	0.168	0.02	1019.61	0.194	0.02
Did you donate \$25 or more to ...	Q22H	Environmental/wildlife conservation	0	1	682	0.191	0.02	555	0.229	0.02	7367.75	0.201	0.02	1021.14	0.233	0.02
Did you donate \$25 or more to ...	Q22I	Labor union/business/prof. org	0	1	680	0.132	0.02	555	0.141	0.01	7353.23	0.131	0.01	1021.14	0.136	0.02
Did you donate \$25 or more to ...	Q22J	Political party/candidate/cause	0	1	682	0.125	0.01	555	0.137	0.01	7370.28	0.126	0.02	1021.14	0.125	0.01
Did you donate \$25 or more to ...	Q22K	Public safety organization	0	1	681	0.073	0.01	554	0.081	0.01	7368.69	0.067	0.01	1019.55	0.079	0.01
Did you donate \$25 or more to ...	Q22L	Social organization	0	1	680	0.206	0.02	553	0.237	0.02	7331.58	0.216	0.02	1017.85	0.240	0.02
Did you donate \$25 or more to ...	Q22M	Disaster relief	0	1	681	0.204	0.02	553	0.259	0.02	7371.66	0.217	0.02	1017.73	0.253	0.02
Did you donate \$25 or more to ...	Q22N	Other specify	0	1	676	0.083	0.01	553	0.061	0.01	7304.12	0.087	0.01	1017.72	0.066	0.01
Did you donate \$25 or more to ...	Q22O	UNITED WAY	0	1	676	0.019	0.01	553	0.016	0.01	7304.12	0.024	0.01	1017.72	0.015	0.00
Did you donate \$25 or more to ...	Q22P	VETERANS, PURPLE HEART	0	1	676	0.019	0.01	553	0.004	0.00	7304.12	0.023	0.01	1017.72	0.003	0.00
Did you donate \$25 or more to ...	Q22Q	SHELTER, CLOTHES FOR HOMELESS	0	1	676	0.006	0.00	553	0.004	0.00	7304.12	0.005	0.00	1017.72	0.003	0.00
How much did you donate to that org	Q22AB	Monetary Value Donated	1	10000	110	369.545	113.08	94	245.500	65.40	1091.91	332.515	119.86	170.76	234.191	64.48
How much did you donate to that org	Q22BB	Monetary Value Donated	10	27112	355	1050.769	134.88	279	1275.143	141.66	3819.26	985.237	157.04	500.53	1226.330	133.40
How much did you donate to that org	Q22CB	Monetary Value Donated	1	10000	177	215.989	70.74	172	213.326	40.81	2056.55	208.495	64.04	316.76	201.280	39.41
How much did you donate to that org	Q22DB	Monetary Value Donated	10	3000	179	172.134	22.10	131	255.374	52.99	1944.80	162.844	24.51	236.85	239.393	49.67
How much did you donate to that org	Q22EB	Monetary Value Donated	15	4000	150	206.900	40.14	124	590.048	217.79	1669.78	161.551	22.03	230.43	557.834	206.69
How much did you donate to that org	Q22FB	Monetary Value Donated	10	1000	85	124.259	13.67	90	167.278	43.12	947.69	129.029	17.33	152.81	169.426	45.85
How much did you donate to that org	Q22GB	Monetary Value Donated	25	3000	106	198.632	34.16	105	179.429	25.62	1168.11	207.676	42.77	178.32	180.756	25.87

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
How much did you donate to that org	Q22HB	Monetary Value Donated	1	5000	127	134.969	41.11	119	103.479	23.45	1456.38	127.450	35.39	215.52	100.108	23.20
How much did you donate to that org	Q22IB	Monetary Value Donated	10	1000	82	181.598	27.00	77	324.169	65.27	876.44	168.089	28.43	136.86	315.513	59.67
How much did you donate to that org	Q22JB	Monetary Value Donated	1	2500	79	135.582	33.68	71	159.155	29.17	864.56	147.264	43.24	119.57	159.273	30.43
How much did you donate to that org	Q22KB	Monetary Value Donated	20	2550	46	107.174	54.31	42	52.381	11.53	456.16	136.078	80.85	75.85	62.559	16.50
How much did you donate to that org	Q22LB	Monetary Value Donated	10	8000	126	266.770	63.80	122	357.541	148.35	1406.42	225.337	50.86	229.32	325.645	121.88
How much did you donate to that org	Q22MB	Monetary Value Donated	1	10000	131	240.466	83.40	133	174.308	48.95	1495.03	200.541	76.83	231.38	181.931	51.32
How much did you donate to that org	Q22NB	Monetary Value Donated	15	1000	54	169.704	26.67	33	235.121	66.03	620.48	158.176	24.90	56.35	225.645	59.04
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23A	Katrina donate to nonprofit MONEY	0	1	877	0.380	0.02	687	0.377	0.02	9502.61	0.383	0.02	1332.51	0.343	0.02
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23B	Katrina donate to nonprofit BLOOD	0	1	879	0.072	0.01	693	0.087	0.01	9518.69	0.075	0.01	1342.88	0.086	0.01
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23C	Katrina donate to nonprofit TIME	0	1	881	0.186	0.02	695	0.145	0.01	9544.16	0.178	0.02	1346.29	0.143	0.02
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23D	Katrina donate to nonprft CLOTHES/FOOD	0	1	879	0.354	0.03	690	0.357	0.02	9520.06	0.347	0.03	1335.64	0.334	0.02
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23E	Katrina donate to nonprft PROF. SKILLS	0	1	882	0.132	0.02	696	0.085	0.01	9552.17	0.129	0.02	1347.88	0.080	0.01
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23F	Katrina donate to nonprft OTH CONTRIB	0	1	882	0.029	0.01	693	0.026	0.01	9552.17	0.036	0.01	1342.76	0.023	0.01
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23G	PRAYERS, SPIRITUAL	0	1	882	0.008	0.00	693	0.006	0.00	9552.17	0.007	0.00	1342.76	0.005	0.00
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23H	SHELTER, DONATED HOME	0	1	882	0.001	0.00	693	0.007	0.00	9552.17	0.002	0.00	1342.76	0.006	0.00
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24A	Disaster relief donate MONEY	0	1	881	0.135	0.01	694	0.153	0.01	9538.48	0.125	0.01	1344.35	0.140	0.01
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24B	Disaster relief donate BLOOD	0	1	881	0.040	0.01	692	0.059	0.01	9539.45	0.039	0.01	1340.64	0.062	0.01
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24C	Disaster relief donate TIME	0	1	881	0.073	0.01	695	0.049	0.01	9550.58	0.062	0.01	1346.11	0.047	0.01

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24D	Disaster relief donate CLOTHES/FOOD	0	1	881	0.177	0.02	694	0.166	0.01	9542.17	0.168	0.02	1344.52	0.151	0.01
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24E	Disaster relief donate PROF. SKILLS	0	1	881	0.062	0.01	695	0.035	0.01	9550.58	0.053	0.01	1346.11	0.030	0.01
<b>Voting</b>																
Why did you not vote in election last Nov.	QB2A_1	Not Registerd (and 18+)	0	1	209	0.220	0.03	139	0.209	0.03	2342.30	0.212	0.03	244.92	0.203	0.03
Why did you not vote in election last Nov.	QB2A_2	Thought about but didnt	0	1	168	0.006	0.01	118	0.000	0.00	1924.46	0.004	0.00	207.96	0.000	0.00
Why did you not vote in election last Nov.	QB2A_3	Out of Country/State	0	1	209	0.110	0.03	139	0.158	0.03	2342.30	0.118	0.03	244.92	0.152	0.03
Why did you not vote in election last Nov.	QB2A_4	New to Area/Just Moved	0	1	209	0.148	0.03	139	0.173	0.03	2342.30	0.139	0.03	244.92	0.172	0.03
Why did you not vote in election last Nov.	QB2A_5	Elections dont affect	0	1	209	0.019	0.01	139	0.007	0.01	2342.30	0.019	0.01	244.92	0.007	0.01
Why did you not vote in election last Nov.	QB2A_6	Feel vote wont make diff	0	1	209	0.081	0.02	139	0.094	0.02	2342.30	0.091	0.03	244.92	0.096	0.03
Why did you not vote in election last Nov.	QB2A_7	Inconvenient	0	1	209	0.086	0.02	139	0.086	0.02	2342.30	0.102	0.02	244.92	0.087	0.02
Why did you not vote in election last Nov.	QB2A_8	Not interested	0	1	209	0.081	0.02	139	0.108	0.03	2342.30	0.077	0.02	244.92	0.105	0.03
Why did you not vote in election last Nov.	QB2A_9	Party not represented	0	1	209	0.043	0.01	139	0.036	0.02	2342.30	0.042	0.02	244.92	0.036	0.02
Why did you not vote in election last Nov.	QB2A_10	No time or forgot	0	1	209	0.081	0.02	139	0.079	0.02	2342.30	0.075	0.02	244.92	0.078	0.02
Why did you not vote in election last Nov.	QB2A_11	Sick or Health Probs	0	1	209	0.062	0.02	139	0.036	0.02	2342.30	0.068	0.02	244.92	0.038	0.02
Why did you not vote in election last Nov.	QB2A_12	Not Citizen/Not Allowed to Vote	0	1	209	0.048	0.01	139	0.014	0.01	2342.30	0.053	0.02	244.92	0.013	0.01
Why did you not vote in election last Nov.	QB2A_13	Not interested in people running	0	1	209	0.005	0.00	139	0.014	0.01	2342.30	0.005	0.01	244.92	0.016	0.01
Why did you not vote in election last Nov.	QB2A_14	DID NOT RESEARCH CANDIDATES	0	1	209	0.019	0.01	139	0.007	0.01	2342.30	0.019	0.01	244.92	0.006	0.01
Why did you not vote in 2004 presidential election	QB3AC01	Not registered even though 18 or	0	1	119	0.286	0.04	72	0.347	0.06	1312.75	0.273	0.04	139.08	0.309	0.06
Why did you not vote in 2004 presidential election	QB3AC02	Thought about voting, but didn't	0	1	119	0.218	0.04	72	0.125	0.04	1312.75	0.217	0.04	139.08	0.119	0.04

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
Why did you not vote in 2004 presidential election	QB3AC03	Out of country/state	0	1	119	0.050	0.02	72	0.028	0.02	1312.75	0.050	0.02	139.08	0.024	0.02
Why did you not vote in 2004 presidential election	QB3AC04	Was new to the area/I just moved	0	1	119	0.059	0.02	72	0.111	0.04	1312.75	0.061	0.03	139.08	0.101	0.04
Why did you not vote in 2004 presidential election	QB3AC05	Elections don't affect me	0	1	119	0.025	0.01	72	0.014	0.01	1312.75	0.021	0.01	139.08	0.013	0.01
Why did you not vote in 2004 presidential election	QB3AC06	Feel vote won't make a differenc	0	1	119	0.084	0.02	72	0.097	0.04	1312.75	0.096	0.04	139.08	0.176	0.09
Why did you not vote in 2004 presidential election	QB3AC07	Inconvenient	0	1	119	0.076	0.02	72	0.083	0.03	1312.75	0.095	0.03	139.08	0.077	0.03
Why did you not vote in 2004 presidential election	QB3AC08	No interest in national election	0	1	119	0.109	0.03	72	0.111	0.04	1312.75	0.126	0.04	139.08	0.096	0.03
Why did you not vote in 2004 presidential election	QB3AC09	My party was not represented	0	1	119	0.076	0.03	72	0.056	0.03	1312.75	0.091	0.03	139.08	0.052	0.03
Why did you not vote in 2004 presidential election	QB3AC10	No time, forgot	0	1	119	0.034	0.02	72	0.014	0.01	1312.75	0.031	0.02	139.08	0.015	0.02
Why did you not vote in 2004 presidential election	QB3AC11	Sick, health problems	0	1	119	0.042	0.02	72	0.014	0.01	1312.75	0.029	0.02	139.08	0.012	0.01
Why did you not vote in 2004 presidential election	QB3AC12	Not a citizen/allowed to vote	0	1	119	0.101	0.03	72	0.042	0.02	1312.75	0.115	0.04	139.08	0.034	0.02
Why did you not vote in 2004 presidential election	QB3AC13	No interest in candidates	0	1	119	0.025	0.01	72	0.056	0.03	1312.75	0.026	0.01	139.08	0.049	0.02
<b>Ed Trust</b>																
Have you used your AmeriCorps Education award	QC4	1 Yes	0	1	857	0.666	0.05				9351.67	0.700	0.02			
Have you used your AmeriCorps Education award	QC4	2 No, I did not use it	0	1	857	0.207	0.03				9351.67	0.183	0.02			
Have you used your AmeriCorps Education award	QC4	3 No, didn't qualify for Ed Award	0	1	857	0.127	0.02				9351.67	0.118	0.01			
Do you expect to use award in next 2 years	QC4A	Will use AmC award in next two years	0	1	155	0.587	0.05				1535.73	0.550	0.05			
Why haven't you used the AmeriCorps Education award	QC4BC01	I FORGOT ABOUT IT	0	1	177	0.119	0.02				1707.41	0.121	0.03			
Why haven't you used the AmeriCorps Education award	QC4BC02	FINISHED ED/PAID FOR ED BEFORE AWARD	0	1	177	0.062	0.01				1707.41	0.062	0.02			
Why haven't you used the AmeriCorps Education award	QC4BC03	PLANNED TO, BUT I'M OUT OF SCHOOL	0	1	177	0.034	0.01				1707.41	0.032	0.01			

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted						
					Treatment			Comparison			Treatment			Comparison			
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	
Why haven't you used the AmeriCorps Education award	QC4BC04	I DECIDED TO WORK INSTEAD	0	1	177	0.090	0.03					1707.41	0.105	0.03			
Why haven't you used the AmeriCorps Education award	QC4BC05	DECIDED TO CARE FOR FAMILY/CHILDREN	0	1	177	0.102	0.02					1707.41	0.113	0.03			
Why haven't you used the AmeriCorps Education award	QC4BC06	I DIDN'T HAVE THE TIME	0	1	177	0.113	0.03					1707.41	0.114	0.02			
Why haven't you used the AmeriCorps Education award	QC4BC07	NOT INTERESTED IN USING THE AWARD	0	1	177	0.011	0.01					1707.41	0.024	0.02			
Why haven't you used the AmeriCorps Education award	QC4BC08	I DIDN'T NEED IT	0	1	177	0.062	0.02					1707.41	0.066	0.02			
Why haven't you used the AmeriCorps Education award	QC4BC09	AWARD AMOUNT WAS NOT SUFFICIENT	0	1	177	0.023	0.01					1707.41	0.014	0.01			
Why haven't you used the AmeriCorps Education award	QC4BC10	INFO ON THE AWARD WAS INADEQUATE	0	1	177	0.028	0.01					1707.41	0.036	0.01			
Why haven't you used the AmeriCorps Education award	QC4BC11	NEVER RECEIVED A VOUCHER FROM CNCS	0	1	177	0.107	0.02					1707.41	0.096	0.02			
Why haven't you used the AmeriCorps Education award	QC4BC12	MY ED INSTITUTION WOULDN'T ACCEPT IT	0	1	177	0.028	0.01					1707.41	0.043	0.02			
Why haven't you used the AmeriCorps Education award	QC4BC13	MY ED INSTIT DIDN'T KNOW WHAT IT WAS	0	0	177	0.000	0.00					1707.41	0.000	0.00			
Why haven't you used the AmeriCorps Education award	QC4BC14	DIDN'T WANT USE AWARD FOR SCHL EXPENSE	0	1	177	0.023	0.01					1707.41	0.023	0.01			
Why haven't you used the AmeriCorps Education award	QC4BC15	TOO MANY RULES ON HOW TO USE THE AWARD	0	1	177	0.017	0.01					1707.41	0.011	0.01			
Why haven't you used the AmeriCorps Education award	QC4BC16	I DIDN'T WANT TO PAY THE TAXES	0	1	177	0.006	0.01					1707.41	0.004	0.00			
Why haven't you used the AmeriCorps Education award	QC4BC95	OTHER SPECIFY	0	1	177	0.401	0.05					1707.41	0.383	0.05			
How did you use your education award	QC5_1	LOAN REPAYMENT	0	1	570	0.521	0.02					6533.46	0.523	0.02			
How did you use your education award	QC5_2	TUITION	0	1	571	0.695	0.02					6545.41	0.689	0.02			
How did you use your education award	QC5_3	OTHER EDUCATIONAL COSTS (E.G. BOOKS, SUPPLIES	0	1	570	0.365	0.03					6531.29	0.364	0.03			
How did you use your education award	QC5_4	SOME OTHER WAY	0	1	570	0.056	0.01					6538.49	0.054	0.01			



**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
How did you use your education award	QC5_5	STUDY ABROAD	0	1	570	0.004	0.00				6538.49	0.005	0.00			
How did you use your education award	QC5_6	LIVING EXPENSES	0	1	570	0.018	0.01				6538.49	0.019	0.01			
How did you use your education award	QC5_7	COMPUTER	0	1	570	0.007	0.00				6538.49	0.007	0.01			
How did you use your education award	QC5_8	TRANSPORTATION	0	1	570	0.009	0.00				6538.49	0.008	0.00			
Importance of award to pursue/finish education/degree	QC6	1 Not Important	0	1	571	0.208	0.02				6545.41	0.196	0.02			
Importance of award to pursue/finish education/degree	QC6	2 Somewhat Important	0	1	571	0.238	0.02				6545.41	0.252	0.02			
Importance of award to pursue/finish education/degree	QC6	3 Very Important	0	1	571	0.553	0.03				6545.41	0.552	0.03			
Did award effect type of education institution attended	QC7	Award affect type of instit attended	0	1	568	0.181	0.02				6508.69	0.177	0.02			
Type of school attended because of award	QC8	1 Two-year community college	0	1	101	0.465	0.05				1129.72	0.454	0.05			
Type of school attended because of award	QC8	2 Four-year graduate program	0	1	101	0.178	0.04				1129.72	0.174	0.04			
Type of school attended because of award	QC8	3 Professional graduate program	0	1	101	0.139	0.04				1129.72	0.130	0.04			
Type of school attended because of award	QC8	4 Four-year undergraduate program	0	1	101	0.158	0.04				1129.72	0.163	0.04			
Type of school attended because of award	QC8	5 Technical school	0	1	101	0.059	0.02				1129.72	0.079	0.03			
<b>Additional Requests</b>																
AmeriCorps had an influence on	QB11A	AC had inf on commitment to vol serv	0	1	881	0.788	0.02				9550.16	0.785	0.02			
AmeriCorps had an influence on	QB11B	AC had inf on per and fam life	0	1	881	0.686	0.02				9549.83	0.692	0.02			
AmeriCorps had an influence on	QB11C	AC had inf on int cur events and issues	0	1	880	0.684	0.02				9537.12	0.679	0.02			
2006 Income before Taxes	QC20A	1=Under \$5,000	0	1	855	0.116	0.01	673	0.095	0.01	9252.88	0.112	0.01	1300.56	0.106	0.02
2006 Income before Taxes	QC20A	2=\$5,000 - less than \$10,000	0	1	855	0.085	0.01	673	0.068	0.01	9252.88	0.080	0.01	1300.56	0.070	0.01
2006 Income before Taxes	QC20A	3=\$10,000 - less than \$15,000	0	1	855	0.088	0.01	673	0.067	0.01	9252.88	0.094	0.01	1300.56	0.081	0.02
2006 Income before Taxes	QC20A	4=\$15,000 - less than \$20,000	0	1	855	0.099	0.01	673	0.104	0.01	9252.88	0.101	0.01	1300.56	0.097	0.01
2006 Income before Taxes	QC20A	5=\$20,000 - less than \$25,000	0	1	855	0.090	0.01	673	0.079	0.01	9252.88	0.086	0.01	1300.56	0.076	0.01

**Exhibit H.1: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—State and National Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
2006 Income before Taxes	QC20A	6=\$25,000 - less than \$30,000	0	1	855	0.127	0.01	673	0.085	0.01	9252.88	0.136	0.02	1300.56	0.076	0.01
2006 Income before Taxes	QC20A	7=\$30,000 - less than \$40,000	0	1	855	0.175	0.01	673	0.156	0.01	9252.88	0.175	0.01	1300.56	0.149	0.02
2006 Income before Taxes	QC20A	8=\$40,000 - less than \$50,000	0	1	855	0.095	0.01	673	0.143	0.01	9252.88	0.097	0.01	1300.56	0.158	0.03
2006 Income before Taxes	QC20A	9=\$50,000 - less than \$60,000	0	1	855	0.057	0.01	673	0.094	0.01	9252.88	0.058	0.01	1300.56	0.090	0.01
2006 Income before Taxes	QC20A	10=\$60,000 - less than \$70,000	0	1	855	0.027	0.01	673	0.045	0.01	9252.88	0.022	0.01	1300.56	0.040	0.01
2006 Income before Taxes	QC20A	11=\$70,000 - less than \$80,000	0	1	855	0.016	0.01	673	0.022	0.01	9252.88	0.012	0.00	1300.56	0.019	0.00
2006 Income before Taxes	QC20A	12=\$80,000 - less than \$90,000	0	1	855	0.014	0.00	673	0.012	0.00	9252.88	0.016	0.00	1300.56	0.010	0.00
2006 Income before Taxes	QC20A	13=\$90,000 - less than \$100,000	0	1	855	0.005	0.00	673	0.010	0.00	9252.88	0.006	0.00	1300.56	0.010	0.00
2006 Income before Taxes	QC20A	14=\$100,000 or more	0	1	855	0.005	0.00	673	0.021	0.01	9252.88	0.004	0.00	1300.56	0.018	0.00
	subg_disad	Disadvantaged, Youth or PreAC	0	1	882	0.363	0.02	696	0.277	0.02	9552.17	0.360	0.02	1347.88	0.304	0.03
	subg_disad_youth	Disadvantaged Youth	0	1	882	0.287	0.01	696	0.230	0.02	9552.17	0.290	0.02	1347.88	0.252	0.03
During your youth	n_ppss_q1_4a	Dur youth - did hh rec pub assistance	0	1	882	0.255	0.01	696	0.210	0.02	9552.17	0.259	0.01	1347.88	0.233	0.03
During your youth	n_ppss_q1_4b	Dur youth - did hh live in pub housing	0	1	882	0.098	0.01	696	0.060	0.01	9552.17	0.098	0.01	1347.88	0.065	0.01
During your youth	n_ppss_q1_4c	Dur youth - did hh rec other housing assistance	0	1	882	0.044	0.01	696	0.039	0.01	9552.17	0.051	0.01	1347.88	0.046	0.01
	subg_disad_preAC	Disadvantaged during yr before AC	0	1	783	0.186	0.02	617	0.128	0.01	8566.26	0.182	0.02	1155.82	0.169	0.03
During the year before AmeriCorps	ppss_q25b_1	Dur yr b4 AC - did u rec pub assistance	0	1	783	0.160	0.02	617	0.105	0.01	8566.26	0.154	0.02	1155.82	0.147	0.03
During the year before AmeriCorps	ppss_q25b_2	Dur yr b4 AC - did u live in pub housing	0	1	783	0.045	0.01	618	0.032	0.01	8566.26	0.047	0.01	1157.30	0.032	0.01
During the year before AmeriCorps	ppss_q25b_3	Dur yr b4 AC - did u rec other housing assistance	0	1	783	0.047	0.01	618	0.042	0.01	8566.26	0.046	0.01	1157.30	0.041	0.01

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
<i>Volunteerism</i>																
Most important reason did not vol in last 12 mo	Q6C	1 Gave Money	0	1	104	0.019	0.01	79	0.013	0.01	144.41	0.020	0.01	126.93	0.012	0.01
Most important reason did not vol in last 12 mo	Q6C	2 Schedule too Full	0	1	104	0.885	0.03	79	0.835	0.04	144.41	0.874	0.04	126.93	0.847	0.04
Most important reason did not vol in last 12 mo	Q6C	4 Health Problems	0	1	104	0.019	0.01	79	0.013	0.01	144.41	0.020	0.01	126.93	0.008	0.01
Most important reason did not vol in last 12 mo	Q6C	5 No Interest	0	1	104	0.010	0.01	79	0.025	0.02	144.41	0.010	0.01	126.93	0.024	0.02
Most important reason did not vol in last 12 mo	Q6C	6 Took a Second Job	0	1	104	0.000		79	0.025	0.02	144.41	0.000		126.93	0.020	0.01
Most important reason did not vol in last 12 mo	Q6C	7 Volunteer AMAP Now	0	1	104	0.000		79	0.013	0.01	144.41	0.000		126.93	0.012	0.01
Most important reason did not vol in last 12 mo	Q6C	12 How to Get Involved?	0	1	104	0.029	0.02	79	0.038	0.02	144.41	0.035	0.02	126.93	0.042	0.02
Most important reason did not vol in last 12 mo	Q6C	15 Volunteered Enough in Past	0	1	104	0.010	0.01	79	0.000		144.41	0.010	0.01	126.93	0.000	
Most important reason did not vol in last 12 mo	Q6C	95 Other Specify	0	1	104	0.029	0.02	79	0.038	0.02	144.41	0.030	0.02	126.93	0.036	0.02
Were you asked to volunteer?	Q6D	Were you asked to volunteer?	0	1	104	0.202	0.04	78	0.179	0.04	144.44	0.204	0.04	124.41	0.197	0.05
Who asked you to vol	Q6D1Y_1	Asked by:Friend	0	1	21	0.429	0.12	14	0.071	0.07	29.41	0.432	0.12	24.45	0.053	0.05
Who asked you to vol	Q6D1Y_2	Asked by:Relative	0	1	21	0.095	0.06	14	0.000	0.00	29.41	0.083	0.05	24.45	0.000	0.00
Who asked you to vol	Q6D1Y_3	Asked by:Co-Worker	0	1	21	0.238	0.10	14	0.286	0.13	29.41	0.237	0.10	24.45	0.253	0.12
Who asked you to vol	Q6D1Y_4	Asked by:Someone in Org/Schl	0	1	21	0.286	0.10	14	0.643	0.13	29.41	0.298	0.10	24.45	0.556	0.16
Who asked you to vol	Q6D1Y_5	Asked by:Boss/Employer	0	1	21	0.095	0.07	14	0.071	0.07	29.41	0.104	0.07	24.45	0.216	0.18
Who asked you to vol	Q6D1Y_9	Asked by:Church Member	0	0	21	0.000	0.00	14	0.000	0.00	29.41	0.000	0.00	24.45	0.000	0.00
How many different org vol for in past 12 mo	Q7	One	0	1	184	0.413	0.04	115	0.530	0.05	262.12	0.402	0.04	192.73	0.524	0.05
How many different org vol for in past 12 mo	Q7	Two	0	1	184	0.266	0.03	115	0.270	0.04	262.12	0.272	0.03	192.73	0.270	0.05
How many different org vol for in past 12 mo	Q7	Three	0	1	184	0.168	0.03	115	0.165	0.03	262.12	0.180	0.03	192.73	0.175	0.04
How many different org vol for in past 12 mo	Q7	Four	0	1	184	0.092	0.02	115	0.026	0.01	262.12	0.087	0.02	192.73	0.024	0.01
How many different org vol for in past 12 mo	Q7	Five	0	1	184	0.027	0.01	115	0.009	0.01	262.12	0.026	0.01	192.73	0.008	0.01

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
How many different org vol for in past 12 mo	Q7	Six	0	1	184	0.022	0.01	115	0.000		262.12	0.021	0.01	192.73	0.000	
How many different org vol for in past 12 mo	Q7	8 More than 7 Organizations	0	1	184	0.011	0.01	115	0.000		262.12	0.012	0.01	192.73	0.000	
Type of org vol for most	Q7ATYPE	1 Religious Organization	0	1	161	0.130	0.03	104	0.144	0.03	231.08	0.140	0.03	176.40	0.128	0.03
Type of org vol for most	Q7ATYPE	2 Children's Educ, Sports, or Rec Grp.	0	1	161	0.124	0.03	104	0.087	0.03	231.08	0.124	0.03	176.40	0.078	0.03
Type of org vol for most	Q7ATYPE	3 Other Educational Group	0	1	161	0.043	0.02	104	0.058	0.02	231.08	0.046	0.02	176.40	0.059	0.02
Type of org vol for most	Q7ATYPE	4 Social and Comm Svcs Group	0	1	161	0.298	0.04	104	0.221	0.04	231.08	0.287	0.04	176.40	0.265	0.05
Type of org vol for most	Q7ATYPE	5 Civic Organization	0	1	161	0.012	0.01	104	0.019	0.01	231.08	0.013	0.01	176.40	0.016	0.01
Type of org vol for most	Q7ATYPE	6 Cultural or Art Organization	0	1	161	0.012	0.01	104	0.048	0.02	231.08	0.012	0.01	176.40	0.040	0.02
Type of org vol for most	Q7ATYPE	7 Environment/Animal Care Org	0	1	161	0.118	0.03	104	0.144	0.03	231.08	0.116	0.03	176.40	0.158	0.04
Type of org vol for most	Q7ATYPE	8 Health Research/Educ Org	0	1	161	0.075	0.02	104	0.048	0.02	231.08	0.072	0.02	176.40	0.042	0.02
Type of org vol for most	Q7ATYPE	9 Hospital Clncl/Healthcare Org	0	1	161	0.031	0.01	104	0.058	0.02	231.08	0.031	0.01	176.40	0.058	0.02
Type of org vol for most	Q7ATYPE	10 Immigrant/Refugee Assist	0	1	161	0.012	0.01	104	0.010	0.01	231.08	0.013	0.01	176.40	0.009	0.01
Type of org vol for most	Q7ATYPE	12 Labor Union/Busi./Prof. Org	0	1	161	0.019	0.01	104	0.019	0.01	231.08	0.020	0.01	176.40	0.016	0.01
Type of org vol for most	Q7ATYPE	13 Political Party/ Advoc Grp	0	1	161	0.025	0.01	104	0.019	0.01	231.08	0.027	0.01	176.40	0.016	0.01
Type of org vol for most	Q7ATYPE	14 Public Safety Organization	0	1	161	0.012	0.01	104	0.029	0.02	231.08	0.011	0.01	176.40	0.031	0.02
Type of org vol for most	Q7ATYPE	15 Sports or Hobby Group	0	1	161	0.000		104	0.010	0.01	231.08	0.000		176.40	0.008	0.01
Type of org vol for most	Q7ATYPE	16 Youth Services Organization	0	1	161	0.043	0.02	104	0.038	0.02	231.08	0.045	0.02	176.40	0.033	0.02
Type of org vol for most	Q7ATYPE	17 Government Organization	0	1	161	0.006	0.01	104	0.029	0.02	231.08	0.006	0.01	176.40	0.026	0.01
Type of org vol for most	Q7ATYPE	18 Non-profit organization	0	1	161	0.019	0.01	104	0.000		231.08	0.018	0.01	176.40	0.000	
Type of org vol for most	Q7ATYPE	95 Other specify	0	1	161	0.019	0.01	104	0.019	0.01	231.08	0.019	0.01	176.40	0.017	0.01
How many wks in last yr did you vol	Q8	1 More than 1 week	0	1	184	0.913	0.02	110	0.945	0.02	262.12	0.916	0.02	185.42	0.951	0.02
How many wks in last yr did you vol	Q8	2 Less than 1 week	0	1	184	0.087	0.02	110	0.055	0.02	262.12	0.084	0.02	185.42	0.049	0.02
Num of wks vol in past yr	Q8WKS	Number of weeks in past 12 months	1	52	168	11.917	1.08	104	14.875	1.59	240.03	12.573	1.26	176.28	14.986	1.78
How many hrs/wk did you vol	Q9	1 Varies	0	1	167	0.138	0.03	103	0.194	0.04	238.59	0.140	0.03	174.76	0.170	0.04
How many hrs/wk did you vol	Q9	2 Enter # of hours in q9hrs	0	1	167	0.862	0.03	103	0.806	0.04	238.59	0.860	0.03	174.76	0.830	0.04
Number of hrs/wk vol	Q9HRS	# hours/week volunteer for ORG	1	100	144	11.590	1.32	83	11.157	2.42	205.14	11.356	1.30	145.01	10.900	2.22
How many hrs did you vol for primary org in last yr	Q10	How many hrs volunteer for ORG last year	1	1325	179	83.313	11.35	110	80.618	16.29	255.37	89.529	13.77	185.04	99.001	34.36
In last 12 mo did you do ... for primary org	Q11A	Last 12 months u COACH/REFEREE SPORTS	0	1	184	0.098	0.02	115	0.035	0.02	262.12	0.107	0.03	192.73	0.031	0.02

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
In last 12 mo did you do ... for primary org	Q11B	Last 12 months you TUTOR OR TEACH	0	1	184	0.337	0.03	115	0.409	0.05	262.12	0.341	0.04	192.73	0.421	0.05
In last 12 mo did you do ... for primary org	Q11C	Last 12 months you MENTOR YOUTH	0	1	184	0.375	0.04	115	0.348	0.04	262.12	0.378	0.04	192.73	0.351	0.05
In last 12 mo did you do ... for primary org	Q11D	Last 12 months u USHER/GREET/MINISTER	0	1	184	0.158	0.03	115	0.209	0.04	262.12	0.164	0.03	192.73	0.201	0.04
In last 12 mo did you do ... for primary org	Q11E	Last 12 months u COLLECT/SERVE FOOD	0	1	184	0.321	0.03	115	0.374	0.05	262.12	0.330	0.04	192.73	0.367	0.05
In last 12 mo did you do ... for primary org	Q11F	Last 12 months u CLOTHING/CRAFT DRIVE	0	1	184	0.321	0.03	115	0.243	0.04	262.12	0.333	0.04	192.73	0.269	0.05
In last 12 mo did you do ... for primary org	Q11G	Last 12 months you FUNDRAISERS	0	1	184	0.402	0.04	115	0.409	0.05	262.12	0.401	0.04	192.73	0.409	0.05
In last 12 mo did you do ... for primary org	Q11H	Last 12 months u COUNSELING/EMERGENCY	0	1	184	0.147	0.03	115	0.148	0.03	262.12	0.146	0.03	192.73	0.151	0.04
In last 12 mo did you do ... for primary org	Q11I	Last 12 months u GEN. OFFICE SERVICES	0	1	184	0.370	0.03	115	0.365	0.05	262.12	0.373	0.04	192.73	0.353	0.05
In last 12 mo did you do ... for primary org	Q11J	Last 12 months u SERVE A BOARD/MANAGE	0	1	184	0.310	0.03	115	0.322	0.04	262.12	0.316	0.04	192.73	0.300	0.04
In last 12 mo did you do ... for primary org	Q11K	Last 12 months u PERFORM MUSIC/ART	0	1	184	0.190	0.03	115	0.235	0.04	262.12	0.196	0.03	192.73	0.253	0.05
In last 12 mo did you do ... for primary org	Q11L	Last 12 months u GIVE LABOR/TRANSPORT	0	1	184	0.533	0.04	115	0.322	0.04	262.12	0.542	0.04	192.73	0.316	0.05
In last 12 mo did you do ... for primary org	Q11M	Last 12 months, did you OTHER SPECIFY	0	1	184	0.060	0.02	115	0.070	0.02	262.12	0.059	0.02	192.73	0.061	0.02
In last 12 mo did you do ... for primary org	Q11N	ANIMAL CARE	0	1	184	0.011	0.01	115	0.009	0.01	262.12	0.011	0.01	192.73	0.008	0.01
In last 12 mo did you do ... for primary org	Q11O	POLITICAL ACTIVITY	0	1	184	0.054	0.02	115	0.078	0.03	262.12	0.054	0.02	192.73	0.090	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	1 Coach	0	1	140	0.050	0.02	86	0.047	0.02	199.85	0.051	0.02	144.76	0.042	0.02
In last 12 mo did you spend most time on ... for primary org	Q12	2 Tutor	0	1	140	0.121	0.03	86	0.116	0.03	199.85	0.132	0.03	144.76	0.144	0.05
In last 12 mo did you spend most time on ... for primary org	Q12	3 Mentor Youth	0	1	140	0.136	0.03	86	0.140	0.04	199.85	0.130	0.03	144.76	0.123	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	4 Usher	0	1	140	0.036	0.02	86	0.035	0.02	199.85	0.034	0.02	144.76	0.031	0.02

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
In last 12 mo did you spend most time on ... for primary org	Q12	5 Collect Food	0	1	140	0.071	0.02	86	0.070	0.03	199.85	0.072	0.02	144.76	0.076	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	6 Collect Clothing	0	1	140	0.029	0.01	86	0.035	0.02	199.85	0.030	0.02	144.76	0.040	0.02
In last 12 mo did you spend most time on ... for primary org	Q12	7 Fundraise	0	1	140	0.121	0.03	86	0.105	0.03	199.85	0.118	0.03	144.76	0.107	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	8 Medical Care	0	1	140	0.050	0.02	86	0.058	0.03	199.85	0.051	0.02	144.76	0.071	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	9 Office Services	0	1	140	0.050	0.02	86	0.081	0.03	199.85	0.044	0.02	144.76	0.072	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	10 Management Assistance	0	1	140	0.129	0.03	86	0.116	0.03	199.85	0.129	0.03	144.76	0.110	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	11 Artistic Activities	0	1	140	0.014	0.01	86	0.058	0.03	199.85	0.017	0.01	144.76	0.060	0.03
In last 12 mo did you spend most time on ... for primary org	Q12	12 General Labor	0	1	140	0.093	0.02	86	0.047	0.02	199.85	0.090	0.02	144.76	0.040	0.02
In last 12 mo did you spend most time on ... for primary org	Q12	13 Other Specify	0	1	140	0.100	0.03	86	0.093	0.03	199.85	0.102	0.03	144.76	0.084	0.03
Did you live in comm where you did most volunteer activities	Q13	1 Yes, for all volunteer activities	0	1	183	0.568	0.04	115	0.652	0.04	260.69	0.562	0.04	192.73	0.647	0.05
Did you live in comm where you did most volunteer activities	Q13	2 Yes, for most of volunteer activities	0	1	183	0.202	0.03	115	0.043	0.02	260.69	0.204	0.03	192.73	0.039	0.02
Did you live in comm where you did most volunteer activities	Q13	3 Yes, for some volunteer activities	0	1	183	0.060	0.02	115	0.104	0.03	260.69	0.060	0.02	192.73	0.135	0.04
Did you live in comm where you did most volunteer activities	Q13	4 No	0	1	183	0.169	0.03	115	0.200	0.04	260.69	0.174	0.03	192.73	0.178	0.04
How did you first become a volunteer for primary org	Q14	1 Approached the organization	0	1	184	0.495	0.04	114	0.439	0.05	262.12	0.495	0.04	191.24	0.440	0.05
How did you first become a volunteer for primary org	Q14	2 Was asked	0	1	184	0.299	0.03	114	0.404	0.05	262.12	0.309	0.04	191.24	0.401	0.05
How did you first become a volunteer for primary org	Q14	3 Some other way	0	1	184	0.207	0.03	114	0.158	0.03	262.12	0.195	0.03	191.24	0.159	0.04
Who asked you to vol	Q14A	1 Friend	0	1	55	0.309	0.06	46	0.304	0.07	81.11	0.308	0.07	76.65	0.336	0.08
Who asked you to vol	Q14A	2 Relative	0	1	55	0.091	0.04	46	0.043	0.03	81.11	0.090	0.04	76.65	0.036	0.03
Who asked you to vol	Q14A	3 Co-worker	0	1	55	0.145	0.05	46	0.109	0.05	81.11	0.135	0.05	76.65	0.093	0.04
Who asked you to vol	Q14A	4 Someone in the organization/school	0	1	55	0.327	0.06	46	0.478	0.07	81.11	0.344	0.07	76.65	0.461	0.08

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
Who asked you to vol	Q14A	5 Boss or employer	0	1	55	0.127	0.05	46	0.043	0.03	81.11	0.123	0.05	76.65	0.040	0.03
Who asked you to vol	Q14A	9 Church member	0	1	55	0.000		46	0.022	0.02	81.11	0.000		76.65	0.034	0.03
How did you become involved with this org	Q14BA	How became involved w/ ORG COURT-ORDERED	0	0	38	0.000	0.00	18	0.000	0.00	51.16	0.000	0.00	30.47	0.000	0.00
How did you become involved with this org	Q14BB	How became involved w/ ORG FAMILY MEMBER	0	1	38	0.132	0.06	18	0.056	0.06	51.16	0.133	0.06	30.47	0.050	0.05
How did you become involved with this org	Q14BC	How became involved w/ ORG ROOMMATE	0	1	38	0.526	0.08	18	0.500	0.12	51.16	0.533	0.08	30.47	0.466	0.13
How did you become involved with this org	Q14BD	How became involved WORK WITH ORG NOW	0	1	38	0.579	0.08	18	0.667	0.11	51.16	0.589	0.08	30.47	0.681	0.12
How did you become involved with this org	Q14BE	How became involved ORG PBLC HOUSING	0	0	38	0.000	0.00	18	0.000	0.00	51.16	0.000	0.00	30.47	0.000	0.00
How did you become involved with this org	Q14BF	How became involved REFERRED TO ORG	0	1	38	0.289	0.07	17	0.059	0.06	51.16	0.286	0.07	28.81	0.052	0.05
How did you become involved with this org	Q14BG	How you involved w/ ORG TV/FLYER	0	1	38	0.105	0.05	18	0.167	0.09	51.16	0.095	0.05	30.47	0.140	0.08
How did you become involved with this org	Q14BH	How became involved w/ ORG SCHL ROMNT	0	1	38	0.026	0.03	18	0.000	0.00	51.16	0.028	0.03	30.47	0.000	0.00
How did you become involved with this org	Q14BI	How became involved w/ ORG OTH SPECIFY	0	1	38	0.105	0.05	18	0.056	0.06	51.16	0.106	0.05	30.47	0.055	0.05
How did you become involved with this org	Q14BJ	REFERRED BY WORK OR SCHOOL	0	1	38	0.026	0.03	18	0.000	0.00	51.16	0.029	0.03	30.47	0.000	0.00
Are you satisfied with amount of volunteering in last 12 mo	Q15	Satisfied amt volunteered last 12 mnth	0	1	289	0.505	0.03	194	0.510	0.04	408.01	0.510	0.03	319.66	0.519	0.04
In last 12 mo, most important reason you haven't volunteered more	Q15A	1 Personal schedule too full	0	1	143	0.797	0.03	95	0.726	0.05	199.92	0.793	0.04	153.83	0.717	0.05
In last 12 mo, most important reason you haven't volunteered more	Q15A	2 Unable to honor volunteer commitment	0	1	143	0.000		95	0.011	0.01	199.92	0.000		153.83	0.017	0.02
In last 12 mo, most important reason you haven't volunteered more	Q15A	3 Health problems	0	1	143	0.035	0.02	95	0.074	0.03	199.92	0.035	0.02	153.83	0.078	0.03
In last 12 mo, most important reason you haven't volunteered more	Q15A	4 No interest	0	1	143	0.007	0.01	95	0.021	0.01	199.92	0.005	0.01	153.83	0.020	0.01

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
In last 12 mo, most important reason you haven't volunteered more	Q15A	5 Took 2nd job/need to work more hours	0	1	143	0.035	0.02	95	0.032	0.02	199.92	0.036	0.02	153.83	0.026	0.02
In last 12 mo, most important reason you haven't volunteered more	Q15A	6 Don't know how to become involved	0	1	143	0.028	0.01	95	0.053	0.02	199.92	0.033	0.02	153.83	0.050	0.02
In last 12 mo, most important reason you haven't volunteered more	Q15A	12 No one I know personally asked me	0	1	143	0.007	0.01	95	0.000		199.92	0.007	0.01	153.83	0.000	
In last 12 mo, most important reason you haven't volunteered more	Q15A	17 Children/pregnant	0	1	143	0.007	0.01	95	0.021	0.01	199.92	0.005	0.01	153.83	0.020	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	18 Moving/relocating	0	1	143	0.021	0.01	95	0.011	0.01	199.92	0.021	0.01	153.83	0.010	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	19 Lazy	0	1	143	0.000		95	0.011	0.01	199.92	0.000		153.83	0.010	0.01
In last 12 mo, most important reason you haven't volunteered more	Q15A	20 Can't find appropriate work	0	1	143	0.014	0.01	95	0.000		199.92	0.015	0.01	153.83	0.000	
In last 12 mo, most important reason you haven't volunteered more	Q15A	95 Other Specify	0	1	143	0.049	0.02	95	0.042	0.02	199.92	0.051	0.02	153.83	0.053	0.03
How likely are you to volunteer in the future	Q16	1 Definitely	0	1	289	0.730	0.03	194	0.572	0.04	408.01	0.730	0.03	319.66	0.583	0.04
How likely are you to volunteer in the future	Q16	2 Probably	0	1	289	0.242	0.03	194	0.381	0.03	408.01	0.244	0.03	319.66	0.372	0.04
How likely are you to volunteer in the future	Q16	3 Probably not	0	1	289	0.028	0.01	194	0.046	0.02	408.01	0.026	0.01	319.66	0.045	0.02
Last 12 mo, have you asked others to volunteer with you	Q17	Last 12 mnths u ask frnd/prnts to vol	0	1	289	0.464	0.03	194	0.412	0.04	408.01	0.472	0.03	319.66	0.422	0.04
Have others volunteered with you because you asked	Q17A	Frnd/prnt volunteer b/c u asked	0	1	134	0.843	0.03	80	0.763	0.05	192.72	0.851	0.03	134.80	0.794	0.04



**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
<b>Donations</b>																
Did you donate \$25 or more to ...	Q22A	College/Institution of Higher Learning	0	1	230	0.161	0.02	154	0.143	0.03	325.51	0.159	0.02	249.27	0.139	0.03
Did you donate \$25 or more to ...	Q22B	Religious organizations/purposes	0	1	229	0.485	0.03	154	0.468	0.04	324.51	0.495	0.03	249.27	0.477	0.04
Did you donate \$25 or more to ...	Q22C	Hospital or medical research org	0	1	228	0.320	0.03	154	0.292	0.04	323.05	0.316	0.03	249.27	0.287	0.04
Did you donate \$25 or more to ...	Q22D	Children's educ/sports/rec group	0	1	229	0.249	0.03	154	0.221	0.03	324.51	0.249	0.03	249.27	0.228	0.04
Did you donate \$25 or more to ...	Q22E	Youth and family services	0	1	230	0.248	0.03	153	0.196	0.03	325.51	0.248	0.03	247.97	0.191	0.03
Did you donate \$25 or more to ...	Q22F	Arts, culture, and ethnic awareness	0	1	230	0.178	0.03	154	0.169	0.03	325.51	0.174	0.03	249.27	0.152	0.03
Did you donate \$25 or more to ...	Q22G	International aid or world peace	0	1	230	0.200	0.03	154	0.253	0.04	325.51	0.204	0.03	249.27	0.252	0.04
Did you donate \$25 or more to ...	Q22H	Environmental/wildlife conservation	0	1	230	0.222	0.03	154	0.357	0.04	325.51	0.221	0.03	249.27	0.331	0.04
Did you donate \$25 or more to ...	Q22I	Labor union/business/prof. org	0	1	230	0.122	0.02	154	0.110	0.03	325.51	0.126	0.02	249.27	0.097	0.02
Did you donate \$25 or more to ...	Q22J	Political party/candidate/cause	0	1	230	0.170	0.02	154	0.162	0.03	325.51	0.169	0.03	249.27	0.164	0.03
Did you donate \$25 or more to ...	Q22K	Public safety organization	0	1	230	0.035	0.01	154	0.058	0.02	325.51	0.033	0.01	249.27	0.053	0.02
Did you donate \$25 or more to ...	Q22L	Social organization	0	1	230	0.174	0.03	152	0.217	0.03	325.51	0.169	0.02	246.75	0.205	0.03
Did you donate \$25 or more to ...	Q22M	Disaster relief	0	1	230	0.226	0.03	154	0.253	0.04	325.51	0.227	0.03	249.27	0.242	0.04
Did you donate \$25 or more to ...	Q22N	Other specify	0	1	230	0.065	0.02	153	0.046	0.02	325.51	0.068	0.02	248.27	0.044	0.02
Did you donate \$25 or more to ...	Q22O	UNITED WAY	0	1	230	0.022	0.01	153	0.000	0.00	325.51	0.022	0.01	248.27	0.000	0.00
Did you donate \$25 or more to ...	Q22P	VETERANS, PURPLE HEART	0	1	230	0.004	0.00	153	0.000	0.00	325.51	0.004	0.00	248.27	0.000	0.00
Did you donate \$25 or more to ...	Q22Q	SHELTER, CLOTHES FOR HOMELESS	0	1	230	0.004	0.00	153	0.000	0.00	325.51	0.005	0.01	248.27	0.000	0.00
How much did you donate to that org	Q22AB	Monetary Value Donated	25	1000	36	126.667	32.94	22	186.955	90.37	50.83	128.029	36.40	34.64	327.500	210.71
How much did you donate to that org	Q22BB	Monetary Value Donated	25	25000	104	929.048	259.47	66	989.303	247.21	150.70	998.340	340.73	105.14	1090.734	276.51
How much did you donate to that org	Q22CB	Monetary Value Donated	20	4000	71	297.676	76.47	43	193.488	64.59	99.14	308.367	84.41	68.45	205.239	80.77
How much did you donate to that org	Q22DB	Monetary Value Donated	25	1000	54	186.667	30.64	33	99.697	20.59	76.81	188.782	32.75	54.18	109.594	24.36
How much did you donate to that org	Q22EB	Monetary Value Donated	25	1500	57	182.018	33.99	28	96.036	19.02	80.85	191.114	36.04	44.23	93.282	19.05
How much did you donate to that org	Q22FB	Monetary Value Donated	25	500	40	104.375	17.30	22	352.091	226.11	55.15	101.827	16.73	31.80	365.293	237.42
How much did you donate to that org	Q22GB	Monetary Value Donated	25	10000	45	333.933	220.42	37	155.676	31.68	64.57	270.769	155.37	59.75	158.140	31.53

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
How much did you donate to that org	Q22HB	Monetary Value Donated	22	500	48	113.688	17.06	51	138.902	40.91	67.46	115.318	17.15	76.40	142.799	41.52
How much did you donate to that org	Q22IB	Monetary Value Donated	1	2000	28	328.429	85.17	17	292.294	84.98	40.88	344.463	93.28	24.10	299.447	89.67
How much did you donate to that org	Q22JB	Monetary Value Donated	25	600	36	104.861	22.82	23	186.957	107.35	50.76	109.199	24.30	37.89	170.532	98.96
How much did you donate to that org	Q22KB	Monetary Value Donated	25	100	7	49.286	4.50	9	597.222	550.40	9.33	52.273	3.36	13.15	606.861	558.61
How much did you donate to that org	Q22LB	Monetary Value Donated	25	2000	38	201.974	59.40	30	266.333	99.68	52.02	191.094	50.81	44.98	253.005	88.80
How much did you donate to that org	Q22MB	Monetary Value Donated	20	1000	50	146.500	31.26	36	95.278	14.22	71.03	140.918	29.33	55.76	101.283	15.53
How much did you donate to that org	Q22NB	Monetary Value Donated	50	5000	15	483.667	329.79	7	196.429	79.14	22.03	482.026	323.12	11.03	225.717	90.50
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23A	Katrina donate to nonprofit MONEY	0	1	287	0.401	0.03	193	0.409	0.04	405.13	0.408	0.03	318.13	0.392	0.04
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23B	Katrina donate to nonprofit BLOOD	0	1	288	0.139	0.02	194	0.067	0.02	406.57	0.143	0.02	319.66	0.086	0.03
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23C	Katrina donate to nonprofit TIME	0	1	289	0.194	0.02	194	0.093	0.02	408.01	0.201	0.02	319.66	0.083	0.02
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23D	Katrina donate to nonprft CLOTHES/FOOD	0	1	288	0.292	0.03	194	0.258	0.03	406.98	0.298	0.03	319.66	0.257	0.03
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23E	Katrina donate to nonprft PROF. SKILLS	0	1	288	0.115	0.02	194	0.062	0.02	406.90	0.120	0.02	319.66	0.059	0.02
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23F	Katrina donate to nonprft OTH CONTRIB	0	1	289	0.021	0.01	194	0.026	0.01	408.01	0.021	0.01	319.66	0.022	0.01
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23G	PRAYERS, SPIRITUAL	0	0	289	0.000	0.00	194	0.000	0.00	408.01	0.000	0.00	319.66	0.000	0.00
For Hurricane Katrina, did you donate ... to a charity/nonprofit org	Q23H	SHELTER, DONATED HOME	0	1	289	0.003	0.00	194	0.000	0.00	408.01	0.004	0.00	319.66	0.000	0.00
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24A	Disaster relief donate MONEY	0	1	288	0.111	0.02	193	0.150	0.03	406.31	0.119	0.02	318.13	0.143	0.03
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24B	Disaster relief donate BLOOD	0	1	288	0.059	0.01	194	0.052	0.02	406.57	0.068	0.02	319.66	0.060	0.02
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24C	Disaster relief donate TIME	0	1	289	0.073	0.02	194	0.031	0.01	408.01	0.077	0.02	319.66	0.029	0.01

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24D	Disaster relief donate CLOTHES/FOOD	0	1	289	0.097	0.02	194	0.103	0.02	408.01	0.102	0.02	319.66	0.109	0.02
In last 12 mo did you donate ... to charity/nonprofit due to disaster	Q24E	Disaster relief donate PROF. SKILLS	0	1	289	0.048	0.01	194	0.021	0.01	408.01	0.054	0.02	319.66	0.019	0.01
<b><i>Voting</i></b>																
Why did you not vote in election last Nov.	QB2A_1	Not Registerd (and 18+)	0	1	57	0.211	0.06	36	0.194	0.07	81.88	0.201	0.05	58.27	0.166	0.06
Why did you not vote in election last Nov.	QB2A_2	Thought about but didnt	0	0	44	0.000	0.00	29	0.034	0.03	59.96	0.000	0.00	47.61	0.054	0.05
Why did you not vote in election last Nov.	QB2A_3	Out of Country/State	0	1	57	0.105	0.04	36	0.194	0.07	81.88	0.096	0.04	58.27	0.172	0.06
Why did you not vote in election last Nov.	QB2A_4	New to Area/Just Moved	0	1	57	0.281	0.06	36	0.278	0.08	81.88	0.279	0.06	58.27	0.277	0.08
Why did you not vote in election last Nov.	QB2A_5	Elections dont affect	0	1	57	0.018	0.02	36	0.000	0.00	81.88	0.018	0.02	58.27	0.000	0.00
Why did you not vote in election last Nov.	QB2A_6	Feel vote wont make diff	0	1	57	0.088	0.04	36	0.111	0.05	81.88	0.087	0.04	58.27	0.105	0.05
Why did you not vote in election last Nov.	QB2A_7	Inconvenient	0	1	57	0.070	0.03	36	0.056	0.04	81.88	0.074	0.04	58.27	0.052	0.04
Why did you not vote in election last Nov.	QB2A_8	Not interested	0	1	57	0.193	0.05	36	0.056	0.04	81.88	0.228	0.06	58.27	0.052	0.04
Why did you not vote in election last Nov.	QB2A_9	Party not represented	0	1	57	0.018	0.02	36	0.028	0.03	81.88	0.018	0.02	58.27	0.026	0.03
Why did you not vote in election last Nov.	QB2A_10	No time or forgot	0	1	57	0.088	0.04	36	0.056	0.04	81.88	0.082	0.04	58.27	0.081	0.06
Why did you not vote in election last Nov.	QB2A_11	Sick or Health Probs	0	0	57	0.000	0.00	36	0.000	0.00	81.88	0.000	0.00	58.27	0.000	0.00
Why did you not vote in election last Nov.	QB2A_12	Not Citizen/Not Allowed to Vote	0	1	57	0.018	0.02	36	0.000	0.00	81.88	0.012	0.01	58.27	0.000	0.00
Why did you not vote in election last Nov.	QB2A_13	Not interested in people running	0	0	57	0.000	0.00	36	0.000	0.00	81.88	0.000	0.00	58.27	0.000	0.00
Why did you not vote in election last Nov.	QB2A_14	DID NOT RESEARCH CANDIDATES	0	1	57	0.018	0.02	36	0.056	0.04	81.88	0.015	0.01	58.27	0.052	0.04
Why did you not vote in 2004 presidential election	QB3AC01	Not registered even though 18 or	0	1	25	0.400	0.10	15	0.467	0.13	37.01	0.449	0.12	26.94	0.538	0.14
Why did you not vote in 2004 presidential election	QB3AC02	Thought about voting, but didn't	0	1	25	0.320	0.10	15	0.133	0.09	37.01	0.387	0.11	26.94	0.113	0.08

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
Why did you not vote in 2004 presidential election	QB3AC03	Out of country/state	0	1	25	0.040	0.04	15	0.067	0.07	37.01	0.027	0.03	26.94	0.057	0.06
Why did you not vote in 2004 presidential election	QB3AC04	Was new to the area/I just moved	0	1	25	0.160	0.08	15	0.133	0.09	37.01	0.151	0.07	26.94	0.113	0.08
Why did you not vote in 2004 presidential election	QB3AC05	Elections don't affect me	0	1	25	0.080	0.06	15	0.000	0.00	37.01	0.080	0.06	26.94	0.000	0.00
Why did you not vote in 2004 presidential election	QB3AC06	Feel vote won't make a differenc	0	1	25	0.160	0.08	15	0.067	0.07	37.01	0.154	0.08	26.94	0.057	0.06
Why did you not vote in 2004 presidential election	QB3AC07	Inconvenient	0	1	25	0.080	0.06	15	0.067	0.07	37.01	0.087	0.06	26.94	0.062	0.06
Why did you not vote in 2004 presidential election	QB3AC08	No interest in national election	0	1	25	0.200	0.09	15	0.200	0.11	37.01	0.203	0.09	26.94	0.214	0.12
Why did you not vote in 2004 presidential election	QB3AC09	My party was not represented	0	0	25	0.000	0.00	15	0.133	0.09	37.01	0.000	0.00	26.94	0.113	0.08
Why did you not vote in 2004 presidential election	QB3AC10	No time, forgot	0	0	25	0.000	0.00	15	0.133	0.09	37.01	0.000	0.00	26.94	0.118	0.08
Why did you not vote in 2004 presidential election	QB3AC11	Sick, health problems	0	0	25	0.000	0.00	15	0.067	0.07	37.01	0.000	0.00	26.94	0.057	0.06
Why did you not vote in 2004 presidential election	QB3AC12	Not a citizen/allowed to vote	0	1	25	0.040	0.04	15	0.000	0.00	37.01	0.027	0.03	26.94	0.000	0.00
Why did you not vote in 2004 presidential election	QB3AC13	No interest in candidates	0	1	25	0.040	0.04	15	0.000	0.00	37.01	0.039	0.04	26.94	0.000	0.00
<b>Ed Trust</b>																
Have you used your AmeriCorps Education award	QC4	1 Yes	0	1	288	0.830	0.02				406.48	0.821	0.02			
Have you used your AmeriCorps Education award	QC4	2 No, I did not use it	0	1	288	0.094	0.02				406.48	0.099	0.02			
Have you used your AmeriCorps Education award	QC4	3 No, didn't qualify for Ed Award	0	1	288	0.076	0.02				406.48	0.080	0.02			
Do you expect to use award in next 2 years	QC4A	Will use AmC award in next two years	0	1	26	0.500	0.11				39.14	0.517	0.12			
Why haven't you used the AmeriCorps Education award	QC4BC01	I FORGOT ABOUT IT	0	1	27	0.074	0.05				40.14	0.077	0.06			
Why haven't you used the AmeriCorps Education award	QC4BC02	FINISHED ED/PAID FOR ED BEFORE AWARD	0	1	27	0.148	0.06				40.14	0.143	0.06			
Why haven't you used the AmeriCorps Education award	QC4BC03	PLANNED TO, BUT I'M OUT OF SCHOOL	0	1	27	0.037	0.04				40.14	0.043	0.04			

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
Why haven't you used the AmeriCorps Education award	QC4BC04	I DECIDED TO WORK INSTEAD	0	1	27	0.148	0.07				40.14	0.140	0.07			
Why haven't you used the AmeriCorps Education award	QC4BC05	DECIDED TO CARE FOR FAMILY/CHILDREN	0	1	27	0.111	0.06				40.14	0.121	0.07			
Why haven't you used the AmeriCorps Education award	QC4BC06	I DIDN'T HAVE THE TIME	0	1	27	0.259	0.09				40.14	0.257	0.10			
Why haven't you used the AmeriCorps Education award	QC4BC07	NOT INTERESTED IN USING THE AWARD	0	1	27	0.074	0.05				40.14	0.073	0.05			
Why haven't you used the AmeriCorps Education award	QC4BC08	I DIDN'T NEED IT	0	1	27	0.111	0.06				40.14	0.171	0.10			
Why haven't you used the AmeriCorps Education award	QC4BC09	AWARD AMOUNT WAS NOT SUFFICIENT	0	1	27	0.074	0.05				40.14	0.061	0.04			
Why haven't you used the AmeriCorps Education award	QC4BC10	INFO ON THE AWARD WAS INADEQUATE	0	1	27	0.074	0.05				40.14	0.068	0.05			
Why haven't you used the AmeriCorps Education award	QC4BC11	NEVER RECEIVED A VOUCHER FROM CNCS	0	1	27	0.111	0.06				40.14	0.111	0.06			
Why haven't you used the AmeriCorps Education award	QC4BC12	MY ED INSTITUTION WOULDN'T ACCEPT IT	0	1	27	0.074	0.05				40.14	0.092	0.07			
Why haven't you used the AmeriCorps Education award	QC4BC13	MY ED INSTIT DIDN'T KNOW WHAT IT WAS	0	0	27	0.000	0.00				40.14	0.000	0.00			
Why haven't you used the AmeriCorps Education award	QC4BC14	DIDN'T WANT USE AWARD FOR SCHL EXPENSE	0	0	27	0.000	0.00				40.14	0.000	0.00			
Why haven't you used the AmeriCorps Education award	QC4BC15	TOO MANY RULES ON HOW TO USE THE AWARD	0	0	27	0.000	0.00				40.14	0.000	0.00			
Why haven't you used the AmeriCorps Education award	QC4BC16	I DIDN'T WANT TO PAY THE TAXES	0	1	27	0.037	0.04				40.14	0.025	0.03			
Why haven't you used the AmeriCorps Education award	QC4BC95	OTHER SPECIFY	0	1	27	0.333	0.09				40.14	0.275	0.08			
How did you use your education award	QC5_1	LOAN REPAYMENT	0	1	239	0.556	0.03				333.80	0.565	0.03			
How did you use your education award	QC5_2	TUITION	0	1	239	0.603	0.03				333.80	0.594	0.03			
How did you use your education award	QC5_3	OTHER EDUCATIONAL COSTS (E.G. BOOKS, SUPPLIES	0	1	239	0.197	0.03				333.80	0.189	0.03			
How did you use your education award	QC5_4	SOME OTHER WAY	0	1	239	0.013	0.01				333.80	0.013	0.01			

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
How did you use your education award	QC5_5	STUDY ABROAD	0	0	239	0.000	0.00				333.80	0.000	0.00			
How did you use your education award	QC5_6	LIVING EXPENSES	0	1	239	0.008	0.01				333.80	0.009	0.01			
How did you use your education award	QC5_7	COMPUTER	0	0	239	0.000	0.00				333.80	0.000	0.00			
How did you use your education award	QC5_8	TRANSPORTATION	0	0	239	0.000	0.00				333.80	0.000	0.00			
Importance of award to pursue/finish education/degree	QC6	1 Not Important	0	1	239	0.351	0.03				333.80	0.359	0.03			
Importance of award to pursue/finish education/degree	QC6	2 Somewhat Important	0	1	239	0.347	0.03				333.80	0.343	0.03			
Importance of award to pursue/finish education/degree	QC6	3 Very Important	0	1	239	0.301	0.03				333.80	0.298	0.03			
Did award effect type of education institution attended	QC7	Award affect type of instit attended	0	1	239	0.075	0.02				333.80	0.072	0.02			
Type of school attended because of award	QC8	1 Two-year community college	0	1	18	0.333	0.11				24.01	0.307	0.11			
Type of school attended because of award	QC8	2 Four-year graduate program	0	1	18	0.167	0.09				24.01	0.183	0.10			
Type of school attended because of award	QC8	3 Professional graduate program	0	1	18	0.222	0.11				24.01	0.252	0.12			
Type of school attended because of award	QC8	4 Four-year undergraduate program	0	1	18	0.222	0.09				24.01	0.204	0.09			
Type of school attended because of award	QC8	5 Technical school	0	1	18	0.056	0.00				24.01	0.054	0.00			
<b>Additional Requests</b>																
AmeriCorps had an influence on	QB11A	AC had inf on commitment to vol serv	0	1	289	0.862	0.02				408.01	0.864	0.02			
AmeriCorps had an influence on	QB11B	AC had inf on per and fam life	0	1	288	0.771	0.02				406.57	0.773	0.02			
AmeriCorps had an influence on	QB11C	AC had inf on int cur events and issues	0	1	289	0.692	0.03				408.01	0.695	0.03			
2006 Income before Taxes	QC20A	1=Under \$5,000	0	1	282	0.067	0.01	191	0.089	0.02	398.76	0.066	0.01	315.32	0.093	0.02
2006 Income before Taxes	QC20A	2=\$5,000 - less than \$10,000	0	1	282	0.064	0.01	191	0.094	0.02	398.76	0.063	0.01	315.32	0.109	0.03
2006 Income before Taxes	QC20A	3=\$10,000 - less than \$15,000	0	1	282	0.067	0.02	191	0.073	0.02	398.76	0.072	0.02	315.32	0.067	0.02
2006 Income before Taxes	QC20A	4=\$15,000 - less than \$20,000	0	1	282	0.071	0.02	191	0.089	0.02	398.76	0.077	0.02	315.32	0.098	0.02
2006 Income before Taxes	QC20A	5=\$20,000 - less than \$25,000	0	1	282	0.082	0.02	191	0.079	0.02	398.76	0.081	0.02	315.32	0.077	0.02

**Exhibit H.2: Treatment and Comparison Groups Weighted and Unweighted Means for the Descriptive Variables—NCCC Sample**

Question	Variable	Label	Min	Max	Unweighted						Weighted					
					Treatment			Comparison			Treatment			Comparison		
					N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr	N	Mean	StdErr
2006 Income before Taxes	QC20A	6=\$25,000 - less than \$30,000	0	1	282	0.124	0.02	191	0.058	0.02	398.76	0.124	0.02	315.32	0.057	0.02
2006 Income before Taxes	QC20A	7=\$30,000 - less than \$40,000	0	1	282	0.209	0.02	191	0.199	0.03	398.76	0.210	0.02	315.32	0.188	0.03
2006 Income before Taxes	QC20A	8=\$40,000 - less than \$50,000	0	1	282	0.163	0.02	191	0.136	0.02	398.76	0.159	0.02	315.32	0.127	0.02
2006 Income before Taxes	QC20A	9=\$50,000 - less than \$60,000	0	1	282	0.096	0.02	191	0.089	0.02	398.76	0.094	0.02	315.32	0.102	0.03
2006 Income before Taxes	QC20A	10=\$60,000 - less than \$70,000	0	1	282	0.025	0.01	191	0.047	0.02	398.76	0.023	0.01	315.32	0.043	0.01
2006 Income before Taxes	QC20A	11=\$70,000 - less than \$80,000	0	1	282	0.011	0.01	191	0.016	0.01	398.76	0.012	0.01	315.32	0.013	0.01
2006 Income before Taxes	QC20A	12=\$80,000 - less than \$90,000	0	1	282	0.000		191	0.010	0.01	398.76	0.000		315.32	0.009	0.01
2006 Income before Taxes	QC20A	13=\$90,000 - less than \$100,000	0	1	282	0.004	0.00	191	0.010	0.01	398.76	0.003	0.00	315.32	0.009	0.01
2006 Income before Taxes	QC20A	14=\$100,000 or more	0	1	282	0.018	0.01	191	0.010	0.01	398.76	0.017	0.01	315.32	0.009	0.01
	subg_disad	Disadvantaged, Youth or PreAC	0	1	289	0.194	0.02	194	0.165	0.03	408.01	0.182	0.02	319.66	0.169	0.03
	subg_disad_youth	Disadvantaged Youth	0	1	289	0.190	0.02	194	0.160	0.03	408.01	0.178	0.02	319.66	0.161	0.03
During your youth	n_ppss_q1_4a	Dur youth - did hh rec pub assistance	0	1	289	0.183	0.02	194	0.149	0.03	408.01	0.173	0.02	319.66	0.152	0.03
During your youth	n_ppss_q1_4b	Dur youth - did hh live in pub housing	0	1	289	0.031	0.01	194	0.026	0.01	408.01	0.027	0.01	319.66	0.021	0.01
During your youth	n_ppss_q1_4c	Dur youth - did hh rec other housing assistance	0	1	289	0.024	0.01	194	0.005	0.01	408.01	0.022	0.01	319.66	0.003	0.00
	subg_disad_preAC	Disadvantaged during yr before AC	0	1	269	0.015	0.01	180	0.017	0.01	382.04	0.014	0.01	298.95	0.019	0.01
During the year before AmeriCorps	ppss_q25b_1	Dur yr b4 AC - did u rec pub assistance	0	1	269	0.011	0.01	180	0.006	0.01	382.04	0.011	0.01	298.95	0.005	0.01
During the year before AmeriCorps	ppss_q25b_2	Dur yr b4 AC - did u live in pub housing	0	1	269	0.004	0.00	180	0.006	0.01	382.04	0.003	0.00	298.95	0.005	0.01
During the year before AmeriCorps	ppss_q25b_3	Dur yr b4 AC - did u rec other housing assistance	0	0	269	0.000	0.00	180	0.006	0.01	382.04	0.000	0.00	298.95	0.008	0.01





**Exhibit H.3: Weighted and Unweighted Means for the National Benchmarks**

PIII Question	PIII Variable	PIII Label	NB Dataset	NB Variable Name	NB Variable Label	Min	Max	Unweighted			Weighted		
								N	Mean	StdErr	N	Mean	StdErr
Who asked you to vol	Q6D1Y_9	Asked by:Church Member	N/A										
How many different org vol for in past 12 mo	Q7	One	CPS	PES3_1	How many dif org have you vol, since September 1, 2005: 1 org	0	1	27,664	0.685	0.465	55,591,495	0.701	20.519
How many different org vol for in past 12 mo	Q7	Two	CPS	PES3_2	How many dif org have you vol, since September 1, 2005: 2 org	0	1	27,664	0.197	0.398	55,591,495	0.190	17.598
How many different org vol for in past 12 mo	Q7	Three	CPS	PES3_3	How many dif org have you vol, since September 1, 2005: 3 org	0	1	27,664	0.073	0.261	55,591,495	0.070	11.405
How many different org vol for in past 12 mo	Q7	Four	CPS	PES3_4	How many dif org have you vol, since September 1, 2005: 4 org	0	1	27,664	0.026	0.160	55,591,495	0.023	6.731
How many different org vol for in past 12 mo	Q7	Five	CPS	PES3_5	How many dif org have you vol, since September 1, 2005: 5 org	0	1	27,664	0.011	0.105	55,591,495	0.009	4.301
How many different org vol for in past 12 mo	Q7	Six	CPS	PES3_6	How many dif org have you vol, since September 1, 2005: 6 org	0	1	27,664	0.003	0.056	55,591,495	0.003	2.387
How many different org vol for in past 12 mo	Q7	8 More than 7 Organizations	CPS	PES3_7	How many dif org have you vol, since September 1, 2005: 7+ org	0	1	27,664	0.004	0.062	55,591,495	0.004	2.700
Type of org vol for most	Q7ATYPE	1 Religious Organization	CPS	PES4A1_1	What type of organization is that: Religious org.	0	1	27,525	0.370	0.483	55,293,751	0.380	21.760
Type of org vol for most	Q7ATYPE	2 Children's Educ, Sports, or Rec Grp.	CPS	PES4A1_2	What type of organization is that: Children's educational, sports, or recreational group	0	1	27,525	0.185	0.388	55,293,751	0.189	17.533
Type of org vol for most	Q7ATYPE	3 Other Educational Group	CPS	PES4A1_3	What type of organization is that: Other educational group	0	1	27,525	0.042	0.201	55,293,751	0.043	9.110
Type of org vol for most	Q7ATYPE	4 Social and Comm Svcs Group	CPS	PES4A1_4	What type of organization is that: Social and community service group	0	1	27,525	0.132	0.338	55,293,751	0.129	15.047
Type of org vol for most	Q7ATYPE	5 Civic Organization	CPS	PES4A1_5	What type of organization is that: Civic org.	0	1	27,525	0.042	0.202	55,293,751	0.038	8.619
Type of org vol for most	Q7ATYPE	6 Cultural or Art Organization	CPS	PES4A1_6	What type of organization is that: Cultural or arts org.	0	1	27,525	0.020	0.142	55,293,751	0.018	5.964

### Exhibit H.3: Weighted and Unweighted Means for the National Benchmarks

PIII Question	PIII Variable	PIII Label	NB Dataset	NB Variable Name	NB Variable Label	Min	Max	Unweighted			Weighted		
								N	Mean	StdErr	N	Mean	StdErr
Type of org vol for most	Q7ATYPE	7 Environment/Animal Care Org	CPS	PES4A1_7	What type of organization is that: Environmental or animal care org.	0	1	27,525	0.018	0.134	55,293,751	0.016	5.698
Type of org vol for most	Q7ATYPE	8 Health Research/Educ Org	CPS	PES4A1_8	What type of organization is that: Health research or health education org.	0	1	27,525	0.040	0.195	55,293,751	0.041	8.883
Type of org vol for most	Q7ATYPE	9 Hospital Cinc/Healthcare Org	CPS	PES4A1_9	What type of organization is that: Hospital, clinic, or healthcare org.	0	1	27,525	0.042	0.201	55,293,751	0.041	8.865
Type of org vol for most	Q7ATYPE	10 Immigrant/Refugee Assist	CPS	PES4A1_10	What type of organization is that: Immigrant/refugee assistance	0	1	27,525	0.001	0.032	55,293,751	0.001	1.644
Type of org vol for most	Q7ATYPE	12 Labor Union/Busi./Prof. Org	CPS	PES4A1_12	What type of organization is that: Labor union, business, or professional org.	0	1	27,525	0.009	0.092	55,293,751	0.008	3.884
Type of org vol for most	Q7ATYPE	13 Political Party/Advoc Grp	CPS	PES4A1_13	What type of organization is that: Political party or advocacy group	0	1	27,525	0.009	0.095	55,293,751	0.008	4.040
Type of org vol for most	Q7ATYPE	14 Public Safety Organization	CPS	PES4A1_14	What type of organization is that: Public safety org.	0	1	27,525	0.013	0.115	55,293,751	0.013	5.042
Type of org vol for most	Q7ATYPE	15 Sports or Hobby Group	CPS	PES4A1_15	What type of organization is that: Sports or hobby group	0	1	27,525	0.017	0.130	55,293,751	0.016	5.636
Type of org vol for most	Q7ATYPE	16 Youth Services Organization	CPS	PES4A1_16	What type of organization is that: Youth services group	0	1	27,525	0.022	0.148	55,293,751	0.021	6.413
Type of org vol for most	Q7ATYPE	17 Government Organization	N/A										
Type of org vol for most	Q7ATYPE	18 Non-profit organization	N/A										
Type of org vol for most	Q7ATYPE	95 Other specify	CPS	PES4A1_17	What type of organization is that: Some other type of org.	0	1	27,525	0.031	0.172	55,293,751	0.031	7.777
How many wks in last yr did you vol	Q8	1 More than 1 week	N/A										
How many wks in last yr did you vol	Q8	2 Less than 1 week	N/A										
Num of wks vol in past yr	Q8WKS	Number of weeks in past 12 months	CPS	PES5A	How many weeks in the last year did you do volunteer activities for?	1	52	24,900	20.294	19.324	49,906,767	20.524	870.259

**Exhibit H.3: Weighted and Unweighted Means for the National Benchmarks**

PIII Question	PIII Variable	PIII Label	NB Dataset	NB Variable Name	NB Variable Label	Min	Max	Unweighted			Weighted			
								N	Mean	StdErr	N	Mean	StdErr	
How many hrs/wk did you vol	Q9	1 Varies	N/A											
How many hrs/wk did you vol	Q9	2 Enter # of hours in q9hrs	N/A											
Number of hrs/wk vol	Q9HRS	# hours/week volunteer for ORG	CPS	PES6A	In those weeks that you volunteered for, how many hours per week did you do volunteer activities?	1	168	22,388	6.492	10.016	44,774,580	6.670	451.803	
How many hrs did you vol for primary org in last yr	Q10	How many hrs volunteer for ORG last year	CPS	PES7A	How many hours did you do volunteer activities for... in the last year?	1	1800	3,944	55.131	118.764	7,900,425	53.949	5,193.165	
In last 12 mo did you do .. for primary org	Q11A	Last 12 months u COACH/REFEREE SPORTS	CPS	PES81	Since September 1, 2005, did you ...Coach, referee, supervise sports team	0	1	27,316	0.087	0.281	54,820,121	0.086	12.575	
In last 12 mo did you do .. for primary org	Q11B	Last 12 months you TUTOR OR TEACH	CPS	PES82	Since September 1, 2005, did you ...Tutor or teach	0	1	27,316	0.205	0.404	54,820,121	0.206	18.130	
In last 12 mo did you do .. for primary org	Q11C	Last 12 months you MENTOR YOUTH	CPS	PES83	Since September 1, 2005, did you ...Mentor youth	0	1	27,316	0.174	0.379	54,820,121	0.174	16.977	
In last 12 mo did you do .. for primary org	Q11D	Last 12 months u USHER/GREET/MINISTER	CPS	PES84	Since September 1, 2005, did you ...Be an usher, greeter, or minister	0	1	27,316	0.132	0.339	54,820,121	0.132	15.175	
In last 12 mo did you do .. for primary org	Q11E	Last 12 months u COLLECT/SERVE FOOD	CPS	PES85	Since September 1, 2005, did you ...Collect, prepare, distribute, or serve food	0	1	27,316	0.257	0.437	54,820,121	0.250	19.400	
In last 12 mo did you do .. for primary org	Q11F	Last 12 months u CLOTHING/CRAFT DRIVE	CPS	PES86	Since September 1, 2005, did you ...Collect, make, or distribute clothing, crafts, or goods other than food	0	1	27,316	0.141	0.348	54,820,121	0.141	15.602	
In last 12 mo did you do .. for primary org	Q11G	Last 12 months you FUNDRAISERS	CPS	PES87	Since September 1, 2005, did you ...Fundraise or sell items to raise money	0	1	27,316	0.280	0.449	54,820,121	0.277	20.046	
In last 12 mo did you do .. for primary org	Q11H	Last 12 months u COUNSELING/EMERGENCY	CPS	PES88	Since September 1, 2005, did you ...Provide counseling, medical care, fire/EMS, or protective services	0	1	27,316	0.068	0.252	54,820,121	0.068	11.261	

### Exhibit H.3: Weighted and Unweighted Means for the National Benchmarks

PIII Question	PIII Variable	PIII Label	NB Dataset	NB Variable Name	NB Variable Label	Min	Max	Unweighted			Weighted		
								N	Mean	StdErr	N	Mean	StdErr
In last 12 mo did you do .. for primary org	Q11I	Last 12 months u GEN. OFFICE SERVICES	CPS	PES89	Since September 1, 2005, did you ...Provide general office services	0	1	27,316	0.124	0.329	54,820,121	0.121	14.625
In last 12 mo did you do .. for primary org	Q11J	Last 12 months u SERVE A BOARD/MANAGE	CPS	PES810	Since September 1, 2005, did you ...Provide professional or management assistance including serving on a board or committee	0	1	27,316	0.191	0.393	54,820,121	0.177	17.099
In last 12 mo did you do .. for primary org	Q11K	Last 12 months u PERFORM MUSIC/ART	CPS	PES811	Since September 1, 2005, did you ...Engage in music, performance, or other artistic activities	0	1	27,316	0.113	0.317	54,820,121	0.112	14.145
In last 12 mo did you do .. for primary org	Q11L	Last 12 months u GIVE LABOR/TRANSPORT	CPS	PES812	Since September 1, 2005, did you ...Engage in general labor, supply transportation for people	0	1	27,316	0.225	0.418	54,820,121	0.218	18.486
In last 12 mo did you do .. for primary org	Q11M	Last 12 months, did you OTHER SPECIFY	CPS	PES813	Since September 1, 2005, did you ...Any other type of activity/specify	0	1	27,316	0.158	0.365	54,820,121	0.160	16.429
In last 12 mo did you do .. for primary org	Q11N	ANIMAL CARE	N/A										
In last 12 mo did you do .. for primary org	Q11O	POLITICAL ACTIVITY	N/A										
In last 12 mo did you spend most time on ... for primary org	Q12	1 Coach	CPS	PES8A_1	Which of the activities that you performed did you spend the most time doing for ... last year: Coach, referee, or supervise sports teams	0	1	12,689	0.048	0.213	24,930,535	0.046	9.318
In last 12 mo did you spend most time on ... for primary org	Q12	2 Tutor	CPS	PES8A_2	Tutor or teach	0	1	12,689	0.122	0.327	24,930,535	0.126	14.708
In last 12 mo did you spend most time on ... for primary org	Q12	3 Mentor Youth	CPS	PES8A_3	Mentor youth	0	1	12,689	0.060	0.238	24,930,535	0.060	10.508
In last 12 mo did you spend most time on ... for primary org	Q12	4 Usher	CPS	PES8A_4	Be an usher, greeter, or minister	0	1	12,689	0.043	0.203	24,930,535	0.046	9.272



### Exhibit H.3: Weighted and Unweighted Means for the National Benchmarks

PIII Question	PIII Variable	PIII Label	NB Dataset	NB Variable Name	NB Variable Label	Min	Max	Unweighted			Weighted		
								N	Mean	StdErr	N	Mean	StdErr
Did you live in comm where you did most volunteer activities	Q13	4 No	N/A										
How did you first become a volunteer for primary org	Q14	1 Approached the organization	CPS	PES9_1	Approached the organization	0	1	27,136	0.401	0.490	54,502,216	0.415	22.084
How did you first become a volunteer for primary org	Q14	2 Was asked	CPS	PES9_2	Was asked	0	1	27,136	0.455	0.498	54,502,216	0.446	22.279
How did you first become a volunteer for primary org	Q14	3 Some other way	CPS	PES9_3	Some other way	0	1	27,136	0.144	0.351	54,502,216	0.139	15.482
Who asked you to vol	Q14A	1 Friend	CPS	PES10_1	Friend	0	1	12,278	0.168	0.374	24,210,298	0.169	16.636
Who asked you to vol	Q14A	2 Relative	CPS	PES10_2	Relative	0	1	12,278	0.109	0.311	24,210,298	0.112	14.013
Who asked you to vol	Q14A	3 Co-worker	CPS	PES10_3	Co-worker	0	1	12,278	0.045	0.208	24,210,298	0.046	9.341
Who asked you to vol	Q14A	4 Someone in the organization/school	CPS	PES10_4	Someone in the organization/school	0	1	12,278	0.627	0.484	24,210,298	0.618	21.574
Who asked you to vol	Q14A	5 Boss or employer	CPS	PES10_5	Boss or employer	0	1	12,278	0.027	0.162	24,210,298	0.030	7.558
Who asked you to vol	Q14A	9 Church member	N/A										
How did you become involved with this org	Q14BA	How became involved w/ ORG COURT-ORDERED	CPS	PES11_1	Court-ordered community service	0	1	3,899	0.012	0.107	7,532,208	0.014	5.087
How did you become involved with this org	Q14BB	How became involved w/ ORG FAMILY MEMBER	CPS	PES11_2	Family member's involvement in the organization/school	0	1	3,899	0.255	0.436	7,532,208	0.246	18.931
How did you become involved with this org	Q14BC	How became involved w/ ORG ROOMMATE	CPS	PES11_3	Friend's, co-worker's, or roommate's involvement in the organization	0	1	3,899	0.076	0.265	7,532,208	0.078	11.789
How did you become involved with this org	Q14BD	How became involved WORK WITH ORG NOW	CPS	PES11_4	Own involvement in organization/school	0	1	3,899	0.340	0.474	7,532,208	0.338	20.795
How did you become involved with this org	Q14BE	How became involved ORG PBLC HOUSING	CPS	PES11_5	Public housing requirement	0	1	3,899	0.002	0.048	7,532,208	0.003	2.407
How did you become involved with this org	Q14BF	How became involved REFERRED TO ORG	CPS	PES11_6	Referred by volunteer organization	0	1	3,899	0.016	0.127	7,532,208	0.015	5.296







**Exhibit H.3: Weighted and Unweighted Means for the National Benchmarks**

PIII Question	PIII Variable	PIII Label	NB Dataset	NB Variable Name	NB Variable Label	Min	Max	Unweighted			Weighted		
								N	Mean	StdErr	N	Mean	StdErr
Have others volunteered with you because you asked	Q17A	Frnd/prnt volunteer b/c u asked	N/A										
<i>Donations</i>													
Did you donate \$25 or more to ...	Q22A	College/Institution of Higher Learning	PSID	ER27474	M6 WTR DONATED TO ORGANZTION FOR EDUCATN	0	1	14,108	0.247	0.431	279,067	0.258	1.946
Did you donate \$25 or more to ...	Q22B	Religious organizations/purposes	PSID	ER27450	M2 WTR DONATED TO RELIGIOUS ORGANIZATION	0	1	14,135	0.716	0.451	279,442	0.703	2.032
Did you donate \$25 or more to ...	Q22C	Hospital or medical research org	PSID	ER27468	M5 WTR DONATED TO ORGANIZATN FOR HEALTH	0	1	14,110	0.296	0.457	278,994	0.337	2.101
Did you donate \$25 or more to ...	Q22D	Children's educ/sports/rec group	N/A										
Did you donate \$25 or more to ...	Q22E	Youth and family services	PSID	ER27480	M7 WTR DONATED TO YOUTH ORGANIZATIONS	0	1	14,118	0.195	0.396	279,036	0.207	1.800
Did you donate \$25 or more to ...	Q22F	Arts, culture, and ethnic awareness	PSID	ER27486	M8 WTR DONATED TO CULTURAL ORGS	0	1	14,121	0.094	0.292	279,151	0.114	1.412
Did you donate \$25 or more to ...	Q22G	International aid or world peace	PSID	ER27504	M11 WTR DONATED TO INTERNATL/PEACE ORG	0	1	14,114	0.065	0.246	278,975	0.074	1.167
Did you donate \$25 or more to ...	Q22H	Environmental/wildlife conservation	PSID	ER27498	M10 WTR DONATED TO ENVIRONMENT ORGS	0	1	14,114	0.102	0.303	278,953	0.124	1.463
Did you donate \$25 or more to ...	Q22I	Labor union/business/prof. org	N/A										
Did you donate \$25 or more to ...	Q22J	Political party/candidate/cause	N/A										
Did you donate \$25 or more to ...	Q22K	Public safety organization	PSID	ER27492	M9 WTR DONATED TO COMMUNITY ORGS	0	1	14,130	0.081	0.273	279,282	0.086	1.245
Did you donate \$25 or more to ...	Q22L	Social organization	PSID										
Did you donate \$25 or more to ...	Q22M	Disaster relief	PSID	ER27669_1	M52B WTR MADE DONATION TO TSUNAMI VICTIMS	0	1	22,354	0.253	0.435	402,101	0.284	1.913
Did you donate \$25 or more to ...	Q22N	Other specify	PSID	ER27456	M3 WTR DONATD TO COMBO PURPOSE ORGANIZTN	0	1	14,120	0.417	0.493	279,277	0.419	2.195

















**Exhibit H.3: Weighted and Unweighted Means for the National Benchmarks**

PIII Question	PIII Variable	PIII Label	NB Dataset	NB Variable Name	NB Variable Label	Min	Max	Unweighted			Weighted		
								N	Mean	StdErr	N	Mean	StdErr
How did you use your education award	QC5_8	TRANSPORTATION	N/A										
Importance of award to pursue/finish education/degree	QC6	1 Not Important	N/A										
Importance of award to pursue/finish education/degree	QC6	2 Somewhat Important	N/A										
Importance of award to pursue/finish education/degree	QC6	3 Very Important	N/A										
Did award affect type of education institution attended	QC7	Award affect type of instit attended	N/A										
Type of school attended because of award	QC8	1 Two-year community college	N/A										
Type of school attended because of award	QC8	2 Four-year graduate program	N/A										
Type of school attended because of award	QC8	3 Professional graduate program	N/A										
Type of school attended because of award	QC8	4 Four-year undergraduate program	N/A										
Type of school attended because of award	QC8	5 Technical school	N/A										

\* CPS Voting Data for 2004 taken from "Table F. Reasons for Not Voting by Selected Characteristics: 2004" by Kelly Holder, March 2006, Voting and Registration in the Election of November 2004, p. 15.

**Exhibit H.4: Weighted and Unweighted Means for the National Benchmarks: State and National**

PIII Question NB Variable Name	PIII Variab NB Variable Label le	Min	Max	Weighted			Unweighted		
				N	Mean	StdErr	N	Mean	StdErr
AWDPURPOSE	Pay tuition			557.00	53.32	2.75	6547.47	52.28	2.86
AWDPURPOSE	Repay school loan			557.00	28.73	2.45	6547.47	29.39	2.63
AWDPURPOSE	Tuition + Loan			557.00	17.24	1.46	6547.47	17.67	1.75
AWDPURPOSE	Tuition + Not Sure			557.00	0.54	0.39	6547.47	0.46	0.32
AWDPURPOSE	Tuition + Loan + Not Sure			557.00	0.18	0.17	6547.47	0.19	0.18
AWD_TYPE	Education award			557.00	76.66	2.32	6547.47	75.78	2.25
AWD_TYPE	Both			557.00	23.34	2.32	6547.47	24.22	2.25
PMT_METHODS	Check			557.00	88.33	1.99	6547.47	87.86	2.14
PMT_METHODS	Electronic			557.00	2.69	0.77	6547.47	2.70	0.82
PMT_METHODS	Both			557.00	8.98	1.53	6547.47	9.45	1.69
TERMTYPE	Earned full ed award			557.00	94.97	1.01	6547.47	95.20	1.07
TERMTYPE	Earned partial ed award			557.00	3.95	0.87	6547.47	3.68	0.88
TERMTYPE	Earned both a full and a partial award			557.00	1.08	0.47	6547.47	1.12	0.50
TotAmtPaid	TOTAL amount of money recieved (pay_amount-cancel	0.00	14316.81	557.00	5483.74	146.39	6547.47	5465.92	136.89
tot_paid	Total amount CNS gave (pay_amount-cancel_amt,not	190.02	14316.81	557.00	5549.08	137.69	6547.47	5534.02	128.25
tot_payments	Number of payments (>\$0)	1.00	21.00	557.00	3.74	0.14	6547.47	3.82	0.15
tot_payoutamt	Sum of all payments (BEFORE subtracting cancelled	190.02	15486.60	557.00	5606.91	138.57	6547.47	5590.09	129.89
tot_payouts	Number of payments (ignoring cancelled payments)	1.00	21.00	557.00	3.79	0.14	6547.47	3.87	0.16
tot_cancel	Number of cancelled payouts	0.00	2.00	557.00	0.05	0.01	6547.47	0.06	0.01
tot_cancelamt	Sum of all cancelled payouts	-4725.00	0.00	557.00	-57.83	17.16	6547.47	-56.07	17.36
tot_refundamt	TOTAL amount of money given back (refunds)	-5797.65	0.00	557.00	-65.34	21.05	6547.47	-68.10	21.77
tot_refunds	Number of Refunds	0.00	3.00	557.00	0.08	0.02	6547.47	0.08	0.02
tot_awards	Number of awards earned	1.00	21.00	557.00	3.79	0.14	6547.47	3.87	0.16
tot_awdamt	\$ Amount of all earned Ed Awards	1181.25	95771.87	557.00	16170.84	645.55	6547.47	16415.90	708.39
tot_timeserved	Number of hours served, all assignments	465.00	36456.00	557.00	6619.29	259.87	6547.47	6779.02	281.51

**Exhibit H.5: Weighted and Unweighted Means for the National Benchmarks: NCCC**

PIII Question NB Variable Name	PIII Variab NB Variable Label le	Min	Max	Weighted			Unweighted		
				N	Mean	StdErr	N	Mean	StdErr
AWDPURPOSE	Pay tuition			227.00	48.46	3.32	314.52	47.36	3.35
AWDPURPOSE	Repay school loan			227.00	39.21	3.22	314.52	40.33	3.28
AWDPURPOSE	Tuition + Loan			227.00	12.33	2.19	314.52	12.31	2.20
AWD_TYPE	Interest forbearance			227.00	0.44	0.44	314.52	0.32	0.32
AWD_TYPE	Education award			227.00	60.79	3.24	314.52	60.03	3.29
AWD_TYPE	Both			227.00	38.77	3.23	314.52	39.65	3.29
PMT_METHODS	Check			227.00	92.95	1.70	314.52	92.83	1.74
PMT_METHODS	Electronic			227.00	2.64	1.07	314.52	2.60	1.06
PMT_METHODS	Both			227.00	4.41	1.37	314.52	4.56	1.42
TERMTYPE	Earned full ed award			227.00	99.12	0.62	314.52	99.07	0.65
TERMTYPE	Earned partial ed award			227.00	0.88	0.62	314.52	0.93	0.65
TotAmtPaid	TOTAL amount of money recieved (pay_amount-cancel	665.90	10873.63	227.00	4956.96	77.54	314.52	4949.08	77.64
tot_paid	Total amount CNS gave (pay_amount-cancel_amt,not	665.90	10873.63	227.00	5003.79	80.84	314.52	4998.93	81.25
tot_payments	Number of payments (>\$0)	1.00	36.00	227.00	3.18	0.19	314.52	3.19	0.20
tot_payoutamt	Sum of all payments (BEFORE subtracting cancelled	665.90	10873.63	227.00	5015.08	80.96	314.52	5010.66	81.37
tot_payouts	Number of payments (ignoring cancelled payments)	1.00	37.00	227.00	3.21	0.20	314.52	3.22	0.20
tot_cancel	Number of cancelled payouts	0.00	2.00	227.00	0.03	0.01	314.52	0.03	0.01
tot_cancelamt	Sum of all cancelled payouts	-1400.00	0.00	227.00	-11.30	7.09	314.52	-11.73	7.35
tot_refundamt	TOTAL amount of money given back (refunds)	-4725.00	0.00	227.00	-46.83	24.61	314.52	-49.85	25.66
tot_refunds	Number of Refunds	0.00	4.00	227.00	0.05	0.02	314.52	0.06	0.02
tot_awards	Number of awards earned	1.00	37.00	227.00	3.21	0.20	314.52	3.22	0.20
tot_awdamt	\$ Amount of all earned Ed Awards	665.90	170409.98	227.00	12596.93	927.29	314.52	12578.96	941.24
tot_timeserved	Number of hours served, all assignments	1730.00	72409.00	227.00	5850.51	378.34	314.52	5876.27	385.29
tot_awdamt	\$ Amount of all earned Ed Awards	1181.25	95771.87	557.00	16170.84	645.55	6547.47	16415.90	708.39
tot_timeserved	Number of hours served, all assignments	465.00	36456.00	557.00	6619.29	259.87	6547.47	6779.02	281.51



# Appendix I: Detailed Description of the Implementation of Propensity Score Analysis

This appendix describes the use of propensity score analysis when estimating 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 AmeriCorps 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 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.<sup>1</sup> 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 and to use Propensity Score Analysis (PSA) to estimate the effects of program participation on member outcomes.<sup>2</sup> Propensity score analysis is described in the following sections.

## Propensity Score Analysis

Empirical researchers in many fields have been increasingly using propensity scores when estimating treatment effects.<sup>3</sup> Treatment effects are commonly estimated by comparing subjects who have received treatment (treatment group) with those who have not (comparison group). In such a comparison, propensity scores are utilized to balance the observable differences between treated and untreated subjects. In this context, the propensity score of a subject is defined as her probability of being assigned to the treatment as a function of specific characteristics that predict the treatment assignment. Propensity score estimators are valid under the “*conditional independence*” assumption,

---

<sup>1</sup> 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.

<sup>2</sup> These data were collected in fall/spring 2002 as part of the Post-Program Supplemental Survey.

<sup>3</sup> Theoretical foundations of propensity scoring were first introduced by Rosenbaum and Rubin (1983). See Caliendo, M. and S. Kopeining (2008) and Luellen et al. (2005) for examples of how PSA has been used in various fields.

which states that for a subject, her assignment to treatment is ignorable conditional on her propensity score.

In this study, 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 program effects. 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.

Propensity scores can be utilized in a number of ways, including matching, stratification, weighting, and regression adjustment. (Heckman et. al., 1997; Morgan and Harding, 2006; Caliendo and Kopeinig, 2008). As in the *Early Findings Report* (Corporation for National and Community Service, 2004), we used *stratification* as our method of adjustment. This strategy had been 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.

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' attitudes and backgrounds that allowed for the development of a robust predictor of participation. 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 such sources.

## **Development of the Propensity to Serve Model**

Implementation of the propensity score stratification was performed separately for the State and National and NCCC samples. In particular, for each sample, we first modeled the probability of participation employing a number of variables constructed from the Baseline Survey and the PPSS. We then predicted the propensity scores using the estimated coefficients of these models. Next, we divided the samples into strata based on the predicted propensity scores. Finally, we tested whether the characteristics used in the prediction of the propensity scores were balanced across treatment and comparison groups within each stratum and repeated previous steps accordingly. In the following sections, these steps are described in more detail.

### **Step 1: Selection of the Pre-Treatment Characteristics Used In the Propensity Score Model**

The pre-treatment variables used in the estimation of the propensity scores 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. The final list of variables and how they were constructed is presented in Exhibit I.1. Descriptive statistics such as means, standard deviations, and number of sample members for whom each variable is available are shown in Exhibit I.2. Note that some variables are not available

for all members due to non-response. We imputed such missing records using the single regression imputation method. The last three columns in Exhibit I.2 show the descriptive statistics after imputations. As seen, means and standard deviations of the imputed variables are very similar to what they were before the imputations.

## **Step 2: Estimation of the Propensity Scores**

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 fitted a logistic regression using variables and respondents from the Baseline Survey. This regression utilized the selected baseline variables as independent variables while the indicator of program participation was used as the dependent variable. Using the estimated coefficients from this regression, we then predicted an *interim* probability of participation. In the second step, we used the logit of this interim probability of participation with the selected pre-treatment variables from the PPSS as covariates in another logistic regression. Final propensity scores are constructed using the estimated coefficients from this second logistic regression. Note that if we had used pre-treatment variables from the Baseline Survey with those from the PPSS together in a single logistic model, we could not have used individuals who had responded to the Baseline Survey but not the PPSS. Hence, using this two-step procedure, we ensured that the maximum amount of information was utilized in the calculation of the propensity scores.

As mentioned before, propensity scores were estimated separately for State and National and NCCC. Exhibits I.3 and I.4 presents the estimated first- and second-step logistic regressions for State and National, respectively. Similarly, models used for NCCC are presented in Exhibits I.5 and I.6. As seen in Exhibit I.3, almost all of the pre-treatment variables (except grassroots efficacy, acceptance of responsibility for employment success, and being Black) from the Baseline Survey were good predictors of participation. According to Exhibit I.4, on the other hand, some pre-treatment variables (including factors affecting joining, graduating from high school or college in the year before participation, considering military or other service before joining) were good predictors of program participation whereas some were not. 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.

## **Step 3: Enforcing Common Support and Construction of the Propensity Scores Strata**

We estimated propensity scores for all respondents of the Phase III Survey (1697 in State and National and 543 in NCCC), since those who did not respond could not be used in the impact analyses. We then dropped treatment group members whose propensity score was larger than the maximum propensity score in the comparison group. These treated individuals were not used in the impact analyses since they presumably did not have similar counterparts in the comparison group and hence they were out of the “common support” (Rosenbaum & Rubin, 1983). Common support enforcement was carried out separately for State and National and NCCC and as a result, 76 treatment members in State and National and 60 in NCCC were dropped.

Exhibits I.7 and I.8 present the histograms of the propensity scores of the treatment and comparison group members that satisfy the common support criterion in State and National and NCCC,



respectively. These figures suggest that although there were differences between the overall distributions of the propensity scores in the treatment and comparison groups, their ranges were quite similar.

Next, we carried out the propensity score stratification. In particular, the State and National sample was divided into four subgroups of (almost) equal size, based on the estimated propensity scores. Dotted lines in Exhibit I.7 depict the cut-off points. As these strata are constructed based on the propensity scores, which are estimated probabilities of program participation, individuals within each stratum are expected to be similar in terms of their propensity of participation. Using four strata is not arbitrary. More specifically, this choice produced better balance of the pre-treatment characteristics between the treatment and comparison members in the State and National sample (the next section discusses how we tested this). For NCCC, however, we preferred to use two strata as more strata did not seem to improve the balance.<sup>4</sup>

#### **Step 4: Testing Within-Strata Balance of the Pretreatment Covariates Across Treatment and Comparison Groups**

Next, we tested whether there were statistically significant differences between the treatment and comparison groups within each propensity score strata. One way to do this is by testing the within-strata balance of each of the pretreatment characteristic between the control and treatment group using a t-test (Dehejia and Wahba, 2002). As a t-test usually fails to detect sizable differences in small samples and detects slight differences in large samples, we chose to investigate the balance using standardized differences (or biases).<sup>5</sup> Within each stratum, for each variable, we calculated the standardized difference using the following formula:

$$B_{X,S} = \frac{|\bar{X}_{T,S} - \bar{X}_{C,S}|}{\sqrt{\frac{1}{2}\sigma^2_{X,T} + \frac{1}{2}\sigma^2_{X,C}}}$$

Where:

$X$  denotes the variable of interest;

$S$  denotes the stratum;

$T$  denotes the treatment group, and  $C$  denotes the comparison group;

$\bar{X}_{T,S}$  and  $\bar{X}_{C,S}$  denote the treatment and comparison group mean of  $X$  in stratum  $S$ ; and

$\sigma^2_{X,T}$  and  $\sigma^2_{X,C}$  denote the overall variance of  $X$  in the treatment and comparison group, respectively.

<sup>4</sup> As a sensitivity test, we re-estimated all the NCCC impacts using three and four propensity score strata. Presented in a later section, results of these analyses were not that different than the one that employed two strata.

<sup>5</sup> We thank Chris Winship for suggesting this alternative method.

Exhibit I.9 presents the within-stratum standardized biases in State and National. If the standardized bias of a variable was larger than 0.15, we considered that variable to be unbalanced. The last row in Exhibit I.9 shows the total number of balanced variables for each stratum according to this rule. As seen, only a handful of variables were found to be unbalanced after the implementation of the propensity score stratification. Exhibit I.10 presents similar information in NCCC. Here, the number of unbalanced variables was much larger.

#### **Step 5: Modifying the Logistic Regression in Step 2 and Repeating Steps 3 and 4 Until Satisfactory Balance is Achieved**

Results of the tests in the previous section showed that there were some variables that were unbalanced between the treatment and comparison groups even after the stratification. A recommended way of dealing with this is dividing the problematic strata into half until balance is achieved (Rosenbaum & Rubin, 1983). We tried this method and it did not yield any improvements. Another remedy for this problem is modifying the logistic regression in Step 2 using higher terms and interactions of the unbalanced variables (Agodini and Dynarski (2004)).

We tried this approach in State and National using the squares and third powers of the selected continuous unbalanced variables and interactions of the selected categorical variables. Estimated first- and second-step logistic regressions in this fashion are presented in Exhibits I.11 and I.12. We then used these modified regressions to predict new propensity scores, enforced common support, and constructed new propensity score strata. Finally, we repeated the balance tests. Results of these are presented in Exhibit I.13. As seen in this exhibit, although there were still unbalanced variables, the overall balance, especially the fourth strata one, improved as a result. Further iterations of this method, however, did not yield any improvements. We also applied this approach to the NCCC sample but it did not perform well there.

## Exhibit I.1: Measures Used in Propensity Score Analysis

Variables from Baseline Survey Items			
(1) Variable	(2) Description	(3) Survey Item	(4) Measure
iloc_pre	Efficacy education – internal locus	Q25a,b,c	Recorded (a) value of first principle component
eloc_pre	Efficacy Education – external locus	Q25d,r,f,g	Recorded (a) value of first principle component
nbh_pre	Neighborhood activity – responsibility	Q11b,c,f,g,h	Recorded (a) value of first principle component
act_pre	Community based activism	Q13a,b,c	Recorded (a) value of first principle component
rsp_pre	Political activity – responsibility	Q11a,d,e	Recorded (a) value of first principle component
info_pre	Staying informed	Q13d,e,f	Recorded (a) value of first principle component
empl_pre	Employment choices – Responsibility	Q21b-d,	Recorded (a) value of first principle component
cgov_pre	Civic efficacy – government	Q12a,b,d	Recorded (a) value of first principle component
cgra_pre	Civic Efficacy–grassroots	Q12c,e,f	Recorded (a) value of first principle component
id1_pre	Civic engagement – Identification I	Q10	Recorded (a) value of first principle component
ld2_pre	Civic engagement – Identification II	Q19	Recorded (a) value of first principle component
wk_pre	Perceived level of experience in a number of work skill areas	Q23a-Q23j	Recorded (a) value of first principle component
grp_pre	Teamwork – group interaction	Q29 a-d	Recorded (a) value of first principle component
ind_pre	Teamwork – individual efforts	Q28 a-f	Recorded (a) value of first principle component
emef_pre	Efficacy–Employment	Q27a-f	Recorded (a) value of first principle component
div_pre	first principle component for diversity construct	Q16.a,c,d,e Q20a,b,c,d,f,h	Recorded (a) value of first principle component for diversity construct
v039	Dummy variable indicating whether individual was attending school in the year before joining	Q1.	Dummy variable indicating whether individual was attending school in the year before joining
v038	prior activity in last year	Q3.	Dummy variable for having worked in the past year
v042	Volunteer activity	Q4, Q5, Q6	Dummy variable for having volunteered in the past year
v046	Involvement–Prior Participation	Q9	Dummy variable for having volunteered in the past
v245	Marital Status	Q31.	Dummy variable for being married
v246	Children	Q33.	Recorded value of whether or not they had children
v259_fin	Gender	Q35.	Gender
nethfin	African American	Q31.	Dummy variable for African American identity
nethfin	Latino	Q30.	Dummy variable for Latino identity
Variables from PPSS Survey Items			
q1a	Recorded value (c) for question 1(a)	Q1a.	Dummy for living in rural area
q1b	Recorded value (c) for question 1(b)	Q1b.	Dummy for living in urban area
q2	Value of how many times individual moved before age 18	Q2	Value of how many times individual moved before age 18
q3	Recorded value (c) for question 3(a)	Q3a	Dummy for speaking English at home
q4_2	Recorded dichotomous value of primary caretaker	Q4b.	Recorded dummy for living with father as primary caretaker
q4_14	Recorded dichotomous value of primary caretaker	Q4i.	Recorded dummy for living with father as primary caretaker
q5	Dummy variable for primary caretaker’s college attendance	Q5	Primary caregiver attended college
q9	Recorded dichotomous value of community leader as family friend	Q9a	Dummy variable for having a community leader as a friend of primary caretaker
q11_r	Recorded dichotomous q11e	Q11e	Recorded dummy for having refused to answer frequency of political conversations at home
comfneig	Recorded (a) first principle component of q12	Q12a, b, c, d & e	Recorded (a) first principle component for having felt comfortable with their neighbors.
famconn	Recorded (a) first principle component of q13	Q13a, c, e & f	Recorded (a) first principle component for level of family connectedness to community.
join1	Recorded (a) first principle component of q21	Q21d, e, j & k	Recorded (a) first principle component for relevance of factors that influence decision to join.
join2	Recorded (a) first principle component of q21	Q21a, & g	Recorded (a) first principle component for relevance of factors that influence decision to join

## Exhibit I.1: Measures Used in Propensity Score Analysis

Variables from Baseline Survey Items			
(1) Variable	(2) Description	(3) Survey Item	(4) Measure
q22_5	Dichotomous value of other options considered (c)	Q22e	Recoded dummy for having considered private sector job
q22_6	Dichotomous value of other options considered (c)	Q22f	Recoded dummy for having considered public sector job
q22_7	Dichotomous value of other options considered (c)	Q22g	Recoded dummy for having considered military service
q22_8	Dichotomous value of other options considered (c)	Q22h	Recoded dummy for having considered other service activity
q22_9	Dichotomous value of other options considered (c)	Q22i	Recoded dummy for having considered traveling
q22_10	Dichotomous value of other options considered (c)	Q22j	Recoded dummy for having considered no other options
q22_11	Dichotomous value of other options considered (c)	Q22e	Recoded dummy for not having other available options
q23a	Dichotomous value of occurrences in year before inquiry (c)	Q23a	Recoded dummy for having graduated from high school in the year before inquiry
q23b	Dichotomous value of occurrences in year before inquiry (c)	Q23b	Recoded dummy for having graduated (or about to) from college in the year before inquiry
q23c	Dichotomous value of occurrences in year before inquiry (c)	Q23c	Recoded dummy for having retired (or about to) in the year before inquiry
q23d	Dichotomous value of occurrences in year before inquiry (c)	Q23d	Recoded dummy for having friend or relative join AmeriCorp in the year before inquiry
q23e	Dichotomous value of occurrences in year before inquiry (c)	Q23e	Recoded dummy for having lost job or forced to leave school in the year before inquiry
q23f	Dichotomous value of occurrences in year before inquiry (c)	Q23f	Recoded dummy for having relationship end in the year before inquiry
q23g	Dichotomous value of occurrences in year before inquiry (c)	Q23g	Recoded dummy for having child leave home in the year before inquiry
q24a	Recoded dichotomous measure of program participation concerns (c)	Q24a	Dummy variable indicating concerns over personal health problems
q24b	Recoded dichotomous measure of program participation concerns (c)	Q24b	Dummy variable indicating concerns over conflicts with family time
q24c	Recoded dichotomous measure of program participation concerns (c)	Q24c	Dummy variable indicating concerns over close relations not joining AmeriCorp
q24d	Recoded dichotomous measure of program participation concerns (c)	Q24d	Dummy variable indicating concern that AmeriCorp stipend would be inadequate
poverty	First principle component of proxies for poverty	Q25a, q25b1-b3	First principle component for measures of having been homeless and/or having received some kind of public assistance.
q26d	Measure of earned income for 1998	Q26d	Value of income participant reported earning in 1998

*Note:* The first column presents the variable names of these measures in the public use Baseline and PPSS survey data.

**Exhibit I.2: Descriptive Statistics**

Variable Name	Variable Label	No Imputations			With Imputations		
		Mean	Std Dev	N	Mean	Std Dev	N
serv_career	Importance of service oriented careers	0.000	1.266	4146	0.000	1.266	4153
conf_educ	Confidence in ability to obtain an education	0.000	1.281	4143	-0.001	1.281	4153
resp_educ	Acceptance of responsibility for educational success	0.000	1.504	4135	0.000	1.503	4153
civic_obl	Civic obligations	0.000	1.201	4143	-0.002	1.201	4153
ngnbr_obl	Neighborhood obligations	0.000	1.445	4144	-0.001	1.444	4153
comm_actvsm	Community based activism	0.000	1.325	4143	-0.001	1.325	4153
engmt_polcs	Engagement in the political process	0.000	1.395	4132	-0.002	1.396	4153
lcl_cvc_eff	Local civic efficacy	0.000	1.302	4133	0.000	1.304	4153
grsrts_eff	Grassroots efficacy	0.000	1.364	4141	-0.001	1.366	4153
cnnc_comm	Connection to community	0.000	1.574	4140	-0.001	1.577	4153
comm_prb_id	Community problem identification	0.000	1.644	4148	0.000	1.643	4153
wrk_skills	Basic work skills	0.000	1.798	4087	0.003	1.805	4153
cnstrctv_grp	Constructive group interactions	0.000	1.526	4147	-0.001	1.525	4153
cnstrctv_behv	Constructive personal behavior in groups	0.000	1.739	4145	0.000	1.738	4153
resp_employt	Acceptance of responsibility for employment success	0.000	1.604	4140	0.000	1.604	4153
apprc_dvrsty	Appreciation of ethnic and cultural diversity	0.000	1.982	4138	0.000	1.981	4153
schl_attd	Attending school in the year before joining the program	0.613	0.487	4153	0.613	0.487	4153
Working	Working in the year before joining the program	0.699	0.459	4153	0.699	0.459	4153
voln_lst_yr	Volunteering last year	0.316	0.465	4153	0.316	0.465	4153
voln_evr	Prior volunteering	0.869	0.338	4147	0.869	0.338	4153
Married	Married at baseline	0.122	0.328	4141	0.122	0.328	4153
Children	Having children at baseline	0.265	0.441	4142	0.266	0.442	4153
Male	Male	0.263	0.440	4148	0.263	0.440	4153
Hispanic	Hispanic	0.114	0.318	4129	0.114	0.318	4153
Black	Black	0.228	0.419	4129	0.227	0.419	4153
Retired	Retired before joining	0.224	0.418	210	0.023	0.151	3207
chld_home	Child left home before joining	0.015	0.121	2974	0.017	0.129	3207
Comfneig	Comfort with neighbors	0.000	1.000	2955	-0.004	1.000	3207
Famconn	Family connectedness	0.000	1.000	2956	0.002	1.002	3207
join1	Factors influencing joining 1	0.000	1.000	2970	0.009	1.001	3207
join2	Factors influencing joining 2	0.000	1.000	2972	0.006	1.000	3207
Poverty	Poverty	0.000	1.000	2969	0.005	1.009	3207
Rural	Spending youth in rural area	0.438	0.496	2962	0.438	0.496	3207
Urban	Spending youth in urban area	0.475	0.499	2964	0.477	0.500	3207
polt_less	During youth, political issues almost never discussed at home	0.315	0.465	2964	0.314	0.464	3207
mov_freq	Number of moves before age 18	2.995	3.486	2968	3.006	3.520	3207
only_english	During youth, only English is spoken at home	0.895	0.307	2975	0.891	0.311	3207
father_care	Father was the main caretaker	0.772	0.420	2972	0.771	0.420	3207

**Exhibit I.2: Descriptive Statistics**

Variable Name	Variable Label	No Imputations			With Imputations		
		Mean	Std Dev	N	Mean	Std Dev	N
other_care	Other person than immediate family was the main caretaker	0.027	0.161	2972	0.028	0.165	3207
care_taker_college	Primary caretaker having some college attainment	0.637	0.481	2956	0.632	0.482	3207
fmly_frnd_ldr	Having a community leader as a close family friend	0.512	0.500	2919	0.513	0.500	3207
priv_job	Private sector considered before joining	0.228	0.420	2917	0.226	0.418	3207
pblic_job	Public sector considered before joining	0.275	0.447	2917	0.275	0.447	3207
Military	Military considered before joining	0.035	0.184	2917	0.036	0.188	3207
oth_srvc	Other service considered before joining	0.174	0.379	2917	0.169	0.375	3207
Travel	Travelling considered before joining	0.053	0.225	2917	0.056	0.229	3207
no_oth_optns	No other options considered before joining	0.129	0.336	2917	0.123	0.329	3207
no_optns_avlb	No other options were available before joining	0.033	0.178	2917	0.030	0.171	3207
grad_hgh_sch	Graduated high school	0.263	0.440	2972	0.264	0.441	3207
grad_cllg	Graduated college	0.491	0.500	2192	0.432	0.495	3207
frnd_prq	Friend in AmeriCorps	0.233	0.423	2968	0.234	0.424	3207
lst_jb_schl	Lost job or left school before joining	0.063	0.243	2974	0.064	0.244	3207
reltnshp_end	Relationship ended before joining	0.074	0.261	2974	0.075	0.263	3207
conc_famly	When joining the program, had concerns about family	0.129	0.335	2974	0.128	0.335	3207
conc_health	When joining the program, had concerns about health	0.108	0.311	2974	0.109	0.312	3207
conc_rel	When joining the program, had concerns about relationships	0.115	0.319	2975	0.112	0.315	3207
conc_stpnd	When joining the program, had concern about the stipend	0.361	0.480	2970	0.361	0.480	3207
income_1998	1998 earned income (continuous)	11394.847	10236.404	2665	11303.618	10256.666	3207

**Exhibit I.3: Logistic Regression—  
Step 1, State and National**

Variable	Odds Ratio	Std. Error	P-value
Serv_career	1.164	0.063	0.005
Conf_educ	0.862	0.039	0.001
Resp_educ	1.258	0.041	0.000
Civic_obl	0.802	0.037	0.000
ngnbr_obl	0.903	0.029	0.002
comm_actvsm	1.195	0.050	0.000
engmt_politcs	0.763	0.036	0.000
lcl_cvc_eff	0.761	0.031	0.000
grsrts_eff	1.017	0.039	0.656
Cnnc_comm	1.095	0.043	0.021
comm_prb_id	1.083	0.037	0.021
wrk_sklls	1.091	0.034	0.006
cnstrctv_grp	0.782	0.031	0.000
cnstrctv_b-v	1.236	0.043	0.000
Resp_employmt	0.972	0.036	0.446
apprc_dvrsty	0.836	0.023	0.000
Schl_attd	0.537	0.059	0.000
working	0.461	0.049	0.000
Voln_lst_yr	0.647	0.064	0.000
Voln_evr	0.746	0.104	0.036
married	0.730	0.104	0.027
children	1.786	0.236	0.000
Male	1.275	0.164	0.060
hispanic	1.948	0.457	0.005
Black	0.952	0.213	0.825

**Exhibit I.4: Logistic Regression—  
Step 2, State and National**

Variable	Odds Ratio	Std. Error	P-Value
ps_1	2.617	0.183	0.000
Retired	2.032	0.996	0.148
chld_home	1.153	0.659	0.803
Comfneig	1.091	0.085	0.264
Famconn	1.130	0.089	0.121
join1	1.507	0.102	0.000
join2	1.327	0.099	0.000
Poverty	0.969	0.058	0.597
Rural	1.317	0.200	0.071
Urban	1.330	0.182	0.037
polit_less	1.100	0.150	0.485
mov_freq	1.001	0.021	0.961
only_english	0.816	0.175	0.341
father_care	0.820	0.122	0.183
other_care	0.939	0.336	0.860
care_taker-e	0.969	0.124	0.803
fmly_frnd_-r	0.981	0.133	0.888
priv_job	1.333	0.195	0.050
pblic_job	0.840	0.107	0.171
Military	0.244	0.067	0.000
oth_srvc	0.493	0.086	0.000
Travel	0.469	0.152	0.019
no_oth_optns	1.810	0.368	0.004
no_optns_a-b	0.848	0.262	0.594
grad_hgh_sch	0.514	0.097	0.000
grad_cllg	0.590	0.085	0.000
frnd_prg	1.213	0.209	0.262
lst_jb_schl	0.651	0.150	0.063
reltnshp_end	0.781	0.149	0.196
conc_famly	0.397	0.078	0.000
conc_health	0.841	0.175	0.407
conc_rel	1.190	0.291	0.477
conc_stpnd	1.770	0.228	0.000
income_1998	1.000	0.000	0.021

**Exhibit I.5: Logistic Regression—  
Step 1, NCCC**

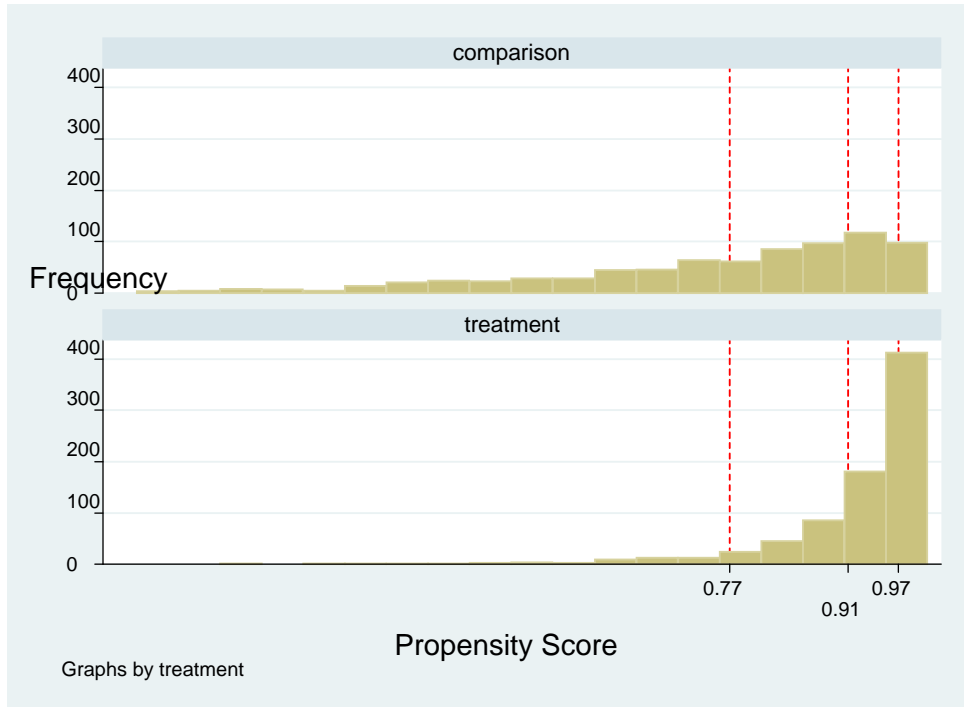
Variable	Odds Ratio	Std. Error	P-value
Serv_career	1.107	0.086	0.187
Conf_educ	0.790	0.056	0.001
Resp_educ	1.563	0.127	0.000
Civic_obl	0.790	0.061	0.002
ngnbr_obl	0.905	0.056	0.108
comm_actvsm	1.252	0.114	0.013
engmt_poltns	0.766	0.055	0.000
lcl_cvc_eff	0.915	0.067	0.227
grssrts_eff	0.741	0.057	0.000
Cnnc_comm	0.958	0.076	0.588
comm_prb_id	1.006	0.065	0.927
wrk_sklls	1.137	0.066	0.027
cnstrctv_grp	0.814	0.057	0.004
cnstrctv_b-v	1.057	0.061	0.344
Resp_employmt	0.958	0.064	0.519
apprc_dvrsty	1.002	0.050	0.973
Schl_attd	0.894	0.174	0.566
working	0.198	0.046	0.000
Voln_lst_yr	1.007	0.178	0.968
Voln_evr	0.898	0.274	0.724
married	0.479	0.396	0.373
children	1.735	1.574	0.543
Male	1.540	0.280	0.018
hispanic	0.485	0.172	0.042
Black	0.900	0.404	0.815

**Exhibit I.6: Logistic Regression—  
Step 2, NCCC**

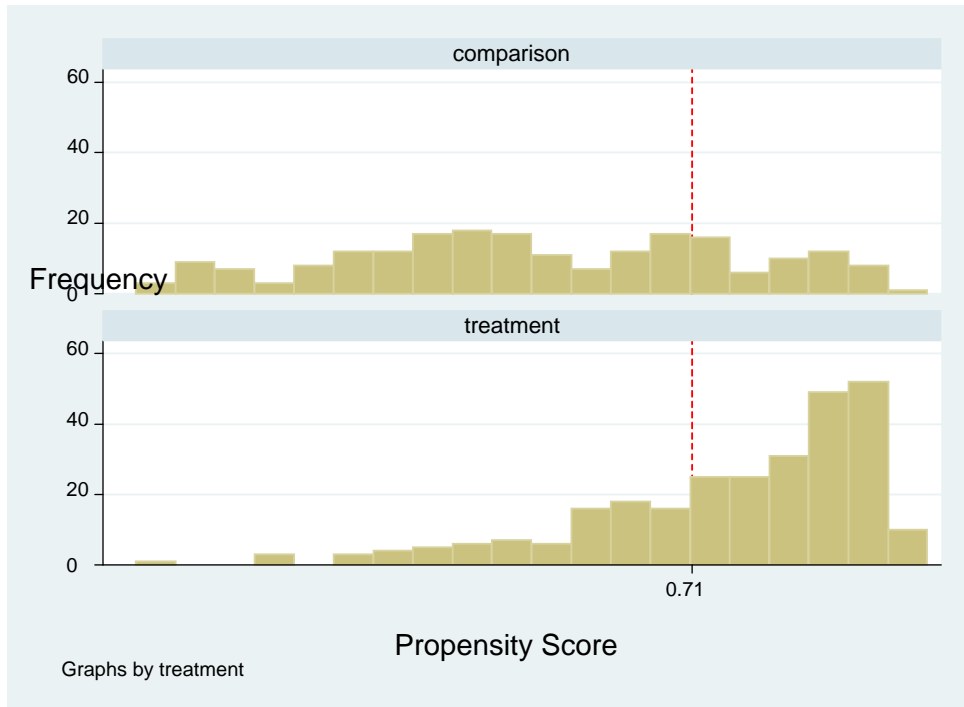
Variable	Odds Ratio	Std. Error	P-Value
ps_1	2.999	0.330	0.000
Retired	1.080	0.119	0.485
chld_home	1.002	0.129	0.989
Comfneig	0.810	0.088	0.052
Famconn	1.126	0.166	0.421
join1	3.120	1.967	0.071
join2	1.036	0.218	0.865
Poverty	1.480	0.309	0.060
Rural	1.067	0.250	0.783
Urban	1.006	0.036	0.876
poltns_less	1.876	0.889	0.185
mov_freq	1.139	0.329	0.653
only_english	0.816	0.525	0.752
father_care	0.766	0.186	0.271
other_care	1.875	0.397	0.003
care_taker-e	1.064	0.251	0.791
fmly_frnd_-r	0.657	0.153	0.072
priv_job	0.630	0.330	0.378
pblic_job	1.630	0.393	0.043
Military	0.897	0.289	0.736
oth_srvc	2.612	1.028	0.015
Travel	0.347	0.082	0.000
no_oth_optns	0.599	0.134	0.022
no_optns_a-b	0.951	0.254	0.851
grad_hgh_sch	1.788	1.683	0.537
grad_cllg	0.543	0.322	0.304
frnd_prg	0.994	0.291	0.983
lst_jb_schl	0.699	0.320	0.435
reltnshp_end	1.813	0.476	0.024
conc_famly	0.859	0.205	0.525
conc_health	1.000	0.000	0.884
conc_rel	1.190	0.291	0.477
conc_stpnd	1.770	0.228	0.000
income_1998	1.000	0.000	0.021



**Exhibit I.7: Histogram of the Propensity Score, State and National**



**Exhibit I.8: Histogram of the Propensity Score, NCCC**



**Exhibit I.9: Standardized Differences, State and National, 4 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences			
		Strata 1	Strata 2	Strata 3	Strata 4
serv_career	Importance of service oriented careers	0.144	0.017	0.013	0.016
conf_educ	Confidence in ability to obtain an education	0.052	0.113	0.052	0.079
resp_educ	Acceptance of responsibility for educational success	<b>0.219</b>	0.147	<b>0.157</b>	0.018
civic_obl	Civic obligations	0.063	0.007	0.034	<b>0.171</b>
nghbr_obl	Neighborhood obligations	0.067	0.094	0.083	0.126
comm_actvsm	Community based activism	0.090	0.041	0.067	0.142
engmt_polts	Engagement in the political process	0.052	0.034	0.117	<b>0.188</b>
lcl_cvc_eff	Local civic efficacy	0.005	0.099	0.015	0.062
grsrts_eff	Grassroots efficacy	0.001	0.026	0.085	0.089
cnnc_comm	Connection to community	0.004	0.002	0.087	0.030
comm_prb_id	Community problem identification	0.120	0.045	0.075	0.054
wrk_skills	Basic work skills	0.002	0.064	0.002	0.099
cnstrctv_grp	Constructive group interactions	0.018	0.117	0.028	0.110
cnstrctv_behv	Constructive personal behavior in groups	0.098	0.042	0.030	0.033
resp_employmt	Acceptance of responsibility for employment success	0.070	0.001	<b>0.182</b>	0.041
apprc_dvrsty	Appreciation of ethnic and cultural diversity	0.051	0.005	0.001	0.070
schl_attd	Attending school in the year before joining the program	0.032	0.098	0.115	<b>0.197</b>
Working	Working in the year before joining the program	0.059	0.123	0.042	<b>0.174</b>
voln_lst_yr	Volunteering last year	0.104	0.015	0.074	0.049
voln_evr	Prior volunteering	0.085	0.110	0.016	0.038
Married	Married at baseline	0.004	0.036	0.094	0.060
Children	Having children at baseline	0.053	0.027	0.081	0.071
Male	Male	0.076	0.047	0.068	0.038
Hispanic	Hispanic	<b>0.151</b>	0.088	0.118	0.039
Black	black	0.074	0.038	0.071	0.037
Retired	Retired before joining	0.045	0.105	0.005	<b>0.298</b>
chld_home	Child left home before joining	0.115	0.099	0.043	0.044
Comfneig	Comfort with neighbors	0.054	<b>0.171</b>	0.054	0.136
Famconn	Family connectedness	0.041	0.118	0.055	0.124
join1	Factors influencing joining 1	<b>0.180</b>	0.011	0.088	0.012
join2	Factors influencing joining 2	0.002	0.087	0.080	<b>0.151</b>
Poverty	Poverty	0.025	0.055	0.041	0.097

**Exhibit I.9: Standardized Differences, State and National, 4 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences			
		Strata 1	Strata 2	Strata 3	Strata 4
Rural	Spending youth in rural area	0.104	0.076	0.040	0.070
Urban	Spending youth in urban area	0.028	0.022	0.038	0.107
polit_less	During youth, political issues almost never discussed at home	0.020	0.003	0.014	0.012
mov_freq	No of moves before age 18	0.103	0.047	0.033	0.032
only_english	During youth, only English is spoken at home	0.045	0.082	0.074	0.046
father_care	Father was the main caretaker	0.021	0.026	0.029	<b>0.173</b>
other_care	Other person than immediate family was the main caretaker	0.034	0.022	0.014	0.026
care_taker_college	Primary caretaker having some college attainment	0.034	0.023	0.022	0.074
fmly_frnd_ldr	Having a comm. leader as a close family friend	0.116	0.131	0.098	0.013
priv_job	Private sector considered before joining	0.043	0.067	0.039	0.033
publ_job	Public sector considered before joining	0.086	0.007	0.007	0.048
Military	Military considered before joining	0.140	0.003	0.008	0.055
oth_srvc	Other service considered before joining	0.024	0.079	0.105	0.000
Travel	Travelling considered before joining	0.029	0.073	0.040	0.011
no_oth_optns	No other options considered before joining	0.046	0.021	<b>0.181</b>	<b>0.222</b>
no_optns_avlb	No other options were available before joining	0.014	0.002	0.018	0.040
grad_hgh_sch	Graduated high school	<b>0.202</b>	0.055	0.022	0.046
grad_clg	Graduated college	0.114	0.092	0.049	0.077
frnd_prg	Friend in AmeriCorps	0.077	0.047	0.061	<b>0.250</b>
lst_jb_schl	Lost job or left school before joining	0.075	0.031	0.029	0.086
reltnshp_end	Relationship ended before joining	0.015	0.052	0.068	0.003
conc_family	When joining the program, had concerns about family	0.064	0.014	0.042	0.008
conc_health	When joining the program, had concerns about health	0.083	0.005	0.015	0.018
conc_rel	When joining the program, had concerns about relationships	<b>0.185</b>	0.008	0.046	0.052
conc_stpnd	When joining the program, had concern about the stipend	0.107	0.009	0.103	0.096
income_1998	1998 earned income (continuous)	0.076	0.108	0.012	0.094
Number Balanced		53	57	55	49

Note: Numbers in **bold italic** refer to unbalanced covariates.

**Exhibit I.10: Standardized Differences, NCCC 2 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences	
		Stratum 1	Stratum 2
serv_career	Importance of service oriented careers	<i>0.200</i>	<i>0.213</i>
conf_educ	Confidence in ability to obtain an education	0.076	<i>0.162</i>
resp_educ	Acceptance of responsibility for educational success	0.112	0.034
civic_obl	Civic obligations	0.030	<i>0.213</i>
nghbr_obl	Neighborhood obligations	0.108	<i>0.170</i>
comm_actvsm	Community based activism	0.127	<i>0.209</i>
engmt_politcs	Engagement in the political process	<i>0.316</i>	0.047
lcl_cvc_eff	Local civic efficacy	<i>0.207</i>	0.099
grssrts_eff	Grassroots efficacy	<i>0.317</i>	0.056
cnnc_comm	Connection to community	0.082	0.099
comm_prb_id	Community problem identification	<i>0.206</i>	0.120
wrk_skills	Basic work skills	0.072	<i>0.259</i>
cnstrctv_grp	Constructive group interactions	0.056	0.008
cnstrctv_behv	Constructive personal behavior in groups	<i>0.178</i>	<i>0.152</i>
resp_employmt	Acceptance of responsibility for employment success	0.001	0.118
apprc_dvrsty	Appreciation of ethnic and cultural diversity	0.130	0.016
schl_attd	Attending school in the year before joining the program	<i>0.184</i>	<i>0.366</i>
Working	Working in the year before joining the program	0.011	0.116
voln_lst_yr	Volunteering last year	0.066	<i>0.274</i>
voln_evr	Prior volunteering	0.126	<i>0.188</i>
Married	Married at baseline	<i>0.178</i>	0.073
Children	Having children at baseline	0.075	0.144
Male	Male	0.075	<i>0.206</i>
Hispanic	Hispanic	0.010	0.047
Black	Black	0.011	0.063
Retired	Retired before joining	0.000	0.000
chld_home	Child left home before joining	0.000	0.120
Comfneig	Comfort with neighbors	0.044	<i>0.323</i>
Famconn	Family connectedness	0.037	<i>0.214</i>
join1	Factors influencing joining 1	0.088	0.024
join2	Factors influencing joining 2	0.022	0.043
Poverty	Poverty	0.033	0.127

**Exhibit I.10: Standardized Differences, NCCC 2 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences	
		Stratum 1	Stratum 2
Rural	Spending youth in rural area	0.059	<i>0.220</i>
Urban	Spending youth in urban area	0.033	<i>0.279</i>
pol_t_less	During youth, political issues almost never discussed at home	0.067	0.055
mov_freq	No of moves before age 18	<i>0.165</i>	0.086
only_english	During youth, only english is spoken at home	0.098	<i>0.393</i>
father_care	Father was the main caretaker	<i>0.173</i>	0.120
other_care	Other person than imm. family was the main caretaker	0.063	<i>0.190</i>
care_taker_college	Primary caretaker having some college attainment	0.073	<i>0.237</i>
fmly_frnd_ldr	Having a comm. leader as a close family friend	<i>0.166</i>	0.044
priv_job	Private sector considered before joining	0.039	0.031
pblic_job	Public sector considered before joining	0.073	0.149
Military	Military considered before joining	0.015	<i>0.161</i>
oth_srvc	Other service considered before joining	0.119	<i>0.277</i>
Travel	Travelling considered before joining	<i>0.185</i>	0.091
no_oth_optns	No other options considered before joining	0.025	<i>0.177</i>
no_optns_avlb	No other options were available before joining	0.000	0.000
grad_hgh_sch	Graduated high school	<i>0.395</i>	<i>0.201</i>
grad_cllg	Graduated college	0.114	<i>0.345</i>
frnd_prg	Friend in Americorps	0.071	<i>0.197</i>
lst_jb_schl	Lost job or left school before joining	0.052	0.095
reltnshp_end	Relationship ended before joining	0.122	<i>0.243</i>
conc_famly	When joining the program, had concerns about family	0.078	0.060
conc_health	When joining the program, had concerns about health	0.075	<i>0.154</i>
conc_rel	When joining the program, had concerns about relationships	<i>0.248</i>	<i>0.373</i>
conc_stpnd	When joining the program, had concern about the stipend	0.091	<i>0.221</i>
income_1998	1998 earned income (continuous)	0.061	<i>0.202</i>
prop_scr	PROPENSITY SCORE	<i>0.635</i>	0.136
Number Balanced		44	29

Note: Numbers in ***bold italic*** refer to unbalanced covariates.

**Exhibit I.11: Logistic Regression—  
Step 1, State and National**

Variable	Odds Ratio	Std. Error	P-value
serv_career	1.157	0.064	0.008
conf_educ	0.839	0.039	0.000
resp_educ	1.421	0.060	0.000
resp_educ_2	1.165	0.035	0.000
resp_educ_3	1.012	0.005	0.014
wrk_skills_2	1.019	0.016	0.230
wrk_skills_3	1.007	0.003	0.011
civic_obl	0.805	0.036	0.000
nghbr_obl	0.907	0.030	0.003
comm_actvsm	1.173	0.049	0.000
engmt_poltcs	0.771	0.036	0.000
lcl_cvc_eff	0.752	0.031	0.000
grsrts_eff	1.036	0.040	0.365
cnnc_comm	1.099	0.043	0.015
comm_prb_id	1.077	0.038	0.035
wrk_skills	1.036	0.038	0.328
cnstrctv_grp	0.780	0.032	0.000
cnstrctv_b-v	1.219	0.044	0.000
resp_employt	0.977	0.036	0.532
apprc_dvrsty	0.828	0.024	0.000
schl_attd	0.549	0.062	0.000
Working	0.448	0.049	0.000
voln_lst_yr	0.670	0.066	0.000
voln_evr	0.751	0.109	0.050
Married	0.706	0.102	0.016
Children	1.813	0.243	0.000
Male	1.229	0.166	0.127
Hispanic	2.058	0.483	0.002
Black	0.966	0.220	0.878

**Exhibit I.12: Logistic Regression—  
Step 2, State and National**

Variable	Odds Ratio	Std. Error	P-Value
ps_1	2.646	0.351	0.000
join1_2	0.980	0.059	0.739
join1_3	0.992	0.046	0.854
join1_ps_1	0.998	0.065	0.980
father_car-1	1.005	0.144	0.974
Retired	3.393	3.293	0.208
ret_prg	0.632	0.626	0.643
ret_optn	0.692	0.694	0.713
prg_optn	0.865	0.376	0.739
retired_ps_1	0.854	0.328	0.680
frnd_prg_p-1	1.007	0.159	0.967
no_oth_opt-1	1.189	0.250	0.412
chld_home	1.276	0.841	0.712
Comfneig	1.107	0.089	0.204
Famconn	1.116	0.088	0.164
join1	1.555	0.249	0.006
join2	1.307	0.098	0.000
Poverty	0.967	0.061	0.598
Rural	1.322	0.203	0.069
Urban	1.390	0.193	0.018
polt_less	1.054	0.139	0.693
mov_freq	0.996	0.020	0.852
only_english	0.761	0.159	0.192
father_care	0.813	0.265	0.525
other_care	0.973	0.364	0.943
care_taker-e	0.994	0.133	0.966
fmly_frnd_-r	0.972	0.135	0.837
priv_job	1.291	0.191	0.084
pblic_job	0.868	0.113	0.275
Military	0.258	0.072	0.000
oth_srvc	0.510	0.091	0.000
Travel	0.454	0.148	0.016
no_oth_optns	1.438	0.671	0.436
no_optns_a-b	0.800	0.247	0.469
grad_hgh_sch	0.504	0.094	0.000
grad_cllg	0.568	0.080	0.000
frnd_prg	1.281	0.458	0.488
lst_jb_schl	0.572	0.134	0.018
reltnshp_end	0.776	0.151	0.193
conc_famly	0.407	0.085	0.000
conc_health	0.877	0.190	0.547
conc_rel	1.128	0.281	0.629
conc_stpnd	1.888	0.248	0.000
income_1998	1.000	0.000	0.014

**Exhibit I.13: Standardized Differences, State and National, 4 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences			
		Stratum 1	Stratum 2	Stratum 3	Stratum 4
serv_career	Importance of service oriented careers	0.133	0.068	0.100	0.025
conf_educ	Confidence in ability to obtain an education	0.047	0.094	0.073	0.074
resp_educ	Acceptance of responsibility for educational success	<b>0.212</b>	0.063	<b>0.174</b>	0.051
civic_obl	Civic obligations	0.022	0.044	0.083	0.089
nghbr_obl	Neighborhood obligations	0.117	0.120	0.067	0.085
comm_actvsm	Community based activism	0.091	0.014	0.073	0.110
engmt_polts	Engagement in the political process	0.005	0.130	<b>0.201</b>	0.107
lcl_cvc_eff	Local civic efficacy	0.030	0.078	0.017	0.012
grsrts_eff	Grassroots efficacy	0.016	0.016	0.022	0.117
cnnc_comm	Connection to community	0.041	0.024	0.075	0.039
comm_prb_id	Community problem identification	0.112	0.046	0.042	0.073
wrk_skills	Basic work skills	0.012	0.033	0.049	0.135
cnstrctv_grp	Constructive group interactions	0.007	0.021	0.092	0.017
cnstrctv_behv	Constructive personal behavior in groups	0.038	0.015	0.018	0.018
resp_employmt	Acceptance of responsibility for employment success	0.001	0.010	<b>0.203</b>	0.038
apprc_dvrsty	Appreciation of ethnic and cultural diversity	0.033	0.029	0.100	0.055
schl_attd	Attending school in the year before joining the program	0.082	0.120	0.049	0.088
Working	Working in the year before joining the program	0.045	0.035	0.067	0.133
voln_lst_yr	Volunteering last year	0.007	0.047	0.022	0.073
voln_evr	Prior volunteering	0.099	0.085	0.079	0.099
Married	Married at baseline	0.017	0.022	0.081	0.074
Children	Having children at baseline	0.038	0.043	0.114	0.034
Male	Male	0.099	0.103	0.016	0.081
Hispanic	Hispanic	0.133	0.129	0.122	0.099
Black	black	0.001	0.063	0.042	0.008
Retired	Retired before joining	0.045	0.107	0.043	<b>0.181</b>
chld_home	Child left home before joining	0.136	0.070	0.013	0.083
Comfneig	Comfort with neighbors	0.060	<b>0.174</b>	0.015	<b>0.184</b>
Famconn	Family connectedness	0.008	0.050	0.050	0.039
join1	Factors influencing joining 1	<b>0.230</b>	0.007	0.004	0.061
join2	Factors influencing joining 2	0.015	0.066	0.033	<b>0.186</b>
Poverty	Poverty	0.071	0.035	0.014	0.111
Rural	Spending youth in rural area	0.059	0.078	0.064	0.028
Urban	Spending youth in urban area	0.048	0.033	0.043	0.112

**Exhibit I.13: Standardized Differences, State and National, 4 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences			
		Stratum 1	Stratum 2	Stratum 3	Stratum 4
polt_less	During youth, political issues almost never discussed at home	0.053	0.034	0.059	0.065
mov_freq	No of moves before age 18	0.110	0.029	0.035	0.046
only_english	During youth, only English is spoken at home	0.038	0.046	0.116	0.031
father_care	Father was the main caretaker	0.070	0.010	0.009	0.149
other_care	Other person than immediate family was the main caretaker	0.084	0.021	0.020	0.036
care_taker_college	Primary caretaker having some college attainment	0.026	0.086	0.020	0.056
fmly_frnd_ldr	Having a comm. leader as a close family friend	0.117	0.068	<b>0.155</b>	0.010
priv_job	Private sector considered before joining	0.022	0.022	0.043	0.086
publ_job	Public sector considered before joining	0.147	0.090	0.016	0.049
Military	Military considered before joining	0.129	0.024	0.002	0.049
oth_srvc	Other service considered before joining	0.142	<b>0.174</b>	0.063	0.005
Travel	Travelling considered before joining	0.023	0.035	0.006	0.018
no_oth_optns	No other options considered before joining	0.047	0.133	0.114	<b>0.215</b>
no_optns_avlb	No other options were available before joining	0.014	0.066	0.077	0.069
grad_hgh_sch	Graduated high school	<b>0.211</b>	0.012	0.043	0.025
grad_cllg	Graduated college	0.045	0.105	0.017	0.026
frnd_prg	Friend in AmeriCorps	0.090	0.011	0.051	<b>0.277</b>
lst_jb_schl	Lost job or left school before joining	0.035	0.017	0.053	0.051
reltnshp_end	Relationship ended before joining	0.059	0.057	0.016	0.018
conc_famly	When joining the program, had concerns about family	0.071	0.012	0.034	0.020
conc_health	When joining the program, had concerns about health	0.058	0.065	0.046	0.024
conc_rel	When joining the program, had concerns about relationships	0.037	0.033	0.023	0.042
conc_stpnd	When joining the program, had concern about the stipend	0.032	0.016	0.091	0.038
income_1998	1998 earned income (continuous)	0.061	0.130	0.013	0.057
Prop_Score	Propensity Score	<b>0.244</b>	0.046	0.009	0.009
Number Balanced		55	56	54	53

*Note:* Numbers in **bold italic** refer to unbalanced covariates.



# Appendix J: Estimation of Treatment Effects

As discussed previously, the two key goals of this study were to describe long-term outcomes of AmeriCorp participants in the areas of civic engagement, education, employment, and teamwork and other life skills, seven years after participation, and to estimate the impact of AmeriCorps participation on those outcomes. The descriptive analyses of long-term outcomes were discussed in Appendix H. In this appendix, we describe our methodology for estimating treatment effects of participation in AmeriCorps. This appendix also presents summaries of the results of the impact models.

## Analytical Model Used to Estimate Impacts

The regression equation used to estimate the impacts of participation in AmeriCorps was of the form shown below.<sup>1</sup> Models of the same form were fit to both State and National and NCCC data, the only differences being the number of propensity strata used and the particular covariates used. As described in Appendix I, four propensity strata were used for analyses of State and National data, and for NCCC two strata were used. Details regarding the covariates used in the models follow in a subsequent section.

$$Y_i^{PIII} = \beta_0 + \beta_1 T_i + \sum_{j=1}^3 \beta_{(1+j)} S_i^j + \sum_{j=1}^3 \beta_{(4+j)} S_i^j T_i + \beta_8 Y_i^B + \beta_9 \text{Logit}(\hat{PS}_i) + \sum_{n=1}^N \beta_{(9+n)} UBCov_i^n + \sum_{k=1}^K \beta_{(9+N+k)} X_i^k + \varepsilon_i \quad (\text{Eqn. 1})$$

where:

$Y_i^{PIII}$  is the phase III value of the outcome of interest for individual  $i$ ,

$T_i$  is the treatment indicator for individual  $i$  (1=AmeriCorps participant, 0=comparison group),

$S_i^j$  is the indicator (dummy) variable for the  $j^{th}$  propensity score stratum,

$Y_i^B$  is the baseline value of the outcome for individual  $i$ ,

$\text{Logit}(\hat{PS}_i)$  is the logit of the estimated propensity score of individual  $i$ ,

<sup>1</sup> As described in Appendix D, we created weights for each individual to reflect the sampling design and non-response. When estimating these models, data were weighted so that they more accurately reflect the population from which the sample was drawn. Using SAS software, linear regression results were estimated using PROC SURVEYREG Models for complex survey data. These models produce consistent estimators of the parameter estimate and of the standard errors, allowing for valid statistical test of significance.

$UBCov_i^n$  ( $n = 1, 2, \dots, N$ ) are series of unbalanced covariates from the propensity score analysis,

$X_i^k$  ( $k = 1, 2, \dots, K$ ) are series of other covariates (such as gender, age, etc.), and

$\varepsilon_i$  is the usual error term for individual  $i$ .

### Calculating Treatment Effects and Effect Sizes

In order to calculate treatment effects from the results of the model shown in Equation 1, estimates of within-stratum treatment effects needed to be aggregated to produce an overall treatment effect. For example, for State and National group, the following formula was used to estimate the overall treatment effect:

$$TE = \frac{N^T \hat{\beta}_1 + N_1^T \hat{\beta}_5 + N_2^T \hat{\beta}_6 + N_3^T \hat{\beta}_7}{N^T} \quad (\text{Eqn. 2})$$

where

$\hat{\beta}_1$ ,  $\hat{\beta}_5$ ,  $\hat{\beta}_6$ , and  $\hat{\beta}_7$  are estimated coefficients corresponding to the terms  $T_i$  and the three stratum by treatment interaction terms  $S_i^j T_i$  (for  $j = 1 \dots 3$ ) from the fitted model,

$N^T$  is the weighted total number of treatment group members in the State and National analysis sample,

$N_1^T$  is the weighted number of treatment group members in the first propensity score stratum,

$N_2^T$  is the weighted number of treatment group members in the second propensity score stratum, and

$N_3^T$  is the weighted number of treatment group members in the third propensity score stratum.

In model results summaries, we report both the treatment effect estimate and an effect size associated with the treatment effect. For dichotomous variables, we report the treatment effect estimate and the percentage point difference between AmeriCorps participants and comparison group members. For continuous variables, we report the treatment effect estimates in standard deviation units, i.e., effect sizes. Specifically the formula used to calculate the effect size was:

$$ES = \frac{TE}{PooledSD} \quad (\text{Eqn. 3})$$

where

$TE$  was calculated as shown in Equation 2

and

$$\text{Pooled Standard Deviation} = \sqrt{\frac{(N_t - 1)(S_t^2) + (N_c - 1)(S_c^2)}{(N_t - 1) + (N_c - 1)}}$$

where

$N_t$  = sample size of treatment group (unweighted),

$N_c$  = sample size of comparison group (unweighted),

$S_t^2$  = variance for treatment group (unweighted and unadjusted), and

$S_c^2$  = variance for comparison group (unweighted and unadjusted).

Treatment effects and effect sizes were calculated in a likewise fashion for NCCC results, except that there were only two propensity strata.

### **Estimation of Effects on Subgroups of Policy Interest**

We also considered the possibility that participation in AmeriCorps could have a different impact on different subgroups of Corps members. Therefore, we estimated separate treatment effects for:

- Gender (males and females),
- Race (both whites and non-whites and white, African American and Hispanic,<sup>2</sup> variable used: *nethfin*),
- Age,
- Disadvantaged Status (report of receiving public assistance or housing assistance, either as a youth or in the year prior to inquiring about AmeriCorps),
- Volunteer History (volunteered between 1994 and 1999 or not), and
- Educational Attainment at Baseline (less than high school degree, high school degree, college).

We applied the same regression model previously discussed to subsamples of the data representing the subgroups of policy interest. An important caveat with the subgroup regression models is that in some cases the number of individuals meeting the criteria for a subgroup was very small. In those cases we have less confidence in the results.

### **Analytic Sample For Impact Analysis**

The obtained sample and response rates are described in Appendix C. The analytic sample for the impact models was smaller than the obtained sample because individuals whose propensities (estimated probability of participation) were outside the region of common support were excluded from the impact analyses. That is, participants whose propensity score exceeded the maximum propensity score of the comparison group were excluded from the analysis. For State and National,

---

<sup>2</sup> The sample sizes for African American and Hispanic were too small to yield treatment estimates for NCCC; thus, in the report we discuss the White and Non-White analysis.

the analytic sample consisted of 1578 individuals (882 treatment and 696 comparison). For NCCC the analytic sample comprised 483 individuals (289 treatment and 194 comparison).

For additional details on the propensity score analysis, see Appendix I. For additional details on the sample and response rates, see Appendix C.

## Measures Used in Impact Models

### Dependent Variables

We examined over 60 outcomes in four areas. Exhibit J.1 presents a descriptive label, the variable name and the source of each outcome. Greater detail on the construction of composite measures can be found in Appendix G.

**Exhibit J.1: Outcome Measures for Participation Effect Estimates**

Outcome	Variable Name	Survey Item (page)
<i>Civic Engagement</i>		
Connection to Community	concom	qb10a-e (p. 45)
Grassroots Efficacy	grssroot	prq3d-f (p. 48)
Community Problem Identification	knowprob	prq4a-3 (p. 49)
Neighborhood Obligation	hoodoblg	prq2b,c,f,g,h (p. 48)
Community-Based Activism	comact	qb4_1a-c (p. 42)
Personal Effectiveness of Community Service	effctcom	qb9a,d,f (p. 44)
Personal Growth Through Community Service	growcom	qb9b,c,e,g,h (p. 44)
Local Civic Efficacy	lclciv	prq3a-c (p. 48)
Civic Obligation	civoblg	prq2a,d,e (p. 48)
Likelihood of Future Service	future_service	q16 (p. 37)
Engagement with Political Process	engpolit	qb4_1d,e,f (pp 42-3)
Expressed Opinions Using Internet	opinion_internet	qb5a (p. 43)
Expressed Opinions on Radio Call-In	opinion_radio	qb5b (p. 43)
Talked to People re: Voting for Particular Candidate/Party	voting_candidate	qb5c (p. 43)
Contacted Government Official	contacted_govt	qb5d (p. 43)
Worked as Volunteer on Campaign	volunteer_campaign	qb5e (p. 43)
Registered to Vote	registered_vote	qb1 (p. 40)
Voted in November 2006 Elections	voted_2006	qb2 (p. 40)
Voted in 2004 Presidential Election	voted_2004	qb3 (p. 41)
Donated in Past 12 Months	donated_past_year	q21 (p. 38)
Dollar Amount Donation	donated_dollar	q22xb (p. 39)
Make a Difference in the Community (QB16d)	difference_community	prq1d (p. 48)
1999–2000 Activity Influenced Interest in Current Events and Issues	currevents	qb11c (p. 46) qb12c (p. 47)
1999–2000 Activity Influenced Commitment to Volunteer Service	commvol	qb11a (p. 46) qb12a (p. 47)
Likely to Volunteer in the Future	d_future_service	q16 (p. 37)
<i>Education Related</i>		
Level of Education Achieved	education_attain	qc3 (p. 51)
Currently in School	current_school	q1f (p. 6)
1999–2000 Affected Degree/Major Choice	affected_degree	qc9_1 (p. 53) qc10_1 (p. 54)
1999–2000 Affected Concentration	affected_concentration	qc9_2 (p. 53) qc10_2 (p. 54)

## Exhibit J.1: Outcome Measures for Participation Effect Estimates

Outcome	Variable Name	Survey Item (page)
1999–2000 Made More Interested	interested_topic	qc9_3 (p. 54) qc10_3 (p. 55)
1999–2000 Helped See Importance	importance_education	qc9_4 (p. 54) qc10_4 (p. 55)
1999–2000 Personal Goals for	personal_goals_educ_inc	qc9_5 (p. 54) qc10_5 (p. 55)
1999–2000 Decided Not to Pursue	not_pursue_educ	qc9_6 (p. 54) qc10_6 (p. 55)
1999–2000 Money Earned (or Education Award from AmeriCorps Service in 1999–2000) Helped to Continue Education	award_helped_cont_educ	qc9_7 (p. 54) qc10_7 (p. 55)
1999–2000 No Effect on Education	no_effect_educ	qc9_8 (p. 54) qc10_8 (p. 55)
Highest Level of Education Desired	desire_educ	qc3
Highest Level of Education Achieved	achieved_educ	qc2
<b><i>Employment Related</i></b>		
Public Sector	public_sector	q1k_1-3 (pp 10 - 11)
Service to Others	service_others	q1ab (p. 9)
Importance of a Career in Service	svcjob	qb16a-c (p. 49)
Income	income	qc20a (p. 58)
1999–2000 Activity Affected Career Choice	affected_career	qb17a (p. 49) qb18a (p. 50)
1999–2000 Gave Exposure to New Career Options	exposure_career_options	qb17b (p. 49) qb18b (p. 50)
1999–2000 Priorities in What Wanted in Job Changed	priorities_changed	qb17c (p. 50) qb18c (p. 50)
1999–2000 Gave Connections that Helped to Get A Job	connections_to_job	qb17d (p. 50) qb18d (p. 50)
1999–2000 Put At Advantage When Trying to Find a Job	advantage_finding_job	qb17e (p. 50) qb18e (p. 50)
1999–2000 No Effect on Career Choice	no_effect_career	qb17f (p. 50) qb18f (p. 50)
First Job Discussed, Reported Working In Government	d_govt	qk1_1
First Job Discussed, Reported Working In For Profit	d_fpro	qk1_1
First Job Discussed, Reported Working In Non-Profit	d_npro	qk1_1
First Job Discussed, Reported Working For Self	d_self	qk1_1
<b><i>Teamwork/Life Skills</i></b>		
Appreciation of Cultural and Ethnic Diversity	diverse	qb10f-o (p. 45) and qb13 (p. 47)
Social Trust	social_trust	q20 (p. 38)
Constructive Group Interactions	grprinter	qb4a-d (p. 42)
Constructive Personal Behavior in Groups	grpbehav	qb8a-f (p. 43-4)
Life Satisfaction	lifsatis	qb14a-f (p. 47)
1999–2000 Activity Influence on Personal and Family Life	familylife	qb11b (p. 46) qb12b (p. 47)
Volunteering–12 Months	vol	q6, q6a, q6b (pp 30 - 31)
Hours Volunteered in Past 12 Months	hrsvol	q8, q9 (p. 33)

## Covariates

The analytical model specified Equation 1 (above) shows that four types of covariates used in the impact models:

- The logit of the propensity score (indicated by “ $\widehat{Logit}(PS_i)$ ” in Eqn. 1)
- Outcomes measured at baseline (pretest variables indicated by “ $Y_i^B$ ” in Eqn. 1)
- Unbalanced baseline measures (indicated by “ $UBCov_i^n$ ” in Eqn. 1)
- Demographic characteristics (indicated by “ $X_i^k$ ” in Eqn. 1)

Each type of covariate is explained in the sections that follow.

### *Propensity Score Covariate*

Following Hong and Raudenbush (2006), we used the logit of the estimated propensity score as a covariate.

### *Baseline (Pretest) Covariates*

Surveys were completed in 1999 as participants began their AmeriCorps service. Baseline measures of constructs also collected in 2007 are used as covariates in our regression equation. The use of a baseline measure of the outcome of interest enables a lagged outcome analysis model. It increases the precision of our estimated effects as it controls for initial differences in the outcome. However, not all outcomes have baseline measures available. Exhibit J.2 presents for each outcome the baseline measure (if available) that we included in the regression model for that outcome.

## Exhibit J.2: Baseline Covariates Used

Outcome	Variable Name	Baseline Covariate Variable Name
<i>Civic Engagement</i>		
Connection to Community	concom	id1_pre
Grassroots Efficacy	grssroot	cgra_pre
Community Problem Identification	knowprob	id2_pre
Neighborhood Obligation	hoodoblg	nhb_pre
Community-Based Activism	comact	act_pre
Personal Effectiveness of Community Service	effctcom	sps_pre
Personal Growth Through Community Service	growcom	sps_pre
Local Civic Efficacy	lclciv	cgov_pre
Civic Obligation	civoblg	rsp_pre
Likelihood of Future Service	future_service	
Engagement with Political Process	engpolit	info_pre
Expressed Opinions Using Internet	opinion_internet	
Expressed Opinions on Radio Call-In	opinion_radio	
Talked to People re: Voting for Particular Candidate/Party	voting_candidate	
Contacted Government Official	contacted_govt	
Worked as Volunteer on Campaign	volunteer_campaign	
Registered to Vote	registered_vote	v100_new
Voted in November 2006 Elections	voted_2006	v099

## Exhibit J.2: Baseline Covariates Used

Outcome	Variable Name	Baseline Covariate Variable Name
Voted in 2004 Presidential Election	voted_2004	v099
Donated in Past 12 Months	donated_past_year	
Dollar Amount Donation	donated_dollar	
Make a Difference in the Community (QB16d)	difference_community	
1999–2000 Activity Influenced Interest in Current Events and Issues	currevents	
1999–2000 Activity Influenced Commitment to Volunteer Service	commvol	
Likely to Volunteer in the Future	d_future_service	
<b><i>Education Related</i></b>		
Level of Education Achieved	education_attain	v274
Currently in School	current_school	v039
1999–2000 Affected Degree/Major Choice	affected_degree	
1999–2000 Affected Concentration	affected_concentration	
1999–2000 Made More Interested	interested_topic	
1999–2000 Helped See Importance	importance_education	
1999–2000 Personal Goals for	personal_goals_educ_inc	
1999–2000 Decided Not to Pursue	not_pursue_educ	
1999–2000 Money Earned (or Education Award from AmeriCorps Service in 1999–2000) Helped to Continue Education	award_helped_cont_educ	
1999–2000 No Effect on Education	no_effect_educ	
Highest Level of Education Desired	desire_educ	v274
Highest Level of Education Achieved	achieved_educ	v274
<b><i>Employment-Related</i></b>		
Public Sector	public_sector	
Service to Others	service_others	
Importance of a Career in Service	svcjob	empl_pre
Income	income	v270
1999–2000 Activity Affected Career Choice	affected_career	
1999–2000 Gave Exposure to New Career Options	exposure_career_options	
1999–2000 Priorities in What Wanted in Job Changed	priorities_changed	
1999–2000 Gave Connections that Helped to Get A Job	connections_to_job	
1999–2000 Put At Advantage When Trying to Find a Job	advantage_finding_job	
1999–2000 No Effect on Career Choice	no_effect_career	
First Job Discussed, Reported Working In Government	d_govt	
First Job Discussed, Reported Working In For Profit	d_fpro	
First Job Discussed, Reported Working In Non-Profit	d_npro	
First Job Discussed, Reported Working For Self	d_self	
<b><i>Teamwork/Life Skills</i></b>		
Appreciation of Cultural and Ethnic Diversity	diverse	div_pre
Social Trust	social_trust	
Constructive Group Interactions	grprinter	grp_pre
Constructive Personal Behavior in Groups	grpbehav	ind_pre
Life Satisfaction	lifsatis	
1999–2000 Activity Influence on Personal and Family Life	familylife	
Volunteering–12 Months	vol	v042
Hours Volunteered in Past 12 Months	hrsvol	v042

a If no variable name appears then at baseline no question was asked of respondents which could be used as a baseline covariate.

### *Unbalanced Baseline Variable Used as Covariates*

As described in Appendix I, our final solution from the propensity score analysis used four strata for the State and National sample and two strata for the NCCC sample. We were not able to achieve balance across every characteristic included in the propensity score analysis. Therefore, any characteristics that were not in balance between treatment and comparison groups from the propensity score analyses entered the impact models as covariates. For details and a list of unbalanced covariates, see Appendix I.

### *Demographic Measures Used as Covariates*

Measure of age, marital status, an indicator for whether the respondent had children, and an indicator for whether the respondent was a college graduate were used as covariates in all impact models.

## **Impact Analysis Results**

Results of the impact models are presented in the sections that follow. We present the estimated impacts of participation as either effect sizes or percentage point differences between treatment and comparison. For continuous variables, we present effect sizes as the difference between treatment and comparison group in units of standard deviations. For dichotomous outcomes, we report percentage point differences between treatment and comparison groups.

### **Overall Treatment Effects**

Overall treatment effects for the State and National and NCCC groups are presented in Exhibits J.3 and J.4, respectively. In these tables, the first two columns display the variable name and the description of each outcome of interest. The third column presents the unadjusted but weighted mean of each outcome in the treatment group. The estimated treatment effect, using the approach described earlier (Eqn. 2) is exhibited in the fourth column. The fifth column displays the adjusted and weighted mean of each outcome in the comparison group, which is calculated by simply subtracting the treatment effect from the unadjusted treatment mean. The sixth column presents the pooled standard deviation, which is used to calculate the effect size of the treatment effect (see Eqn. 3), which is presented in the seventh column. Percentage point differences for dichotomous outcomes are in the eighth column. Finally, p-values for the treatment effects, which also apply to the effect sizes and percentage point differences, are in the ninth column. Note that detailed discussions of these findings can be found in the main report.



**Exhibit J.3: Overall Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.42	-0.02	7.44	1.34	-0.02	-2.47%	0.8853
current_school	Currently in School	0.24	0.06	0.18	0.43	0.13	5.58%	0.0695 ~
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.07	0.04	0.03	1.00	0.04	4.31%	0.5280
public_sector	Original, Reported working govt/public sector in any job	0.38	0.08	0.29	0.48	0.18	8.46%	0.0508 ~
service_others	Reported working in field in service to others	0.46	0.13	0.33	0.49	0.26	12.83%	0.0016 **
CONCOM	PIII, Connection to Community	0.07	0.24	-0.17	0.99	0.24	23.83%	0.0038 **
GRSSROOT	PIII, Grassroots Efficacy	0.05	0.25	-0.20	1.01	0.25	24.80%	0.0006 ***
KNOWPROB	PIII, Community Problem Identification	0.19	0.25	-0.07	0.99	0.26	25.41%	0.0304 *
HOODOBLG	PIII, Neighborhood Obligations	0.09	0.03	0.07	0.95	0.03	2.61%	0.6269
COMACTV	PIII, Community Based Activism	0.03	0.19	-0.15	1.00	0.19	18.75%	0.0125 *
vol	Volunteered Last 12 mos, Phase III	0.64	0.03	0.60	0.47	0.07	3.43%	0.4866
hrsvol	No. Hours Volunteered	110.72	-5.68	116.41	305.87	-0.02	-568.18%	0.7999
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.12	0.02	0.09	1.01	0.02	2.40%	0.8790
GROWCOM	PIII, Personal Growth through Community Service	0.11	0.04	0.07	0.99	0.04	4.07%	0.7855
LCLCIV	PIII, Local Civic Efficacy	0.07	0.28	-0.21	1.01	0.28	27.86%	0.0083 **
CIVOBLG	PIII, Civic Obligations	0.02	0.06	-0.04	1.00	0.06	6.01%	0.4101
future_service	Original, 3 pt scale on likelihood of future service	1.42	-0.07	1.49	0.57	-0.12	-6.95%	0.3183
social_trust	Social Trust	0.70	-0.01	0.71	0.46	-0.02	-0.72%	0.8673
ENGPOLIT	PIII, Engagement in Political Process	0.00	0.16	-0.16	0.99	0.16	16.05%	0.1418
opinion_internet	Expressed opinions using internet	2.39	0.08	2.30	1.21	0.07	8.38%	0.5629
opinion_radio	Expressed opinions on radio call-in	1.26	0.09	1.16	0.62	0.15	9.39%	0.0559 ~
voting_candidate	Talked to others regarding voting for particular candidate or party	2.10	0.18	1.93	1.13	0.16	17.74%	0.0577 ~
contacted_govt	Contacted government official	1.90	0.09	1.81	1.04	0.08	8.72%	0.3567
volunteer_campaign	Worked as volunteer on a campaign	1.32	0.09	1.23	0.75	0.12	8.95%	0.1060
Registered_vote	Registered to vote	0.92	0.00	0.92	0.26	-0.01	-0.36%	0.8389
voted_2006	Voted in 11/2006 Elections	0.73	-0.06	0.80	0.43	-0.15	-6.37%	0.0272 *
voted_2004	Voted in 2004 Presidential Election	0.86	-0.02	0.88	0.33	-0.05	-1.74%	0.4633
donated_past_year	Donated money in past 12 months	0.78	0.08	0.70	0.41	0.19	7.89%	0.1480
donated_dollar	Total Donated Dollars, q22ab-q22nb	964.20	-186.75	1150.96	2624.33	-0.07	-18675.22%	0.4582
GRPINTER	PIII, Constructive Group Interactions	-0.01	0.24	-0.25	1.04	0.23	23.64%	0.1169
GRPBEHAV	PIII, Constructive Personal Behavior in Groups	0.05	0.27	-0.22	1.02	0.26	26.84%	0.0552 ~

**Exhibit J.3: Overall Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.66	0.14	3.52	1.27	0.11	14.15%	0.3540
SVCJOB	PIII, Importance of Service-Oriented Careers	0.09	0.21	-0.12	1.00	0.21	20.78%	0.0747 ~
income	Income	5.41	-0.07	5.48	2.97	-0.02	-6.79%	0.7973
LIFSATIS	PIII, Life Satisfaction	0.04	0.26	-0.22	1.00	0.26	26.23%	0.0324 *
currevents	Activities 1999/00 influenced interest in current events	3.70	-0.04	3.74	0.95	-0.04	-3.74%	0.6787
commvol	Activities 1999/00 influenced commitment to volunteer service	4.00	0.53	3.46	0.96	0.56	53.42%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.75	-0.29	4.04	0.98	-0.30	-29.39%	0.0000 ***
affected_career	Activities 1999/00 affected career choice	0.57	-0.13	0.70	0.48	-0.28	-13.27%	0.0020 **
exposure_career_options	Activities 1999/00 exposed to new career options	0.79	0.07	0.73	0.43	0.16	6.69%	0.1644
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.63	-0.05	0.67	0.48	-0.10	-4.69%	0.3154
connections_to_job	Activities 1999/00 gave connections that helped find job	0.47	0.01	0.46	0.50	0.03	1.38%	0.7763
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.67	0.09	0.58	0.48	0.19	9.14%	0.0763 ~
no_effect_career	Activities 1999/00 had no effect on career	0.23	-0.03	0.26	0.43	-0.08	-3.28%	0.5009
affected_degree	Activities 1999/00 affected degree or major choice	0.33	-0.15	0.48	0.48	-0.32	-15.41%	0.0028 **
affected_concentration	Activities 1999/00 affected concentration choice	0.36	-0.13	0.49	0.49	-0.27	-13.28%	0.0090 **
interested_topic	Activities 1999/00 increased interest in topic	0.47	0.04	0.43	0.50	0.08	3.81%	0.4557
importance_education	Activities 1999/00 helped see importance of education	0.66	-0.14	0.80	0.44	-0.32	-14.06%	0.0000 ***
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.59	-0.07	0.66	0.48	-0.15	-7.10%	0.1543
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.09	0.01	0.08	0.29	0.05	1.40%	0.5502
award_helped_cont_educ	Money from 1999/00 helped continue education	0.56	0.28	0.28	0.49	0.57	28.10%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.25	0.02	0.23	0.43	0.05	2.09%	0.5426
desire_educ	QC3, Level of Education Expect to Complete	7.42	-0.02	7.44	1.34	-0.02	-2.47%	0.8853
achieved_educ	QC2, Level of Education Completed	8.06	-0.14	8.20	2.01	-0.07	-13.83%	0.5109
d_future_service	Q16, Binary Likelihood Future Service	0.96	0.06	0.91	0.20	0.29	5.76%	0.0976 ~
d_govt	Q1K_1, Government Employment, 1st job	0.37	0.09	0.28	0.48	0.19	8.97%	0.0370 *
d_fpro	First job was for profit	0.34	-0.05	0.38	0.48	-0.10	-4.77%	0.4354

**Exhibit J.3: Overall Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.24	0.01	0.23	0.41	0.03	1.06%	0.8622
d_self	Q1K_1, Self-Employment, 1st job	0.06	-0.05	0.11	0.24	-0.22	-5.25%	0.1956

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.4: Overall Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.83	0.04	7.79	1.08	0.04	4.16%	0.7218
current_school	Currently in School	0.25	0.04	0.21	0.43	0.10	4.24%	0.4601
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.01	0.17	-0.17	0.92	0.19	17.12%	0.0803 ~
public_sector	Original, Reported working govt/public sector in any job	0.38	0.04	0.34	0.49	0.09	4.46%	0.4826
service_others	Reported working in field in service to others	0.43	0.07	0.37	0.50	0.14	6.69%	0.2902
CONCOM	PIII, Connection to Community	0.08	0.36	-0.28	0.96	0.37	35.88%	0.0014 **
GRSSROOT	PIII, Grassroots Efficacy	0.28	0.46	-0.18	0.87	0.53	46.17%	0.0014 **
KNOWPROB	PIII, Community Problem Identification	-0.20	0.10	-0.30	0.94	0.10	9.50%	0.3763
HOODOBLG	PIII, Neighborhood Obligations	-0.02	0.27	-0.29	1.02	0.26	26.76%	0.0380 *
COMACTV	PIII, Community Based Activism	-0.12	0.17	-0.29	0.94	0.18	17.18%	0.1118
vol	Volunteered Last 12 mos, Phase III	0.64	0.14	0.51	0.49	0.28	13.55%	0.0279 *
hrsvol	No. Hours Volunteered	121.45	-7.45	128.90	276.03	-0.03	-745.41%	0.9044
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.14	0.45	-0.31	0.89	0.51	45.10%	0.0258 *
GROWCOM	PIII, Personal Growth through Community Service	-0.10	0.10	-0.20	0.99	0.10	9.67%	0.5655
LCLCIV	PIII, Local Civic Efficacy	0.04	0.40	-0.35	0.94	0.42	39.85%	0.0009 ***
CIVOBGL	PIII, Civic Obligations	0.00	0.18	-0.18	0.93	0.19	17.53%	0.1057
future_service	Original, 3 pt scale on likelihood of future service	1.30	-0.22	1.52	0.54	-0.41	-22.45%	0.0010 ***
social_trust	Social Trust	0.85	0.14	0.71	0.39	0.36	13.92%	0.0074 **
ENGPOLIT	PIII, Engagement in Political Process	-0.08	0.14	-0.22	0.99	0.15	14.43%	0.1754
opinion_internet	Expressed opinions using internet	2.33	-0.16	2.50	1.20	-0.14	-16.38%	0.2538
opinion_radio	Expressed opinions on radio call-in	1.14	-0.01	1.15	0.46	-0.03	-1.27%	0.8361
voting_candidate	Talked to others regarding voting for particular candidate or party	2.22	0.06	2.16	1.09	0.06	6.31%	0.6076
contacted_govt	Contacted government official	1.93	0.18	1.75	1.04	0.17	17.74%	0.1425
volunteer_campaign	Worked as volunteer on a campaign	1.27	0.12	1.15	0.65	0.19	12.37%	0.0854 ~
Registered_vote	Registered to vote	0.94	-0.02	0.95	0.23	-0.07	-1.52%	0.5904
voted_2006	Voted in 11/2006 Elections	0.78	-0.01	0.79	0.41	-0.03	-1.38%	0.7711
voted_2004	Voted in 2004 Presidential Election	0.91	-0.02	0.93	0.28	-0.06	-1.77%	0.5866
donated_past_year	Donated money in past 12 months	0.81	0.05	0.75	0.40	0.14	5.45%	0.3121
donated_dollar	Total Donated Dollars, q22ab-q22nb	949.51	-101.09	1050.60	2068.00	-0.05	-10109.20%	0.7833
GRPINTER	PIII, Constructive Group Interactions	0.16	0.13	0.02	0.81	0.16	13.33%	0.1736

**Exhibit J.4: Overall Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.03	0.08	-0.11	0.92	0.09	7.92%	0.5067
difference_community	QB16d, 5 pt, Make a difference in Community	3.84	0.22	3.62	1.23	0.18	22.35%	0.1548
SVCJOB	PIII, Importance of Service-Oriented Careers	0.11	0.21	-0.10	0.97	0.22	21.04%	0.0667 ~
income	Income	6.09	0.05	6.04	2.84	0.02	4.84%	0.8776
LIFSATIS	PIII, Life Satisfaction	0.32	0.33	-0.01	0.84	0.39	32.84%	0.0015 **
currevents	Activities 1999/00 influenced interest in current events	3.74	0.04	3.70	0.95	0.04	4.12%	0.6864
commvol	Activities 1999/00 influenced commitment to volunteer service	4.21	0.88	3.33	0.87	1.01	88.00%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.98	0.10	3.88	0.92	0.10	9.57%	0.3044
affected_career	Activities 1999/00 affected career choice	0.60	-0.08	0.69	0.48	-0.18	-8.45%	0.1408
exposure_career_options	Activities 1999/00 exposed to new career options	0.83	0.13	0.70	0.41	0.31	12.92%	0.0156 *
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.55	-0.02	0.57	0.50	-0.03	-1.55%	0.7890
connections_to_job	Activities 1999/00 gave connections that helped find job	0.30	-0.15	0.44	0.48	-0.31	-14.69%	0.0133 *
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.70	0.05	0.64	0.47	0.11	5.07%	0.3870
no_effect_career	Activities 1999/00 had no effect on career	0.18	-0.04	0.21	0.39	-0.10	-3.81%	0.4384
affected_degree	Activities 1999/00 affected degree or major choice	0.30	-0.14	0.43	0.48	-0.29	-13.61%	0.0194 *
affected_concentration	Activities 1999/00 affected concentration choice	0.31	-0.19	0.50	0.48	-0.40	-19.07%	0.0015 **
interested_topic	Activities 1999/00 increased interest in topic	0.40	-0.15	0.55	0.49	-0.31	-15.49%	0.0100 *
importance_education	Activities 1999/00 helped see importance of education	0.57	-0.16	0.73	0.48	-0.34	-16.40%	0.0027 **
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.42	-0.18	0.60	0.49	-0.37	-18.35%	0.0019 **
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.07	0.02	0.05	0.25	0.10	2.42%	0.3573
award_helped_cont_educ	Money from 1999/00 helped continue education	0.38	0.02	0.36	0.48	0.04	1.90%	0.7467
no_effect_educ	Activities 1999/00 had not effect on education	0.24	-0.09	0.32	0.43	-0.20	-8.52%	0.1231
desire_educ	QC3, Level of Education Expect to Complete	7.83	0.04	7.79	1.08	0.04	4.16%	0.7218
achieved_educ	QC2, Level of Education Completed	8.74	-0.02	8.76	1.67	-0.01	-2.11%	0.8963
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.02	0.96	0.18	0.09	1.60%	0.4612
d_govt	Q1K_1, Government Employment, 1st job	0.36	0.03	0.33	0.48	0.07	3.25%	0.6039

**Exhibit J.4: Overall Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_fpro	First job was for profit	0.38	-0.03	0.40	0.49	-0.05	-2.51%	0.7052
d_npro	Q1K_1, Non Profit Employment, 1st job	0.22	0.01	0.21	0.40	0.02	0.91%	0.8700
d_self	Q1K_1, Self-Employment, 1st job	0.04	-0.02	0.05	0.21	-0.08	-1.64%	0.5790

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$

## **Subgroup Treatment Effects**

The next set of tables present treatment effect findings from the subgroup analyses. Detailed discussion of some of these findings can be found in the main report.

**Exhibit J.5: Male Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.42	-0.23	7.65	1.34	-0.18	-23.49%	0.2736
current_school	Currently in School	0.26	0.17	0.09	0.43	0.39	16.86%	0.0203 *
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.19	0.04	-0.23	1.00	0.04	4.21%	0.8326
public_sector	Original, Reported working govt/public sector in any job	0.27	-0.17	0.44	0.48	-0.36	-17.36%	0.1975
service_others	Reported working in field in service to others	0.36	-0.03	0.39	0.49	-0.07	-3.43%	0.7804
CONCOM	PIII, Connection to Community	0.05	0.10	-0.05	0.99	0.10	10.19%	0.7149
GRSSROOT	PIII, Grassroots Efficacy	-0.21	0.19	-0.40	1.01	0.19	18.85%	0.3978
KNOWPROB	PIII, Community Problem Identification	0.14	0.09	0.05	0.99	0.09	8.73%	0.7606
HOODOBLG	PIII, Neighborhood Obligations	-0.10	0.06	-0.16	0.95	0.06	6.03%	0.6807
COMACTV	PIII, Community Based Activism	-0.18	-0.09	-0.08	1.00	-0.09	-9.49%	0.6631
vol	Volunteered Last 12 mos, Phase III	0.57	-0.02	0.59	0.47	-0.04	-1.81%	0.8700
hrsvol	No. Hours Volunteered	134.05	10.52	123.54	305.87	0.03	1051.63%	0.8983
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.23	0.49	-0.26	1.01	0.49	48.97%	0.0856 ~
GROWCOM	PIII, Personal Growth through Community Service	0.09	0.22	-0.13	0.99	0.22	22.05%	0.2226
LCLCIV	PIII, Local Civic Efficacy	0.03	0.10	-0.07	1.01	0.10	10.08%	0.6966
CIVOBGL	PIII, Civic Obligations	0.03	0.18	-0.16	1.00	0.18	18.26%	0.4843
future_service	Original, 3 pt scale on likelihood of future service	1.49	-0.18	1.67	0.57	-0.32	-18.02%	0.2681
social_trust	Social Trust	0.75	0.13	0.63	0.46	0.28	12.65%	0.1630
ENGPOLIT	PIII, Engagement in Political Process	0.11	0.15	-0.04	0.99	0.15	14.91%	0.4354
opinion_internet	Expressed opinions using internet	2.38	0.28	2.10	1.21	0.23	28.02%	0.3232
opinion_radio	Expressed opinions on radio call-in	1.30	0.01	1.30	0.62	0.01	0.78%	0.9529
voting_candidate	Talked to others regarding voting for particular candidate or party	2.05	-0.04	2.10	1.13	-0.04	-4.38%	0.8600
contacted_govt	Contacted government official	1.83	-0.09	1.93	1.04	-0.09	-9.18%	0.7241
volunteer_campaign	Worked as volunteer on a campaign	1.25	0.02	1.23	0.75	0.03	2.25%	0.8775
Registered_vote	Registered to vote	0.93	-0.06	0.98	0.26	-0.21	-5.54%	0.0977 ~
voted_2006	Voted in 11/2006 Elections	0.71	-0.18	0.89	0.43	-0.43	-18.45%	0.0039 **
voted_2004	Voted in 2004 Presidential Election	0.85	-0.01	0.86	0.33	-0.02	-0.78%	0.9188
donated_past_year	Donated money in past 12 months	0.71	0.06	0.65	0.41	0.15	6.19%	0.5369
donated_dollar	Total Donated Dollars, q22ab-q22nb	948.50	-3.20	951.70	2624.33	0.00	-319.88%	0.9909
GRPINTER	PIII, Constructive Group Interactions	-0.14	0.26	-0.40	1.04	0.25	25.69%	0.2379
GRPBEHAV	PIII, Constructive Personal Behavior in Groups	0.05	0.26	-0.21	1.02	0.25	25.52%	0.1770



**Exhibit J.5: Male Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.54	-0.14	3.68	1.27	-0.11	-14.07%	0.7332
SVCJOB	PIII, Importance of Service-Oriented Careers	-0.13	-0.03	-0.10	1.00	-0.03	-3.05%	0.9445
income	Income	5.93	-0.26	6.18	2.97	-0.09	-25.72%	0.6323
LIFSATIS	PIII, Life Satisfaction	0.05	0.58	-0.52	1.00	0.58	57.79%	0.0024 **
currevents	Activities 1999/00 influenced interest in current events	3.69	0.15	3.55	0.95	0.15	14.59%	0.5914
commvol	Activities 1999/00 influenced commitment to volunteer service	4.08	0.48	3.61	0.96	0.50	47.87%	0.0790 ~
familylife	Activities 1999/00 influenced personal and family life	3.72	-0.14	3.86	0.98	-0.14	-13.97%	0.6121
affected_career	Activities 1999/00 affected career choice	0.53	-0.02	0.55	0.48	-0.04	-1.93%	0.8646
exposure_career_options	Activities 1999/00 exposed to new career options	0.75	0.14	0.61	0.43	0.34	14.49%	0.1295
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.60	0.02	0.59	0.48	0.03	1.68%	0.8728
connections_to_job	Activities 1999/00 gave connections that helped find job	0.45	0.10	0.35	0.50	0.19	9.64%	0.2653
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.65	0.17	0.48	0.48	0.36	17.16%	0.1731
no_effect_career	Activities 1999/00 had no effect on career	0.29	-0.17	0.46	0.43	-0.40	-17.17%	0.1489
affected_degree	Activities 1999/00 affected degree or major choice	0.31	-0.12	0.43	0.48	-0.25	-11.92%	0.2618
affected_concentration	Activities 1999/00 affected concentration choice	0.33	-0.12	0.45	0.49	-0.24	-11.57%	0.2750
interested_topic	Activities 1999/00 increased interest in topic	0.44	-0.10	0.55	0.50	-0.21	-10.50%	0.3240
importance_education	Activities 1999/00 helped see importance of education	0.66	-0.04	0.70	0.44	-0.08	-3.68%	0.7033
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.58	-0.01	0.59	0.48	-0.02	-0.80%	0.9341
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.12	-0.08	0.20	0.29	-0.27	-7.90%	0.3860
award_helped_cont_educ	Money from 1999/00 helped continue education	0.60	0.38	0.22	0.49	0.77	37.82%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.26	-0.07	0.33	0.43	-0.16	-6.92%	0.4887
desire_educ	QC3, Level of Education Expect to Complete	7.42	-0.23	7.65	1.34	-0.18	-23.49%	0.2736
achieved_educ	QC2, Level of Education Completed	7.93	-0.70	8.63	2.01	-0.35	-70.06%	0.0903 ~
d_future_service	Q16, Binary Likelihood Future Service	0.96	0.09	0.86	0.48	0.19	9.05%	0.2288
d_govt	Q1K_1, Government Employment, 1st job	0.25	-0.18	0.43	0.48	-0.37	-17.64%	0.1879
d_fpro	First job was for profit	0.45	-0.04	0.49	0.48	-0.07	-3.60%	0.7945

**Exhibit J.5: Male Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.22	0.17	0.05	0.41	0.41	17.03%	0.0101 *
d_self	Q1K_1, Self-Employment, 1st job	0.08	0.04	0.03	0.24	0.17	4.21%	0.2118

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.6: Female Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.41	0.01	7.41	1.34	0.01	0.69%	0.9734
current_school	Currently in School	0.23	0.03	0.20	0.43	0.07	2.94%	0.4041
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.14	0.04	0.10	1.00	0.04	3.96%	0.6028
public_sector	Original, Reported working gov't/public sector in any job	0.41	0.13	0.28	0.48	0.28	13.48%	0.0026 **
service_others	Reported working in field in service to others	0.49	0.17	0.32	0.49	0.35	17.26%	0.0001 ***
CONCOM	PIII, Connection to Community	0.08	0.25	-0.17	0.99	0.25	25.01%	0.0057 **
GRSSROOT	PIII, Grassroots Efficacy	0.12	0.23	-0.10	1.01	0.22	22.62%	0.0043 **
KNOWPROB	PIII, Community Problem Identification	0.20	0.25	-0.05	0.99	0.26	25.40%	0.0516 ~
HOODOBLG	PIII, Neighborhood Obligations	0.15	0.02	0.13	0.95	0.02	1.95%	0.7384
COMACTV	PIII, Community Based Activism	0.10	0.22	-0.13	1.00	0.22	22.45%	0.0063 **
vol	Volunteered Last 12 mos, Phase III	0.66	0.05	0.61	0.47	0.10	4.85%	0.3758
hrsvol	No. Hours Volunteered	104.84	-7.44	112.28	305.87	-0.02	-744.12%	0.7631
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.09	-0.08	0.17	1.01	-0.08	-8.20%	0.6108
GROWCOM	PIII, Personal Growth through Community Service	0.11	-0.04	0.15	0.99	-0.04	-3.89%	0.8104
LCLCIV	PIII, Local Civic Efficacy	0.08	0.28	-0.20	1.01	0.28	28.42%	0.0111 *
CIVOBGL	PIII, Civic Obligations	0.01	0.03	-0.01	1.00	0.03	2.78%	0.7118
future_service	Original, 3 pt scale on likelihood of future service	1.40	-0.05	1.45	0.57	-0.08	-4.67%	0.5792
social_trust	Social Trust	0.68	-0.04	0.72	0.46	-0.08	-3.89%	0.4389
ENGPOLIT	PIII, Engagement in Political Process	-0.04	0.18	-0.22	0.99	0.18	17.77%	0.1460
opinion_internet	Expressed opinions using internet	2.39	0.03	2.36	1.21	0.02	2.91%	0.8505
opinion_radio	Expressed opinions on radio call-in	1.24	0.09	1.15	0.62	0.14	8.59%	0.1059
voting_candidate	Talked to others regarding voting for particular candidate or party	2.12	0.21	1.90	1.13	0.19	21.37%	0.0290 *
contacted_govt	Contacted government official	1.92	0.10	1.82	1.04	0.10	10.22%	0.3030
volunteer_campaign	Worked as volunteer on a campaign	1.34	0.10	1.24	0.75	0.14	10.34%	0.0903 ~
Registered_vote	Registered to vote	0.92	0.00	0.92	0.26	-0.01	-0.29%	0.8841
voted_2006	Voted in 11/2006 Elections	0.74	-0.05	0.79	0.43	-0.12	-5.05%	0.1443
voted_2004	Voted in 2004 Presidential Election	0.86	-0.02	0.88	0.33	-0.05	-1.69%	0.4942
donated_past_year	Donated money in past 12 months	0.80	0.09	0.70	0.41	0.23	9.47%	0.1041
donated_dollar	Total Donated Dollars, q22ab-q22nb	968.40	-243.89	1212.29	2624.33	-0.09	-24388.88%	0.3905
GRPINTER	PIII, Constructive Group Interactions	0.02	0.21	-0.19	1.04	0.20	21.23%	0.2209
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.05	0.27	-0.21	1.02	0.26	26.55%	0.0988 ~

**Exhibit J.6: Female Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.70	0.15	3.56	1.27	0.12	14.64%	0.3735
SVCJOB	PIII, Importance of Service-Oriented Careers	0.16	0.25	-0.09	1.00	0.25	24.70%	0.0385 *
income	Income	5.26	-0.05	5.31	2.97	-0.02	-5.08%	0.8655
LIFSATIS	PIII, Life Satisfaction	0.04	0.23	-0.19	1.00	0.23	22.66%	0.1228
currevents	Activities 1999/00 influenced interest in current events	3.71	-0.10	3.80	0.95	-0.10	-9.76%	0.2917
commvol	Activities 1999/00 influenced commitment to volunteer service	3.97	0.50	3.48	0.96	0.52	49.56%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.76	-0.34	4.10	0.98	-0.34	-33.68%	0.0000 ***
affected_career	Activities 1999/00 affected career choice	0.58	-0.15	0.73	0.48	-0.31	-15.10%	0.0017 **
exposure_career_options	Activities 1999/00 exposed to new career options	0.81	0.05	0.75	0.43	0.13	5.36%	0.2951
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.63	-0.06	0.69	0.48	-0.12	-5.75%	0.2612
connections_to_job	Activities 1999/00 gave connections that helped find job	0.48	0.00	0.48	0.50	0.01	0.29%	0.9561
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.67	0.08	0.59	0.48	0.16	7.79%	0.1764
no_effect_career	Activities 1999/00 had no effect on career	0.21	-0.01	0.22	0.43	-0.03	-1.21%	0.8221
affected_degree	Activities 1999/00 affected degree or major choice	0.33	-0.17	0.50	0.48	-0.35	-16.76%	0.0045 **
affected_concentration	Activities 1999/00 affected concentration choice	0.37	-0.13	0.50	0.49	-0.27	-13.11%	0.0202 *
interested_topic	Activities 1999/00 increased interest in topic	0.47	0.05	0.42	0.50	0.09	4.69%	0.4027
importance_education	Activities 1999/00 helped see importance of education	0.66	-0.15	0.81	0.44	-0.33	-14.86%	0.0000 ***
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.59	-0.08	0.66	0.48	-0.16	-7.69%	0.1672
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.09	0.03	0.06	0.29	0.10	2.90%	0.1658
award_helped_cont_educ	Money from 1999/00 helped continue education	0.55	0.27	0.28	0.49	0.54	26.56%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.24	0.03	0.21	0.43	0.07	3.14%	0.3934
desire_educ	QC3, Level of Education Expect to Complete	7.41	0.01	7.41	1.34	0.01	0.69%	0.9734
achieved_educ	QC2, Level of Education Completed	8.10	-0.02	8.12	2.01	-0.01	-2.25%	0.9173
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.05	0.92	0.48	0.10	4.82%	0.2499
d_govt	Q1K_1, Government Employment, 1st job	0.41	0.14	0.27	0.48	0.29	14.09%	0.0013 **
d_fpro	First job was for profit	0.30	-0.06	0.36	0.48	-0.12	-5.65%	0.3922

**Exhibit J.6: Female Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.24	0.00	0.25	0.41	-0.01	-0.48%	0.9390
d_self	Q1K_1, Self-Employment, 1st job	0.05	-0.08	0.13	0.24	-0.33	-7.97%	0.1088

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.7: Male Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.79	-0.25	8.04	1.08	-0.23	-24.69%	0.4622
current_school	Currently in School	0.27	-0.05	0.32	0.43	-0.12	-5.33%	0.6485
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.01	0.34	-0.35	0.92	0.37	34.49%	0.1973
public_sector	Original, Reported working govt/public sector in any job	0.44	0.03	0.41	0.49	0.06	2.97%	0.8324
service_others	Reported working in field in service to others	0.42	0.12	0.30	0.50	0.24	11.94%	0.4624
CONCOM	PIII, Connection to Community	0.12	-0.07	0.19	0.96	-0.07	-7.20%	0.8029
GRSSROOT	PIII, Grassroots Efficacy	0.16	0.41	-0.25	0.87	0.47	40.99%	0.0672 ~
KNOWPROB	PIII, Community Problem Identification	-0.30	-0.37	0.07	0.94	-0.39	-36.97%	0.1927
HOODOBLG	PIII, Neighborhood Obligations	-0.13	0.14	-0.28	1.02	0.14	14.22%	0.6592
COMACTV	PIII, Community Based Activism	-0.16	0.09	-0.25	0.94	0.09	8.59%	0.7281
vol	Volunteered Last 12 mos, Phase III	0.64	0.00	0.64	0.49	0.00	-0.24%	0.9877
hrsvol	No. Hours Volunteered	56.24	242.32	-186.08	276.03	0.88	24231.53%	0.2978
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.03	-0.04	0.08	0.89	-0.05	-4.22%	0.9723
GROWCOM	PIII, Personal Growth through Community Service	-0.24	0.10	-0.34	0.99	0.10	10.27%	0.8948
LCLCIV	PIII, Local Civic Efficacy	0.19	0.47	-0.28	0.94	0.49	46.52%	0.0231 *
CIVOBLG	PIII, Civic Obligations	-0.08	-0.32	0.23	0.93	-0.34	-31.58%	0.1332
future_service	Original, 3 pt scale on likelihood of future service	1.27	-0.24	1.50	0.54	-0.44	-23.85%	0.1713
social_trust	Social Trust	0.87	0.16	0.71	0.39	0.40	15.54%	0.1867
ENGPOLIT	PIII, Engagement in Political Process	0.14	0.02	0.12	0.99	0.02	2.06%	0.9272
opinion_internet	Expressed opinions using internet	2.47	-0.10	2.57	1.20	-0.09	-10.34%	0.7134
opinion_radio	Expressed opinions on radio call-in	1.18	0.00	1.18	0.46	0.01	0.28%	0.9888
voting_candidate	Talked to others regarding voting for particular candidate or party	2.31	0.17	2.13	1.09	0.16	17.35%	0.5407
contacted_govt	Contacted government official	2.01	-0.10	2.11	1.04	-0.10	-10.12%	0.6748
volunteer_campaign	Worked as volunteer on a campaign	1.25	-0.04	1.29	0.65	-0.07	-4.32%	0.8249
Registered_vote	Registered to vote	0.96	-0.04	1.00	0.23	-0.17	-3.99%	0.2163
voted_2006	Voted in 11/2006 Elections	0.78	-0.07	0.85	0.41	-0.18	-7.29%	0.3550
voted_2004	Voted in 2004 Presidential Election	0.91	-0.04	0.95	0.28	-0.15	-4.29%	0.3339
donated_past_year	Donated money in past 12 months	0.77	0.07	0.70	0.40	0.18	7.25%	0.5556
donated_dollar	Total Donated Dollars, q22ab-q22nb	940.68	246.06	694.62	2068.00	0.12	24605.70%	0.6653
GRPINTER	PIII, Constructive Group Interactions	0.10	0.14	-0.04	0.81	0.18	14.35%	0.4926
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.01	0.12	-0.10	0.92	0.13	11.61%	0.5796

**Exhibit J.7: Male Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.79	0.56	3.23	1.23	0.46	56.49%	0.1843
SVCJOB	PIII, Importance of Service-Oriented Careers	0.05	0.69	-0.65	0.97	0.71	69.46%	0.0202 *
income	Income	6.72	-0.18	6.90	2.84	-0.06	-18.35%	0.8201
LIFSATIS	PIII, Life Satisfaction	0.42	0.15	0.28	0.84	0.17	14.66%	0.4042
currevents	Activities 1999/00 influenced interest in current events	3.84	0.36	3.48	0.95	0.38	35.83%	0.1450
commvol	Activities 1999/00 influenced commitment to volunteer service	4.24	1.09	3.16	0.87	1.24	108.59%	0.0001 ***
familylife	Activities 1999/00 influenced personal and family life	4.04	0.24	3.81	0.92	0.26	23.62%	0.3890
affected_career	Activities 1999/00 affected career choice	0.62	-0.03	0.65	0.48	-0.07	-3.33%	0.8348
exposure_career_options	Activities 1999/00 exposed to new career options	0.86	0.24	0.62	0.41	0.58	24.04%	0.0586 ~
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.48	-0.17	0.66	0.50	-0.35	-17.36%	0.2344
connections_to_job	Activities 1999/00 gave connections that helped find job	0.36	0.07	0.28	0.48	0.15	7.14%	0.5855
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.73	0.24	0.48	0.47	0.52	24.41%	0.0962 ~
no_effect_career	Activities 1999/00 had no effect on career	0.21	-0.18	0.39	0.39	-0.46	-17.87%	0.2413
affected_degree	Activities 1999/00 affected degree or major choice	0.32	0.02	0.30	0.48	0.05	2.22%	0.8570
affected_concentration	Activities 1999/00 affected concentration choice	0.33	-0.09	0.42	0.48	-0.18	-8.63%	0.5692
interested_topic	Activities 1999/00 increased interest in topic	0.39	-0.04	0.43	0.49	-0.09	-4.47%	0.7617
importance_education	Activities 1999/00 helped see importance of education	0.57	-0.22	0.78	0.48	-0.45	-21.72%	0.1105
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.41	-0.19	0.60	0.49	-0.39	-19.20%	0.2311
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.06	-0.02	0.08	0.25	-0.08	-1.99%	0.7928
award_helped_cont_educ	Money from 1999/00 helped continue education	0.35	-0.03	0.38	0.48	-0.07	-3.25%	0.8078
no_effect_educ	Activities 1999/00 had not effect on education	0.18	-0.13	0.31	0.43	-0.30	-13.12%	0.3993
desire_educ	QC3, Level of Education Expect to Complete	7.79	-0.25	8.04	1.08	-0.23	-24.69%	0.4622
achieved_educ	QC2, Level of Education Completed	8.60	0.03	8.58	1.67	0.02	2.56%	0.9529
d_future_service	Q16, Binary Likelihood Future Service	0.98	0.09	0.88	0.18	0.20	9.48%	0.2149
d_govt	Q1K_1, Government Employment, 1st job	0.42	0.03	0.39	0.48	0.06	2.97%	0.8266
d_fpro	First job was for profit	0.37	-0.08	0.45	0.49	-0.16	-7.76%	0.5834

**Exhibit J.7: Male Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.17	0.06	0.11	0.40	0.15	5.94%	0.6701
d_self	Q1K_1, Self-Employment, 1st job	0.04	-0.01	0.05	0.21	-0.05	-1.15%	0.8864

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$



**Exhibit J.8: Female Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.85	0.11	7.74	1.08	0.10	10.71%	0.3936
current_school	Currently in School	0.25	0.06	0.19	0.43	0.14	5.99%	0.3419
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.01	0.13	-0.12	0.92	0.14	12.74%	0.2641
public_sector	Original, Reported working govt/public sector in any job	0.35	-0.02	0.38	0.49	-0.05	-2.36%	0.7466
service_others	Reported working in field in service to others	0.44	0.06	0.38	0.50	0.11	5.59%	0.4452
CONCOM	PIII, Connection to Community	0.06	0.55	-0.48	0.96	0.57	54.85%	0.0000 ***
GRSSROOT	PIII, Grassroots Efficacy	0.33	0.47	-0.14	0.87	0.54	46.72%	0.0033 **
KNOWPROB	PIII, Community Problem Identification	-0.17	0.24	-0.41	0.94	0.25	23.72%	0.0294 *
HOODOBLG	PIII, Neighborhood Obligations	0.02	0.26	-0.24	1.02	0.26	26.16%	0.0661 ~
COMACTV	PIII, Community Based Activism	-0.10	0.27	-0.37	0.94	0.29	27.14%	0.0263 *
vol	Volunteered Last 12 mos, Phase III	0.64	0.18	0.46	0.49	0.38	18.37%	0.0095 **
hrsvol	No. Hours Volunteered	147.73	-7.66	155.38	276.03	-0.03	-765.70%	0.9234
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.18	0.58	-0.39	0.89	0.65	57.67%	0.0043 **
GROWCOM	PIII, Personal Growth through Community Service	-0.05	0.07	-0.12	0.99	0.07	7.39%	0.7254
LCLCIV	PIII, Local Civic Efficacy	-0.01	0.35	-0.36	0.94	0.37	34.99%	0.0117 *
CIVOBLG	PIII, Civic Obligations	0.03	0.30	-0.27	0.93	0.32	29.54%	0.0207 *
future_service	Original, 3 pt scale on likelihood of future service	1.31	-0.19	1.49	0.54	-0.34	-18.56%	0.0127 *
social_trust	Social Trust	0.84	0.12	0.72	0.39	0.31	12.05%	0.0367 *
ENGPOLIT	PIII, Engagement in Political Process	-0.16	0.23	-0.39	0.99	0.23	22.51%	0.0708 ~
opinion_internet	Expressed opinions using internet	2.28	-0.13	2.41	1.20	-0.11	-12.83%	0.4438
opinion_radio	Expressed opinions on radio call-in	1.12	-0.01	1.13	0.46	-0.03	-1.43%	0.8248
voting_candidate	Talked to others regarding voting for particular candidate or party	2.18	0.05	2.13	1.09	0.05	5.01%	0.7392
contacted_govt	Contacted government official	1.90	0.30	1.61	1.04	0.28	29.63%	0.0361 *
volunteer_campaign	Worked as volunteer on a campaign	1.28	0.22	1.06	0.65	0.34	21.80%	0.0047 **
Registered_vote	Registered to vote	0.93	-0.01	0.94	0.23	-0.03	-0.80%	0.8225
voted_2006	Voted in 11/2006 Elections	0.78	0.02	0.76	0.41	0.06	2.38%	0.6862
voted_2004	Voted in 2004 Presidential Election	0.91	0.00	0.91	0.28	-0.01	-0.29%	0.9436
donated_past_year	Donated money in past 12 months	0.82	0.05	0.77	0.40	0.12	4.67%	0.4401
donated_dollar	Total Donated Dollars, q22ab-q22nb	952.55	-167.46	1120.00	2068.00	-0.08	-16745.58%	0.7125
GRPINTER	PIII, Constructive Group Interactions	0.18	0.13	0.04	0.81	0.17	13.37%	0.2313
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.04	0.08	-0.12	0.92	0.08	7.57%	0.5710

**Exhibit J.8: Female Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.86	0.05	3.81	1.23	0.04	4.78%	0.7818
SVCJOB	PIII, Importance of Service-Oriented Careers	0.13	-0.01	0.14	0.97	-0.01	-1.05%	0.9318
income	Income	5.84	0.03	5.81	2.84	0.01	3.08%	0.9324
LIFSATIS	PIII, Life Satisfaction	0.28	0.32	-0.03	0.84	0.38	31.77%	0.0091 **
currevents	Activities 1999/00 influenced interest in current events	3.71	0.02	3.69	0.95	0.02	1.86%	0.8743
commvol	Activities 1999/00 influenced commitment to volunteer service	4.20	0.75	3.44	0.87	0.86	75.48%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.95	0.04	3.91	0.92	0.04	4.01%	0.7153
affected_career	Activities 1999/00 affected career choice	0.60	-0.09	0.69	0.48	-0.19	-8.94%	0.1661
exposure_career_options	Activities 1999/00 exposed to new career options	0.82	0.09	0.73	0.41	0.22	9.22%	0.1239
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.58	0.01	0.57	0.50	0.02	0.83%	0.9017
connections_to_job	Activities 1999/00 gave connections that helped find job	0.27	-0.18	0.45	0.48	-0.37	-17.54%	0.0085 **
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.68	0.04	0.64	0.47	0.09	4.04%	0.5432
no_effect_career	Activities 1999/00 had no effect on career	0.16	0.00	0.16	0.39	0.00	0.01%	0.9981
affected_degree	Activities 1999/00 affected degree or major choice	0.29	-0.17	0.46	0.48	-0.35	-16.58%	0.0170 *
affected_concentration	Activities 1999/00 affected concentration choice	0.30	-0.22	0.51	0.48	-0.46	-21.74%	0.0009 ***
interested_topic	Activities 1999/00 increased interest in topic	0.40	-0.18	0.57	0.49	-0.35	-17.51%	0.0105 *
importance_education	Activities 1999/00 helped see importance of education	0.57	-0.16	0.73	0.48	-0.33	-16.00%	0.0111 *
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.42	-0.18	0.60	0.49	-0.37	-18.25%	0.0063 **
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.08	0.03	0.05	0.25	0.11	2.69%	0.3469
award_helped_cont_educ	Money from 1999/00 helped continue education	0.39	0.04	0.34	0.48	0.09	4.35%	0.5236
no_effect_educ	Activities 1999/00 had not effect on education	0.26	-0.04	0.30	0.43	-0.09	-4.10%	0.5047
desire_educ	QC3, Level of Education Expect to Complete	7.85	0.11	7.74	1.08	0.10	10.71%	0.3936
achieved_educ	QC2, Level of Education Completed	8.79	-0.01	8.80	1.67	-0.01	-0.90%	0.9572
d_future_service	Q16, Binary Likelihood Future Service	0.97	-0.01	0.98	0.18	-0.02	-0.80%	0.6985
d_govt	Q1K_1, Government Employment, 1st job	0.34	-0.04	0.38	0.48	-0.08	-3.76%	0.6004
d_fpro	First job was for profit	0.38	0.02	0.36	0.49	0.05	2.44%	0.7455

**Exhibit J.8: Female Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.24	0.02	0.22	0.40	0.05	2.13%	0.7281
d_self	Q1K_1, Self-Employment, 1st job	0.04	-0.01	0.04	0.21	-0.04	-0.81%	0.7837

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.9: Black/African American Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.35	0.24	7.11	1.34	0.18	24.14%	0.5637
current_school	Currently in School	0.27	0.04	0.24	0.43	0.08	3.61%	0.6821
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.27	0.10	0.17	1.00	0.10	10.25%	0.3859
public_sector	Original, Reported working govt/public sector in any job	0.41	-0.06	0.46	0.48	-0.12	-5.80%	0.6175
service_others	Reported working in field in service to others	0.48	0.01	0.48	0.49	0.01	0.50%	0.9625
CONCOM	PIII, Connection to Community	0.17	0.48	-0.31	0.99	0.48	47.93%	0.0063 **
GRSSROOT	PIII, Grassroots Efficacy	-0.06	-0.07	0.01	1.01	-0.07	-6.97%	0.6631
KNOWPROB	PIII, Community Problem Identification	0.57	0.17	0.40	0.99	0.17	16.89%	0.3620
HOODOBLG	PIII, Neighborhood Obligations	0.33	-0.04	0.37	0.95	-0.04	-3.66%	0.7436
COMACTV	PIII, Community Based Activism	0.09	0.34	-0.25	1.00	0.34	33.62%	0.0703 ~
vol	Volunteered Last 12 mos, Phase III	0.72	0.14	0.57	0.47	0.30	14.44%	0.1581
hrsvol	No. Hours Volunteered	146.21	-84.45	230.66	305.87	-0.28	-8444.88%	0.3778
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.10	0.38	-0.28	1.01	0.38	37.96%	0.1325
GROWCOM	PIII, Personal Growth through Community Service	0.37	0.21	0.16	0.99	0.21	21.14%	0.3343
LCLCIV	PIII, Local Civic Efficacy	0.26	0.27	-0.02	1.01	0.27	27.19%	0.0522 ~
CIVOBLG	PIII, Civic Obligations	0.15	0.11	0.04	1.00	0.12	11.49%	0.4003
future_service	Original, 3 pt scale on likelihood of future service	1.37	-0.27	1.64	0.57	-0.48	-26.99%	0.0812 ~
social_trust	Social Trust	0.45	0.06	0.39	0.46	0.13	5.96%	0.5063
ENGPOLIT	PIII, Engagement in Political Process	0.16	0.36	-0.21	0.99	0.37	36.38%	0.0105 *
opinion_internet	Expressed opinions using internet	2.37	-0.20	2.57	1.21	-0.17	-20.22%	0.4839
opinion_radio	Expressed opinions on radio call-in	1.37	-0.09	1.46	0.62	-0.15	-9.36%	0.5236
voting_candidate	Talked to others regarding voting for particular candidate or party	2.08	0.37	1.71	1.13	0.33	37.19%	0.0779 ~
contacted_govt	Contacted government official	1.91	0.26	1.64	1.04	0.25	26.22%	0.1152
volunteer_campaign	Worked as volunteer on a campaign	1.56	0.19	1.37	0.75	0.26	19.31%	0.2655
Registered_vote	Registered to vote	0.97	0.02	0.94	0.26	0.09	2.33%	0.4170
voted_2006	Voted in 11/2006 Elections	0.77	0.00	0.77	0.43	-0.01	-0.31%	0.9676
voted_2004	Voted in 2004 Presidential Election	0.89	0.05	0.84	0.33	0.15	4.82%	0.3098
donated_past_year	Donated money in past 12 months	0.76	0.10	0.65	0.41	0.26	10.43%	0.2683
donated_dollar	Total Donated Dollars, q22ab-q22nb	1006.56	-1776.36	2782.92	2624.33	-0.68	-177635.76%	0.1719
GRPINTER	PIII, Constructive Group Interactions	-0.07	0.52	-0.58	1.04	0.50	51.64%	0.0407 *
GRPBEHAV	PIII, Constructive Personal Behavior in Groups	-0.02	0.32	-0.34	1.02	0.31	32.08%	0.1740

**Exhibit J.9: Black/African American Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.56	-0.19	3.76	1.27	-0.15	-19.40%	0.4861
SVCJOB	PIII, Importance of Service-Oriented Careers	0.13	0.00	0.13	1.00	0.00	0.22%	0.9928
income	Income	5.21	-0.61	5.81	2.97	-0.20	-60.73%	0.2563
LIFSATIS	PIII, Life Satisfaction	-0.17	0.11	-0.28	1.00	0.11	11.09%	0.6056
currevents	Activities 1999/00 influenced interest in current events	3.87	0.06	3.81	0.95	0.06	6.03%	0.7699
commvol	Activities 1999/00 influenced commitment to volunteer service	4.14	0.57	3.57	0.96	0.60	57.19%	0.0056 **
familylife	Activities 1999/00 influenced personal and family life	3.71	-0.22	3.93	0.98	-0.23	-22.01%	0.2180
affected_career	Activities 1999/00 affected career choice	0.58	-0.22	0.80	0.48	-0.45	-21.71%	0.0011 **
exposure_career_options	Activities 1999/00 exposed to new career options	0.75	-0.08	0.83	0.43	-0.19	-8.03%	0.2989
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.63	-0.08	0.71	0.48	-0.16	-7.86%	0.3765
connections_to_job	Activities 1999/00 gave connections that helped find job	0.46	-0.15	0.61	0.50	-0.30	-15.06%	0.0909 ~
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.61	0.05	0.56	0.48	0.09	4.53%	0.6130
no_effect_career	Activities 1999/00 had no effect on career	0.30	0.05	0.25	0.43	0.12	5.08%	0.5294
affected_degree	Activities 1999/00 affected degree or major choice	0.39	-0.04	0.43	0.48	-0.08	-3.82%	0.7249
affected_concentration	Activities 1999/00 affected concentration choice	0.39	-0.09	0.48	0.49	-0.18	-8.78%	0.3921
interested_topic	Activities 1999/00 increased interest in topic	0.46	-0.01	0.48	0.50	-0.02	-1.14%	0.9233
importance_education	Activities 1999/00 helped see importance of education	0.72	-0.03	0.75	0.44	-0.07	-3.18%	0.7042
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.70	0.05	0.66	0.48	0.10	4.67%	0.5989
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.10	0.03	0.07	0.29	0.11	3.23%	0.5667
award_helped_cont_educ	Money from 1999/00 helped continue education	0.67	0.29	0.39	0.49	0.58	28.56%	0.0016 **
no_effect_educ	Activities 1999/00 had not effect on education	0.28	0.00	0.27	0.43	0.00	0.20%	0.9829
desire_educ	QC3, Level of Education Expect to Complete	7.35	0.24	7.11	1.34	0.18	24.14%	0.5637
achieved_educ	QC2, Level of Education Completed	7.71	-0.03	7.75	2.01	-0.02	-3.18%	0.9401
d_future_service	Q16, Binary Likelihood Future Service	0.99	0.18	0.81	0.20	0.90	17.86%	0.0089 **
d_govt	Q1K_1, Government Employment, 1st job	0.40	-0.06	0.46	0.48	-0.12	-5.91%	0.6116
d_fpro	First job was for profit	0.36	0.09	0.27	0.48	0.19	9.21%	0.3259

**Exhibit J.9: Black/African American Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.20	0.07	0.13	0.41	0.17	6.79%	0.3764
d_self	Q1K_1, Self-Employment, 1st job	0.04	-0.10	0.14	0.24	-0.42	-10.09%	0.2497

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.10: Hispanic Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.01	-0.75	7.76	1.34	-0.56	-75.45%	0.0186 *
current_school	Currently in School	0.32	0.29	0.02	0.43	0.69	29.46%	0.0502 ~
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.09	-0.12	0.03	1.00	-0.12	-12.49%	0.6888
public_sector	Original, Reported working gov/public sector in any job	0.32	0.07	0.25	0.48	0.14	6.83%	0.6846
service_others	Reported working in field in service to others	0.38	0.43	-0.04	0.49	0.86	42.52%	0.0036 **
CONCOM	PIII, Connection to Community	-0.04	0.22	-0.26	0.99	0.22	22.22%	0.4906
GRSSROOT	PIII, Grassroots Efficacy	-0.19	0.32	-0.51	1.01	0.32	31.98%	0.1763
KNOWPROB	PIII, Community Problem Identification	0.14	0.70	-0.56	0.99	0.71	69.92%	0.0210 *
HOODOBLG	PIII, Neighborhood Obligations	0.26	0.41	-0.15	0.95	0.43	41.06%	0.0247 *
COMACTV	PIII, Community Based Activism	-0.04	0.29	-0.33	1.00	0.29	28.87%	0.3241
vol	Volunteered Last 12 mos, Phase III	0.59	-0.02	0.61	0.47	-0.03	-1.54%	0.9072
hrsvol	No. Hours Volunteered	149.98	NC	NC	305.87	NC	NC	NC
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.26	NC	NC	1.01	NC	NC	NC
GROWCOM	PIII, Personal Growth through Community Service	0.21	NC	NC	0.99	NC	NC	NC
LCLCIV	PIII, Local Civic Efficacy	-0.08	0.26	-0.34	1.01	0.26	25.66%	0.4334
CIVOBLG	PIII, Civic Obligations	0.00	0.12	-0.12	1.00	0.12	12.02%	0.7295
future_service	Original, 3 pt scale on likelihood of future service	1.47	0.11	1.36	0.57	0.20	11.37%	0.5899
social_trust	Social Trust	0.51	-0.12	0.63	0.46	-0.26	-11.97%	0.4794
ENGPOLIT	PIII, Engagement in Political Process	-0.30	-0.37	0.07	0.99	-0.37	-36.70%	0.1714
opinion_internet	Expressed opinions using internet	2.26	-0.62	2.88	1.21	-0.51	-62.13%	0.1669
opinion_radio	Expressed opinions on radio call-in	1.36	0.39	0.96	0.62	0.64	39.12%	0.0022 **
voting_candidate	Talked to others regarding voting for particular candidate or party	1.98	-0.26	2.24	1.13	-0.23	-25.95%	0.4660
contacted_govt	Contacted government official	1.54	-0.01	1.54	1.04	-0.01	-0.93%	0.9683
volunteer_campaign	Worked as volunteer on a campaign	1.19	0.18	1.01	0.75	0.24	18.39%	0.2889
Registered_vote	Registered to vote	0.82	-0.11	0.93	0.26	-0.41	-10.77%	0.0921 ~
voted_2006	Voted in 11/2006 Elections	0.55	-0.28	0.83	0.43	-0.65	-27.78%	0.0207 *
voted_2004	Voted in 2004 Presidential Election	0.72	-0.17	0.89	0.33	-0.52	-16.88%	0.1090
donated_past_year	Donated money in past 12 months	0.70	0.14	0.56	0.41	0.35	14.28%	0.3616
donated_dollar	Total Donated Dollars, q22ab-q22nb	892.39	418.72	473.67	2624.33	0.16	41872.14%	0.2711
GRPINTER	PIII, Constructive Group Interactions	-0.38	-0.49	0.11	1.04	-0.47	-48.97%	0.1263
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.12	0.20	-0.31	1.02	0.19	19.65%	0.5759

**Exhibit J.10: Hispanic Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.56	0.16	3.39	1.27	0.13	16.30%	0.7363
SVCJOB	PIII, Importance of Service-Oriented Careers	0.04	0.91	-0.87	1.00	0.91	91.17%	0.0472 *
income	Income	5.18	-0.42	5.60	2.97	-0.14	-41.85%	0.6883
LIFSATIS	PIII, Life Satisfaction	0.11	0.59	-0.47	1.00	0.58	58.52%	0.0757 ~
currevents	Activities 1999/00 influenced interest in current events	3.89	0.13	3.76	0.95	0.14	13.13%	0.6523
commvol	Activities 1999/00 influenced commitment to volunteer service	4.03	-0.06	4.08	0.96	-0.06	-5.86%	0.8290
familylife	Activities 1999/00 influenced personal and family life	3.96	-0.36	4.32	0.98	-0.37	-35.98%	0.3149
affected_career	Activities 1999/00 affected career choice	0.60	-0.17	0.77	0.48	-0.36	-17.13%	0.1974
exposure_career_options	Activities 1999/00 exposed to new career options	0.84	-0.11	0.94	0.43	-0.25	-10.66%	0.3563
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.65	-0.14	0.79	0.48	-0.29	-13.92%	0.3550
connections_to_job	Activities 1999/00 gave connections that helped find job	0.56	0.18	0.38	0.50	0.36	18.21%	0.2207
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.63	-0.17	0.81	0.48	-0.36	-17.14%	0.2793
no_effect_career	Activities 1999/00 had no effect on career	0.25	-0.05	0.30	0.43	-0.11	-4.80%	0.7527
affected_degree	Activities 1999/00 affected degree or major choice	0.38	-0.20	0.57	0.48	-0.41	-19.77%	0.2700
affected_concentration	Activities 1999/00 affected concentration choice	0.38	-0.28	0.66	0.49	-0.57	-28.07%	0.0584 ~
interested_topic	Activities 1999/00 increased interest in topic	0.53	-0.27	0.80	0.50	-0.54	-26.86%	0.0821 ~
importance_education	Activities 1999/00 helped see importance of education	0.82	-0.03	0.84	0.44	-0.07	-2.88%	0.8379
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.79	-0.12	0.91	0.48	-0.24	-11.73%	0.4016
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.13	0.09	0.03	0.29	0.32	9.34%	0.3472
award_helped_cont_educ	Money from 1999/00 helped continue education	0.80	0.00	0.80	0.49	0.00	0.00%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.15	0.04	0.11	0.43	0.10	4.25%	0.7033
desire_educ	QC3, Level of Education Expect to Complete	7.01	-0.75	7.76	1.34	-0.56	-75.45%	0.0186 *
achieved_educ	QC2, Level of Education Completed	6.78	-0.62	7.40	2.01	-0.31	-61.71%	0.1716
d_future_service	Q16, Binary Likelihood Future Service	0.96	0.00	0.96	0.20	-0.01	-0.10%	0.9894
d_govt	Q1K_1, Government Employment, 1st job	0.31	0.07	0.24	0.48	0.15	6.96%	0.6816
d_fpro	First job was for profit	0.51	-0.02	0.53	0.48	-0.04	-1.89%	0.9068



**Exhibit J.10: Hispanic Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.15	-0.04	0.20	0.41	-0.11	-4.48%	0.7707
d_self	Q1K_1, Self-Employment, 1st job	0.03	-0.01	0.03	0.24	-0.02	-0.59%	0.8244

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.11: White Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.55	-0.17	7.72	1.34	-0.13	-17.21%	0.0787 ~
current_school	Currently in School	0.21	0.02	0.19	0.43	0.05	2.03%	0.6175
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.01	0.02	-0.01	1.00	0.02	1.87%	0.8197
public_sector	Original, Reported working govt/public sector in any job	0.37	0.09	0.28	0.48	0.20	9.41%	0.0609 ~
service_others	Reported working in field in service to others	0.47	0.11	0.35	0.49	0.23	11.48%	0.0294 *
CONCOM	PIII, Connection to Community	0.05	0.11	-0.05	0.99	0.11	10.71%	0.2423
GRSSROOT	PIII, Grassroots Efficacy	0.16	0.38	-0.22	1.01	0.38	37.99%	0.0000 ***
KNOWPROB	PIII, Community Problem Identification	0.06	0.21	-0.15	0.99	0.22	21.26%	0.1138
HOODOBLG	PIII, Neighborhood Obligations	-0.02	0.07	-0.09	0.95	0.07	6.68%	0.3760
COMACTV	PIII, Community Based Activism	0.03	0.11	-0.08	1.00	0.11	11.20%	0.1419
vol	Volunteered Last 12 mos, Phase III	0.63	0.00	0.63	0.47	0.00	0.17%	0.9783
hrsvol	No. Hours Volunteered	91.83	-9.45	101.28	305.87	-0.03	-945.40%	0.7187
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.09	-0.11	0.20	1.01	-0.11	-11.17%	0.5356
GROWCOM	PIII, Personal Growth through Community Service	-0.05	0.09	-0.14	0.99	0.09	9.29%	0.6708
LCLCIV	PIII, Local Civic Efficacy	0.02	0.15	-0.13	1.01	0.15	15.26%	0.1606
CIVOBLG	PIII, Civic Obligations	0.03	0.06	-0.03	1.00	0.06	6.25%	0.5474
future_service	Original, 3 pt scale on likelihood of future service	1.41	-0.02	1.44	0.57	-0.04	-2.17%	0.7379
social_trust	Social Trust	0.83	0.01	0.82	0.46	0.02	1.12%	0.7617
ENGPOLIT	PIII, Engagement in Political Process	0.05	0.03	0.02	0.99	0.03	2.95%	0.8075
opinion_internet	Expressed opinions using internet	2.43	0.10	2.33	1.21	0.08	9.51%	0.4776
opinion_radio	Expressed opinions on radio call-in	1.18	0.04	1.14	0.62	0.07	4.46%	0.2887
voting_candidate	Talked to others regarding voting for particular candidate or party	2.14	0.02	2.12	1.13	0.02	2.21%	0.8323
contacted_govt	Contacted government official	1.98	-0.07	2.04	1.04	-0.06	-6.56%	0.4819
volunteer_campaign	Worked as volunteer on a campaign	1.26	0.01	1.25	0.75	0.01	1.00%	0.8379
Registered_vote	Registered to vote	0.93	-0.02	0.94	0.26	-0.07	-1.81%	0.4610
voted_2006	Voted in 11/2006 Elections	0.77	-0.05	0.82	0.43	-0.12	-5.27%	0.1856
voted_2004	Voted in 2004 Presidential Election	0.89	-0.03	0.92	0.33	-0.09	-2.90%	0.3751
donated_past_year	Donated money in past 12 months	0.81	0.00	0.80	0.41	0.01	0.42%	0.9223
donated_dollar	Total Donated Dollars, q22ab-q22nb	1005.38	99.30	906.08	2624.33	0.04	9930.40%	0.6171
GRPINTER	PIII, Constructive Group Interactions	0.13	0.02	0.10	1.04	0.02	2.34%	0.8436
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.13	0.10	0.03	1.02	0.09	9.65%	0.3847

**Exhibit J.11: White Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.72	0.09	3.63	1.27	0.07	8.55%	0.6009
SVCJOB	PIII, Importance of Service-Oriented Careers	0.06	0.08	-0.01	1.00	0.08	7.77%	0.4622
income	Income	5.49	-0.09	5.58	2.97	-0.03	-8.51%	0.7914
LIFSATIS	PIII, Life Satisfaction	0.13	0.28	-0.14	1.00	0.28	27.84%	0.0089 **
currevents	Activities 1999/00 influenced interest in current events	3.59	-0.12	3.71	0.95	-0.13	-12.30%	0.1825
commvol	Activities 1999/00 influenced commitment to volunteer service	3.93	0.56	3.37	0.96	0.59	56.34%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.73	-0.26	4.00	0.98	-0.27	-26.37%	0.0005 ***
affected_career	Activities 1999/00 affected career choice	0.56	-0.09	0.65	0.48	-0.19	-8.99%	0.1682
exposure_career_options	Activities 1999/00 exposed to new career options	0.80	0.14	0.66	0.43	0.33	14.27%	0.0145 *
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.62	-0.01	0.63	0.48	-0.01	-0.63%	0.9244
connections_to_job	Activities 1999/00 gave connections that helped find job	0.46	0.05	0.41	0.50	0.10	4.99%	0.3807
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.70	0.15	0.55	0.48	0.31	15.06%	0.0120 *
no_effect_career	Activities 1999/00 had no effect on career	0.20	-0.08	0.29	0.43	-0.20	-8.38%	0.1808
affected_degree	Activities 1999/00 affected degree or major choice	0.31	-0.16	0.47	0.48	-0.33	-15.74%	0.0103 *
affected_concentration	Activities 1999/00 affected concentration choice	0.35	-0.14	0.49	0.49	-0.28	-13.74%	0.0368 *
interested_topic	Activities 1999/00 increased interest in topic	0.46	0.03	0.43	0.50	0.06	2.80%	0.5959
importance_education	Activities 1999/00 helped see importance of education	0.61	-0.21	0.82	0.44	-0.48	-21.25%	0.0000 ***
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.51	-0.08	0.58	0.48	-0.16	-7.65%	0.2411
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.08	0.01	0.07	0.29	0.04	1.14%	0.5217
award_helped_cont_educ	Money from 1999/00 helped continue education	0.47	0.24	0.22	0.49	0.49	24.12%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.25	0.00	0.25	0.43	-0.01	-0.48%	0.9089
desire_educ	QC3, Level of Education Expect to Complete	7.55	-0.17	7.72	1.34	-0.13	-17.21%	0.0787 ~
achieved_educ	QC2, Level of Education Completed	8.47	-0.29	8.76	2.01	-0.15	-29.22%	0.2084
d_future_service	Q16, Binary Likelihood Future Service	0.96	0.00	0.96	0.20	-0.01	-0.10%	0.9645
d_govt	Q1K_1, Government Employment, 1st job	0.36	0.10	0.26	0.48	0.21	10.28%	0.0430 *
d_fpro	First job was for profit	0.30	-0.08	0.37	0.48	-0.16	-7.57%	0.1583

**Exhibit J.11: White Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.28	-0.01	0.29	0.41	-0.01	-0.55%	0.9402
d_self	Q1K_1, Self-Employment, 1st job	0.06	-0.02	0.08	0.24	-0.09	-2.15%	0.4820

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.12: Non-White Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.23	0.06	7.18	1.34	0.04	5.60%	0.8527
current_school	Currently in School	0.26	0.07	0.19	0.43	0.17	7.39%	0.1393
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.15	0.01	0.14	1.00	0.01	0.64%	0.9528
public_sector	Original, Reported working govt/public sector in any job	0.38	0.08	0.30	0.48	0.17	8.06%	0.2513
service_others	Reported working in field in service to others	0.44	0.18	0.26	0.49	0.37	18.10%	0.0051 **
CONCOM	PIII, Connection to Community	0.09	0.45	-0.36	0.99	0.45	45.06%	0.0004 ***
GRSSROOT	PIII, Grassroots Efficacy	-0.09	0.14	-0.24	1.01	0.14	14.04%	0.2381
KNOWPROB	PIII, Community Problem Identification	0.34	0.31	0.03	0.99	0.31	31.09%	0.0623 ~
HOODOBLG	PIII, Neighborhood Obligations	0.24	-0.02	0.26	0.95	-0.02	-2.11%	0.7834
COMACTV	PIII, Community Based Activism	0.02	0.28	-0.25	1.00	0.28	27.65%	0.0278 *
vol	Volunteered Last 12 mos, Phase III	0.65	0.06	0.59	0.47	0.14	6.42%	0.3430
hrsvol	No. Hours Volunteered	137.12	9.55	127.57	305.87	0.03	954.57%	0.8525
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.14	0.29	-0.15	1.01	0.29	29.46%	0.1528
GROWCOM	PIII, Personal Growth through Community Service	0.31	-0.08	0.38	0.99	-0.08	-7.67%	0.7166
LCLCIV	PIII, Local Civic Efficacy	0.14	0.50	-0.36	1.01	0.50	50.29%	0.0024 **
CIVOBLG	PIII, Civic Obligations	0.00	0.12	-0.12	1.00	0.12	11.56%	0.3170
future_service	Original, 3 pt scale on likelihood of future service	1.43	-0.14	1.57	0.57	-0.25	-14.10%	0.2279
social_trust	Social Trust	0.53	-0.03	0.55	0.46	-0.06	-2.75%	0.7073
ENGPOLIT	PIII, Engagement in Political Process	-0.07	0.35	-0.42	0.99	0.35	34.99%	0.0620 ~
opinion_internet	Expressed opinions using internet	2.33	0.03	2.29	1.21	0.03	3.44%	0.8971
opinion_radio	Expressed opinions on radio call-in	1.35	0.11	1.24	0.62	0.18	11.05%	0.2471
voting_candidate	Talked to others regarding voting for particular candidate or party	2.05	0.32	1.73	1.13	0.28	31.65%	0.0605 ~
contacted_govt	Contacted government official	1.80	0.31	1.49	1.04	0.30	30.96%	0.0561 ~
volunteer_campaign	Worked as volunteer on a campaign	1.40	0.20	1.20	0.75	0.26	19.55%	0.0742 ~
Registered_vote	Registered to vote	0.91	0.03	0.88	0.26	0.12	3.16%	0.2201
voted_2006	Voted in 11/2006 Elections	0.69	-0.09	0.78	0.43	-0.20	-8.74%	0.0773 ~
voted_2004	Voted in 2004 Presidential Election	0.82	0.03	0.79	0.33	0.08	2.78%	0.4961
donated_past_year	Donated money in past 12 months	0.74	0.15	0.59	0.41	0.37	15.19%	0.1341
donated_dollar	Total Donated Dollars, q22ab-q22nb	909.01	-550.55	1459.57	2624.33	-0.21	-55055.05%	0.2831
GRPINTER	PIII, Constructive Group Interactions	-0.19	0.51	-0.70	1.04	0.49	50.56%	0.0460 *
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.05	0.46	-0.51	1.02	0.45	45.87%	0.0476 *

**Exhibit J.12: Non-White Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.59	0.36	3.23	1.27	0.29	36.47%	0.1202
SVCJOB	PIII, Importance of Service-Oriented Careers	0.12	0.45	-0.33	1.00	0.45	45.04%	0.0267 *
income	Income	5.31	-0.17	5.47	2.97	-0.06	-16.52%	0.6749
LIFSATIS	PIII, Life Satisfaction	-0.08	0.31	-0.39	1.00	0.31	31.20%	0.0945 ~
currevents	Activities 1999/00 influenced interest in current events	3.85	0.06	3.79	0.95	0.06	5.98%	0.7277
commvol	Activities 1999/00 influenced commitment to volunteer service	4.09	0.46	3.62	0.96	0.48	46.09%	0.0003 ***
familylife	Activities 1999/00 influenced personal and family life	3.77	-0.37	4.14	0.98	-0.38	-36.83%	0.0055 **
affected_career	Activities 1999/00 affected career choice	0.59	-0.18	0.77	0.48	-0.38	-18.41%	0.0007 ***
exposure_career_options	Activities 1999/00 exposed to new career options	0.78	-0.04	0.82	0.43	-0.10	-4.10%	0.4260
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.64	-0.10	0.73	0.48	-0.20	-9.51%	0.0987 ~
connections_to_job	Activities 1999/00 gave connections that helped find job	0.49	-0.02	0.51	0.50	-0.03	-1.61%	0.8365
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.62	0.02	0.60	0.48	0.04	1.96%	0.7748
no_effect_career	Activities 1999/00 had no effect on career	0.26	0.03	0.24	0.43	0.06	2.58%	0.6312
affected_degree	Activities 1999/00 affected degree or major choice	0.35	-0.15	0.50	0.48	-0.30	-14.68%	0.0673 ~
affected_concentration	Activities 1999/00 affected concentration choice	0.37	-0.12	0.49	0.49	-0.25	-12.11%	0.0904 ~
interested_topic	Activities 1999/00 increased interest in topic	0.48	0.06	0.41	0.50	0.13	6.38%	0.4904
importance_education	Activities 1999/00 helped see importance of education	0.74	-0.06	0.80	0.44	-0.13	-5.89%	0.2969
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.69	-0.07	0.77	0.48	-0.15	-7.36%	0.2177
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.11	0.02	0.09	0.29	0.07	1.92%	0.6723
award_helped_cont_educ	Money from 1999/00 helped continue education	0.69	0.36	0.34	0.49	0.73	35.60%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.25	0.05	0.20	0.43	0.11	4.88%	0.3278
desire_educ	QC3, Level of Education Expect to Complete	7.23	0.06	7.18	1.34	0.04	5.60%	0.8527
achieved_educ	QC2, Level of Education Completed	7.50	0.07	7.43	2.01	0.03	6.74%	0.8475
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.12	0.86	0.20	0.59	11.58%	0.0334 *
d_govt	Q1K_1, Government Employment, 1st job	0.38	0.08	0.29	0.48	0.18	8.44%	0.2268
d_fpro	First job was for profit	0.39	-0.08	0.47	0.48	-0.16	-7.50%	0.3949

**Exhibit J.12: Non-White Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.18	0.03	0.14	0.41	0.08	3.37%	0.5951
d_self	Q1K_1, Self-Employment, 1st job	0.05	-0.04	0.09	0.24	-0.18	-4.31%	0.4948

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$

**Exhibit J.13: Black/African American Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.25	NC	NC	1.08	NC	NC	NC
current_school	Currently in School	0.33	NC	NC	0.43	NC	NC	NC
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.26	NC	NC	0.92	NC	NC	NC
public_sector	Original, Reported working govt/public sector in any job	0.19	NC	NC	0.49	NC	NC	NC
service_others	Reported working in field in service to others	0.24	NC	NC	0.50	NC	NC	NC
CONCOM	PIII, Connection to Community	-0.73	NC	NC	0.96	NC	NC	NC
GRSSROOT	PIII, Grassroots Efficacy	0.00	NC	NC	0.87	NC	NC	NC
KNOWPROB	PIII, Community Problem Identification	-0.50	NC	NC	0.94	NC	NC	NC
HOODOBLG	PIII, Neighborhood Obligations	0.16	NC	NC	1.02	NC	NC	NC
COMACTV	PIII, Community Based Activism	-0.50	NC	NC	0.94	NC	NC	NC
vol	Volunteered Last 12 mos, Phase III	0.50	NC	NC	0.49	NC	NC	NC
hrsvol	No. Hours Volunteered	244.63	NC	NC	276.03	NC	NC	NC
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.48	NC	NC	0.89	NC	NC	NC
GROWCOM	PIII, Personal Growth through Community Service	0.07	NC	NC	0.99	NC	NC	NC
LCLCIV	PIII, Local Civic Efficacy	-0.08	NC	NC	0.94	NC	NC	NC
CIVOBLG	PIII, Civic Obligations	-0.38	NC	NC	0.93	NC	NC	NC
future_service	Original, 3 pt scale on likelihood of future service	1.45	NC	NC	0.54	NC	NC	NC
social_trust	Social Trust	0.60	NC	NC	0.39	NC	NC	NC
ENGPOLIT	PIII, Engagement in Political Process	-1.02	NC	NC	0.99	NC	NC	NC
opinion_internet	Expressed opinions using internet	2.46	NC	NC	1.20	NC	NC	NC
opinion_radio	Expressed opinions on radio call-in	1.44	NC	NC	0.46	NC	NC	NC
voting_candidate	Talked to others regarding voting for particular candidate or party	2.38	NC	NC	1.09	NC	NC	NC
contacted_govt	Contacted government official	1.99	NC	NC	1.04	NC	NC	NC
volunteer_campaign	Worked as volunteer on a campaign	1.61	NC	NC	0.65	NC	NC	NC
Registered_vote	Registered to vote	0.89	NC	NC	0.23	NC	NC	NC
voted_2006	Voted in 11/2006 Elections	0.55	NC	NC	0.41	NC	NC	NC
voted_2004	Voted in 2004 Presidential Election	0.67	NC	NC	0.28	NC	NC	NC
donated_past_year	Donated money in past 12 months	0.60	NC	NC	0.40	NC	NC	NC
donated_dollar	Total Donated Dollars, q22ab-q22nb	821.61	NC	NC	2068.00	NC	NC	NC
GRPINTER	PIII, Constructive Group Interactions	-0.21	NC	NC	0.81	NC	NC	NC
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-1.45	NC	NC	0.92	NC	NC	NC



**Exhibit J.13: Black/African American Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	4.00	NC	NC	1.23	NC	NC	NC
SVCJOB	PIII, Importance of Service-Oriented Careers	-0.04	NC	NC	0.97	NC	NC	NC
income	Income	4.87	NC	NC	2.84	NC	NC	NC
LIFSATIS	PIII, Life Satisfaction	0.28	NC	NC	0.84	NC	NC	NC
currevents	Activities 1999/00 influenced interest in current events	3.27	NC	NC	0.95	NC	NC	NC
commvol	Activities 1999/00 influenced commitment to volunteer service	4.10	NC	NC	0.87	NC	NC	NC
familylife	Activities 1999/00 influenced personal and family life	3.94	NC	NC	0.92	NC	NC	NC
affected_career	Activities 1999/00 affected career choice	0.49	NC	NC	0.48	NC	NC	NC
exposure_career_options	Activities 1999/00 exposed to new career options	0.50	NC	NC	0.41	NC	NC	NC
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.49	NC	NC	0.50	NC	NC	NC
connections_to_job	Activities 1999/00 gave connections that helped find job	0.22	NC	NC	0.48	NC	NC	NC
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.21	NC	NC	0.47	NC	NC	NC
no_effect_career	Activities 1999/00 had no effect on career	0.33	NC	NC	0.39	NC	NC	NC
affected_degree	Activities 1999/00 affected degree or major choice	0.05	NC	NC	0.48	NC	NC	NC
affected_concentration	Activities 1999/00 affected concentration choice	0.28	NC	NC	0.48	NC	NC	NC
interested_topic	Activities 1999/00 increased interest in topic	0.16	NC	NC	0.49	NC	NC	NC
importance_education	Activities 1999/00 helped see importance of education	0.49	NC	NC	0.48	NC	NC	NC
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.23	NC	NC	0.49	NC	NC	NC
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.23	NC	NC	0.25	NC	NC	NC
award_helped_cont_educ	Money from 1999/00 helped continue education	0.77	NC	NC	0.48	NC	NC	NC
no_effect_educ	Activities 1999/00 had not effect on education	0.11	NC	NC	0.43	NC	NC	NC
desire_educ	QC3, Level of Education Expect to Complete	7.25	NC	NC	1.08	NC	NC	NC
achieved_educ	QC2, Level of Education Completed	7.62	NC	NC	1.67	NC	NC	NC
d_future_service	Q16, Binary Likelihood Future Service	0.95	NC	NC	0.18	NC	NC	NC
d_govt	Q1K_1, Government Employment, 1st job	0.19	NC	NC	0.48	NC	NC	NC
d_fpro	First job was for profit	0.69	NC	NC	0.49	NC	NC	NC

**Exhibit J.13: Black/African American Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.06	NC	NC	0.40	NC	NC	NC
d_self	Q1K_1, Self-Employment, 1st job	0.06	NC	NC	0.21	NC	NC	NC

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.14: Hispanic Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	8.02	NC	NC	1.08	NC	NC	NC
current_school	Currently in School	0.35	NC	NC	0.43	NC	NC	NC
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.13	NC	NC	0.92	NC	NC	NC
public_sector	Original, Reported working govt/public sector in any job	0.51	NC	NC	0.49	NC	NC	NC
service_others	Reported working in field in service to others	0.47	NC	NC	0.50	NC	NC	NC
CONCOM	PIII, Connection to Community	-0.21	NC	NC	0.96	NC	NC	NC
GRSSROOT	PIII, Grassroots Efficacy	0.03	NC	NC	0.87	NC	NC	NC
KNOWPROB	PIII, Community Problem Identification	0.29	NC	NC	0.94	NC	NC	NC
HOODOBLG	PIII, Neighborhood Obligations	0.17	NC	NC	1.02	NC	NC	NC
COMACTV	PIII, Community Based Activism	0.30	NC	NC	0.94	NC	NC	NC
vol	Volunteered Last 12 mos, Phase III	0.68	NC	NC	0.49	NC	NC	NC
hrsvol	No. Hours Volunteered	71.03	NC	NC	276.03	NC	NC	NC
EFFCTCOM	PIII, Personal Effectiveness of Community Service	-0.24	NC	NC	0.89	NC	NC	NC
GROWCOM	PIII, Personal Growth through Community Service	-0.44	NC	NC	0.99	NC	NC	NC
LCLCIV	PIII, Local Civic Efficacy	-0.03	NC	NC	0.94	NC	NC	NC
CIVOBLG	PIII, Civic Obligations	0.21	NC	NC	0.93	NC	NC	NC
future_service	Original, 3 pt scale on likelihood of future service	1.32	NC	NC	0.54	NC	NC	NC
social_trust	Social Trust	0.68	NC	NC	0.39	NC	NC	NC
ENGPOLIT	PIII, Engagement in Political Process	-0.13	NC	NC	0.99	NC	NC	NC
opinion_internet	Expressed opinions using internet	2.84	NC	NC	1.20	NC	NC	NC
opinion_radio	Expressed opinions on radio call-in	1.38	NC	NC	0.46	NC	NC	NC
voting_candidate	Talked to others regarding voting for particular candidate or party	2.68	NC	NC	1.09	NC	NC	NC
contacted_govt	Contacted government official	1.84	NC	NC	1.04	NC	NC	NC
volunteer_campaign	Worked as volunteer on a campaign	1.41	NC	NC	0.65	NC	NC	NC
Registered_vote	Registered to vote	0.84	NC	NC	0.23	NC	NC	NC
voted_2006	Voted in 11/2006 Elections	0.76	NC	NC	0.41	NC	NC	NC
voted_2004	Voted in 2004 Presidential Election	0.94	NC	NC	0.28	NC	NC	NC
donated_past_year	Donated money in past 12 months	0.82	NC	NC	0.40	NC	NC	NC
donated_dollar	Total Donated Dollars, q22ab-q22nb	1066.30	NC	NC	2068.00	NC	NC	NC
GRPINTER	PIII, Constructive Group Interactions	0.10	NC	NC	0.81	NC	NC	NC
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.19	NC	NC	0.92	NC	NC	NC

**Exhibit J.14: Hispanic Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	4.02	NC	NC	1.23	NC	NC	NC
SVCJOB	PIII, Importance of Service-Oriented Careers	0.77	NC	NC	0.97	NC	NC	NC
income	Income	6.47	NC	NC	2.84	NC	NC	NC
LIFSATIS	PIII, Life Satisfaction	-0.28	NC	NC	0.84	NC	NC	NC
currevents	Activities 1999/00 influenced interest in current events	3.73	NC	NC	0.95	NC	NC	NC
commvol	Activities 1999/00 influenced commitment to volunteer service	4.22	NC	NC	0.87	NC	NC	NC
familylife	Activities 1999/00 influenced personal and family life	4.10	NC	NC	0.92	NC	NC	NC
affected_career	Activities 1999/00 affected career choice	0.68	NC	NC	0.48	NC	NC	NC
exposure_career_options	Activities 1999/00 exposed to new career options	0.94	NC	NC	0.41	NC	NC	NC
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.53	NC	NC	0.50	NC	NC	NC
connections_to_job	Activities 1999/00 gave connections that helped find job	0.37	NC	NC	0.48	NC	NC	NC
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.51	NC	NC	0.47	NC	NC	NC
no_effect_career	Activities 1999/00 had no effect on career	0.28	NC	NC	0.39	NC	NC	NC
affected_degree	Activities 1999/00 affected degree or major choice	0.35	NC	NC	0.48	NC	NC	NC
affected_concentration	Activities 1999/00 affected concentration choice	0.45	NC	NC	0.48	NC	NC	NC
interested_topic	Activities 1999/00 increased interest in topic	0.41	NC	NC	0.49	NC	NC	NC
importance_education	Activities 1999/00 helped see importance of education	0.61	NC	NC	0.48	NC	NC	NC
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.59	NC	NC	0.49	NC	NC	NC
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.00	NC	NC	0.25	NC	NC	NC
award_helped_cont_educ	Money from 1999/00 helped continue education	0.71	NC	NC	0.48	NC	NC	NC
no_effect_educ	Activities 1999/00 had not effect on education	0.16	NC	NC	0.43	NC	NC	NC
desire_educ	QC3, Level of Education Expect to Complete	8.02	NC	NC	1.08	NC	NC	NC
achieved_educ	QC2, Level of Education Completed	8.40	NC	NC	1.67	NC	NC	NC
d_future_service	Q16, Binary Likelihood Future Service	1.00	NC	NC	0.18	NC	NC	NC
d_govt	Q1K_1, Government Employment, 1st job	0.38	NC	NC	0.48	NC	NC	NC
d_fpro	First job was for profit	0.18	NC	NC	0.49	NC	NC	NC

**Exhibit J.14: Hispanic Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.33	NC	NC	0.40	NC	NC	NC
d_self	Q1K_1, Self-Employment, 1st job	0.10	NC	NC	0.21	NC	NC	NC

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.15: White Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.83	-0.01	7.84	1.08	-0.01	-1.06%	0.9327
current_school	Currently in School	0.25	0.03	0.22	0.43	0.08	3.46%	0.5893
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.02	0.23	-0.25	0.92	0.25	22.64%	0.0435 *
public_sector	Original, Reported working govt/public sector in any job	0.38	0.00	0.38	0.49	0.01	0.39%	0.9565
service_others	Reported working in field in service to others	0.45	0.07	0.38	0.50	0.14	6.74%	0.3350
CONCOM	PIII, Connection to Community	0.15	0.39	-0.24	0.96	0.41	39.08%	0.0014 **
GRSSROOT	PIII, Grassroots Efficacy	0.30	0.31	-0.01	0.87	0.36	30.97%	0.0123 *
KNOWPROB	PIII, Community Problem Identification	-0.20	0.14	-0.34	0.94	0.15	13.71%	0.2710
HOODOBLG	PIII, Neighborhood Obligations	-0.05	0.18	-0.23	1.02	0.18	18.32%	0.2200
COMACTV	PIII, Community Based Activism	-0.12	0.16	-0.28	0.94	0.17	15.93%	0.1502
vol	Volunteered Last 12 mos, Phase III	0.65	0.13	0.52	0.49	0.27	12.95%	0.0520 ~
hrsvol	No. Hours Volunteered	116.96	-0.41	117.37	276.03	0.00	-40.61%	0.9950
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.15	0.46	-0.31	0.89	0.52	45.79%	0.0388 *
GROWCOM	PIII, Personal Growth through Community Service	-0.10	0.20	-0.29	0.99	0.20	19.68%	0.3550
LCLCIV	PIII, Local Civic Efficacy	0.06	0.28	-0.23	0.94	0.30	28.26%	0.0242 *
CIVOBLG	PIII, Civic Obligations	0.00	0.12	-0.12	0.93	0.13	11.70%	0.3528
future_service	Original, 3 pt scale on likelihood of future service	1.28	-0.21	1.49	0.54	-0.39	-21.26%	0.0069 **
social_trust	Social Trust	0.87	0.18	0.69	0.39	0.46	17.88%	0.0018 **
ENGPOLIT	PIII, Engagement in Political Process	-0.02	0.21	-0.23	0.99	0.21	20.86%	0.0663 ~
opinion_internet	Expressed opinions using internet	2.30	-0.28	2.58	1.20	-0.23	-28.04%	0.0481 *
opinion_radio	Expressed opinions on radio call-in	1.12	-0.04	1.16	0.46	-0.10	-4.49%	0.5123
voting_candidate	Talked to others regarding voting for particular candidate or party	2.21	0.00	2.21	1.09	0.00	-0.16%	0.9905
contacted_govt	Contacted government official	1.95	0.14	1.81	1.04	0.14	14.28%	0.2923
volunteer_campaign	Worked as volunteer on a campaign	1.26	0.09	1.17	0.65	0.14	8.91%	0.2763
Registered_vote	Registered to vote	0.95	-0.03	0.97	0.23	-0.11	-2.64%	0.2598
voted_2006	Voted in 11/2006 Elections	0.80	-0.01	0.81	0.41	-0.03	-1.06%	0.8370
voted_2004	Voted in 2004 Presidential Election	0.93	-0.02	0.95	0.28	-0.07	-1.92%	0.5050
donated_past_year	Donated money in past 12 months	0.82	0.08	0.74	0.40	0.19	7.64%	0.2230
donated_dollar	Total Donated Dollars, q22ab-q22nb	902.00	-151.24	1053.24	2068.00	-0.07	-15124.39%	0.7099
GRPINTER	PIII, Constructive Group Interactions	0.17	0.19	-0.02	0.81	0.23	18.87%	0.0815 ~
GRPBEHAV	PIII, Constructive Personal Behavior in Groups	0.02	0.20	-0.19	0.92	0.22	20.38%	0.0836 ~

**Exhibit J.15: White Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.83	0.27	3.56	1.23	0.22	26.88%	0.1410
SVCJOB	PIII, Importance of Service-Oriented Careers	0.08	0.21	-0.13	0.97	0.22	21.21%	0.0976 ~
income	Income	6.12	-0.07	6.20	2.84	-0.03	-7.45%	0.8312
LIFSATIS	PIII, Life Satisfaction	0.35	0.23	0.13	0.84	0.27	22.73%	0.0211 *
currevents	Activities 1999/00 influenced interest in current events	3.77	0.09	3.68	0.95	0.10	9.14%	0.4328
commvol	Activities 1999/00 influenced commitment to volunteer service	4.22	0.92	3.30	0.87	1.05	91.70%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.97	0.11	3.86	0.92	0.12	11.39%	0.3011
affected_career	Activities 1999/00 affected career choice	0.61	-0.06	0.67	0.48	-0.13	-6.07%	0.3594
exposure_career_options	Activities 1999/00 exposed to new career options	0.84	0.14	0.70	0.41	0.34	13.98%	0.0228 *
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.56	0.02	0.54	0.50	0.04	2.13%	0.7402
connections_to_job	Activities 1999/00 gave connections that helped find job	0.30	-0.13	0.44	0.48	-0.28	-13.48%	0.0458 *
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.73	0.12	0.61	0.47	0.26	12.44%	0.0551 ~
no_effect_career	Activities 1999/00 had no effect on career	0.15	-0.10	0.25	0.39	-0.27	-10.41%	0.0617 ~
affected_degree	Activities 1999/00 affected degree or major choice	0.31	-0.14	0.46	0.48	-0.30	-14.47%	0.0285 *
affected_concentration	Activities 1999/00 affected concentration choice	0.31	-0.16	0.47	0.48	-0.34	-15.99%	0.0172 *
interested_topic	Activities 1999/00 increased interest in topic	0.41	-0.16	0.57	0.49	-0.33	-16.42%	0.0107 *
importance_education	Activities 1999/00 helped see importance of education	0.58	-0.15	0.73	0.48	-0.31	-14.98%	0.0163 *
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.42	-0.21	0.63	0.49	-0.43	-21.36%	0.0014 **
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.07	0.02	0.05	0.25	0.10	2.36%	0.4274
award_helped_cont_educ	Money from 1999/00 helped continue education	0.35	-0.04	0.38	0.48	-0.07	-3.59%	0.5898
no_effect_educ	Activities 1999/00 had not effect on education	0.25	-0.05	0.30	0.43	-0.12	-5.19%	0.3954
desire_educ	QC3, Level of Education Expect to Complete	7.83	-0.01	7.84	1.08	-0.01	-1.06%	0.9327
achieved_educ	QC2, Level of Education Completed	8.80	0.00	8.80	1.67	0.00	-0.16%	0.9922
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.02	0.96	0.18	0.03	1.53%	0.5477
d_govt	Q1K_1, Government Employment, 1st job	0.37	0.00	0.36	0.48	0.01	0.47%	0.9471
d_fpro	First job was for profit	0.37	0.02	0.36	0.49	0.03	1.60%	0.8150

**Exhibit J.15: White Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.23	-0.01	0.24	0.40	-0.02	-0.87%	0.8947
d_self	Q1K_1, Self-Employment, 1st job	0.03	-0.01	0.04	0.21	-0.06	-1.20%	0.7077

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$



**Exhibit J.16: Non-White Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.83	0.43	7.40	1.08	0.40	42.99%	0.4030
current_school	Currently in School	0.29	-0.06	0.35	0.43	-0.14	-5.87%	0.7359
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.18	-0.36	0.54	0.92	-0.39	-35.98%	0.2587
public_sector	Original, Reported working govt/public sector in any job	0.39	-0.04	0.42	0.49	-0.07	-3.50%	0.9089
service_others	Reported working in field in service to others	0.33	0.24	0.09	0.50	0.49	24.31%	0.3737
CONCOM	PIII, Connection to Community	-0.44	0.14	-0.58	0.96	0.15	14.05%	0.7340
GRSSROOT	PIII, Grassroots Efficacy	0.12	-0.03	0.15	0.87	-0.03	-2.77%	0.9331
KNOWPROB	PIII, Community Problem Identification	-0.21	0.65	-0.87	0.94	0.69	65.26%	0.0460 *
HOODOBLG	PIII, Neighborhood Obligations	0.17	0.31	-0.14	1.02	0.30	30.79%	0.2816
COMACTV	PIII, Community Based Activism	-0.13	-0.27	0.14	0.94	-0.29	-27.17%	0.4428
vol	Volunteered Last 12 mos, Phase III	0.56	-0.13	0.69	0.49	-0.27	-12.99%	0.5168
hrsvol	No. Hours Volunteered	154.71	NC	NC	276.03	NC	NC	NC
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.09	NC	NC	0.89	NC	NC	NC
GROWCOM	PIII, Personal Growth through Community Service	-0.17	NC	NC	0.99	NC	NC	NC
LCLCIV	PIII, Local Civic Efficacy	-0.04	0.31	-0.35	0.94	0.33	30.98%	0.2874
CIVOBLG	PIII, Civic Obligations	-0.03	0.26	-0.29	0.93	0.27	25.53%	0.4526
future_service	Original, 3 pt scale on likelihood of future service	1.40	-0.07	1.47	0.54	-0.13	-7.14%	0.6448
social_trust	Social Trust	0.69	0.10	0.60	0.39	0.25	9.66%	0.6079
ENGPOLIT	PIII, Engagement in Political Process	-0.50	-0.16	-0.35	0.99	-0.16	-15.84%	0.6968
opinion_internet	Expressed opinions using internet	2.55	-0.28	2.82	1.20	-0.23	-27.84%	0.6058
opinion_radio	Expressed opinions on radio call-in	1.29	0.09	1.21	0.46	0.19	8.87%	0.6597
voting_candidate	Talked to others regarding voting for particular candidate or party	2.32	-0.16	2.48	1.09	-0.15	-16.08%	0.5756
contacted_govt	Contacted government official	1.77	0.10	1.67	1.04	0.09	9.71%	0.7602
volunteer_campaign	Worked as volunteer on a campaign	1.37	0.19	1.19	0.65	0.29	18.77%	0.3637
Registered_vote	Registered to vote	0.86	-0.05	0.91	0.23	-0.21	-4.84%	0.7443
voted_2006	Voted in 11/2006 Elections	0.65	-0.09	0.74	0.41	-0.22	-9.18%	0.6280
voted_2004	Voted in 2004 Presidential Election	0.78	-0.13	0.90	0.28	-0.46	-12.80%	0.4615
donated_past_year	Donated money in past 12 months	0.71	-0.09	0.81	0.40	-0.24	-9.48%	0.5050
donated_dollar	Total Donated Dollars, q22ab-q22nb	1331.74	858.51	473.23	2068.00	0.42	85851.11%	0.8154
GRPINTER	PIII, Constructive Group Interactions	0.07	-0.14	0.21	0.81	-0.17	-13.71%	0.6407
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.35	-0.13	-0.22	0.92	-0.14	-12.57%	0.7474

**Exhibit J.16: Non-White Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.93	0.56	3.36	1.23	0.46	56.14%	0.1260
SVCJOB	PIII, Importance of Service-Oriented Careers	0.30	0.63	-0.33	0.97	0.65	63.34%	0.1233
income	Income	5.83	0.36	5.47	2.84	0.13	36.22%	0.7603
LIFSATIS	PIII, Life Satisfaction	0.10	0.02	0.08	0.84	0.03	2.26%	0.9499
currevents	Activities 1999/00 influenced interest in current events	3.53	-0.26	3.79	0.95	-0.27	-25.77%	0.4261
commvol	Activities 1999/00 influenced commitment to volunteer service	4.14	0.60	3.54	0.87	0.69	60.29%	0.1451
familylife	Activities 1999/00 influenced personal and family life	4.02	-0.09	4.11	0.92	-0.10	-8.86%	0.7825
affected_career	Activities 1999/00 affected career choice	0.53	0.04	0.49	0.48	0.07	3.58%	0.8292
exposure_career_options	Activities 1999/00 exposed to new career options	0.73	0.08	0.64	0.41	0.20	8.13%	0.6320
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.49	0.10	0.39	0.50	0.20	9.87%	0.6254
connections_to_job	Activities 1999/00 gave connections that helped find job	0.28	-0.32	0.60	0.48	-0.68	-32.45%	0.1617
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.41	-0.23	0.64	0.47	-0.49	-23.17%	0.3434
no_effect_career	Activities 1999/00 had no effect on career	0.36	0.21	0.15	0.39	0.52	20.58%	0.2186
affected_degree	Activities 1999/00 affected degree or major choice	0.18	0.12	0.06	0.48	0.25	11.94%	0.4387
affected_concentration	Activities 1999/00 affected concentration choice	0.30	0.01	0.28	0.48	0.03	1.38%	0.9303
interested_topic	Activities 1999/00 increased interest in topic	0.31	0.04	0.27	0.49	0.07	3.55%	0.8549
importance_education	Activities 1999/00 helped see importance of education	0.53	0.11	0.41	0.48	0.24	11.41%	0.5780
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.40	0.16	0.24	0.49	0.32	15.97%	0.3261
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.09	-0.08	0.17	0.25	-0.34	-8.28%	0.4290
award_helped_cont_educ	Money from 1999/00 helped continue education	0.64	0.28	0.36	0.48	0.59	28.26%	0.2166
no_effect_educ	Activities 1999/00 had not effect on education	0.16	-0.22	0.38	0.43	-0.52	-22.36%	0.1294
desire_educ	QC3, Level of Education Expect to Complete	7.83	0.43	7.40	1.08	0.40	42.99%	0.4030
achieved_educ	QC2, Level of Education Completed	8.27	-0.48	8.74	1.67	-0.29	-47.71%	0.3129
d_future_service	Q16, Binary Likelihood Future Service	0.98	0.08	0.90	0.18	0.17	8.05%	0.1400
d_govt	Q1K_1, Government Employment, 1st job	0.34	-0.08	0.42	0.48	-0.18	-8.42%	0.7792
d_fpro	First job was for profit	0.41	-0.03	0.44	0.49	-0.06	-3.13%	0.9280

**Exhibit J.16: Non-White Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.19	0.00	0.18	0.40	0.01	0.22%	0.9917
d_self	Q1K_1, Self-Employment, 1st job	0.07	0.11	-0.05	0.21	0.53	11.34%	0.4405

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.17: Oldest Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	6.88	0.24	6.64	1.34	0.18	23.87%	0.4274
current_school	Currently in School	0.18	0.08	0.09	0.43	0.20	8.40%	0.1181
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.17	0.23	-0.06	1.00	0.23	23.43%	0.1182
public_sector	Original, Reported working gov't/public sector in any job	0.45	0.26	0.19	0.48	0.54	26.22%	0.0058 **
service_others	Reported working in field in service to others	0.51	0.21	0.29	0.49	0.43	21.15%	0.0204 *
CONCOM	PIII, Connection to Community	0.29	0.49	-0.21	0.99	0.50	49.20%	0.0007 ***
GRSSROOT	PIII, Grassroots Efficacy	-0.23	0.36	-0.59	1.01	0.36	36.12%	0.0375 *
KNOWPROB	PIII, Community Problem Identification	0.46	0.45	0.01	0.99	0.45	44.85%	0.1377
HOODOBLG	PIII, Neighborhood Obligations	0.32	0.11	0.20	0.95	0.12	11.48%	0.1809
COMACTV	PIII, Community Based Activism	0.24	0.27	-0.02	1.00	0.26	26.51%	0.0776 ~
vol	Volunteered Last 12 mos, Phase III	0.64	0.03	0.61	0.47	0.07	3.28%	0.7230
hrsvol	No. Hours Volunteered	145.27	-35.54	180.81	305.87	-0.12	-3554.29%	0.4780
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.26	0.05	0.21	1.01	0.05	5.36%	0.8611
GROWCOM	PIII, Personal Growth through Community Service	0.35	0.55	-0.20	0.99	0.55	54.65%	0.0001 ***
LCLCIV	PIII, Local Civic Efficacy	0.09	0.45	-0.37	1.01	0.45	45.38%	0.0037 **
CIVOBLG	PIII, Civic Obligations	0.17	0.08	0.08	1.00	0.08	8.44%	0.5287
future_service	Original, 3 pt scale on likelihood of future service	1.43	-0.19	1.62	0.57	-0.33	-18.79%	0.1412
social_trust	Social Trust	0.61	-0.03	0.64	0.46	-0.07	-3.13%	0.7583
ENGPOLIT	PIII, Engagement in Political Process	0.06	0.24	-0.18	0.99	0.24	24.05%	0.0785 ~
opinion_internet	Expressed opinions using internet	2.18	0.04	2.14	1.21	0.04	4.31%	0.8258
opinion_radio	Expressed opinions on radio call-in	1.38	0.10	1.28	0.62	0.16	9.92%	0.2923
voting_candidate	Talked to others regarding voting for particular candidate or party	1.92	-0.03	1.94	1.13	-0.02	-2.53%	0.8847
contacted_govt	Contacted government official	2.08	0.20	1.87	1.04	0.19	20.28%	0.1407
volunteer_campaign	Worked as volunteer on a campaign	1.43	0.06	1.37	0.75	0.08	5.72%	0.5564
Registered_vote	Registered to vote	0.92	0.02	0.90	0.26	0.08	2.17%	0.6225
voted_2006	Voted in 11/2006 Elections	0.76	-0.06	0.82	0.43	-0.14	-5.97%	0.3666
voted_2004	Voted in 2004 Presidential Election	0.89	0.07	0.83	0.33	0.20	6.54%	0.2657
donated_past_year	Donated money in past 12 months	0.78	0.20	0.58	0.41	0.48	19.62%	0.0562 ~
donated_dollar	Total Donated Dollars, q22ab-q22nb	1027.96	-1631.41	2659.37	2624.33	-0.62	-163140.71%	0.2520
GRPINTER	PIII, Constructive Group Interactions	-0.28	0.43	-0.71	1.04	0.41	42.66%	0.0617 ~
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.06	0.46	-0.52	1.02	0.45	45.54%	0.1310

**Exhibit J.17: Oldest Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value	
difference_community	QB16d, 5 pt, Make a difference in Community	3.72	0.53	3.19	1.27	0.41	52.56%	0.0862	~
SVCJOB	PIII, Importance of Service-Oriented Careers	0.09	0.40	-0.31	1.00	0.40	39.52%	0.0892	~
income	Income	4.73	0.23	4.50	2.97	0.08	23.21%	0.5667	
LIFSATIS	PIII, Life Satisfaction	-0.09	0.53	-0.63	1.00	0.53	53.30%	0.0061	**
currevents	Activities 1999/00 influenced interest in current events	3.92	0.14	3.78	0.95	0.15	13.97%	0.3414	
commvol	Activities 1999/00 influenced commitment to volunteer service	4.14	0.40	3.74	0.96	0.42	40.00%	0.0226	*
familylife	Activities 1999/00 influenced personal and family life	3.93	-0.12	4.05	0.98	-0.12	-11.64%	0.4821	
affected_career	Activities 1999/00 affected career choice	0.54	-0.23	0.78	0.48	-0.49	-23.49%	0.0004	***
exposure_career_options	Activities 1999/00 exposed to new career options	0.80	-0.08	0.87	0.43	-0.18	-7.58%	0.1228	
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.59	-0.18	0.78	0.48	-0.38	-18.31%	0.0089	**
connections_to_job	Activities 1999/00 gave connections that helped find job	0.55	-0.05	0.61	0.50	-0.11	-5.38%	0.5315	
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.66	0.04	0.62	0.48	0.08	3.85%	0.6411	
no_effect_career	Activities 1999/00 had no effect on career	0.30	0.07	0.24	0.43	0.15	6.50%	0.4092	
affected_degree	Activities 1999/00 affected degree or major choice	0.34	-0.02	0.36	0.48	-0.05	-2.28%	0.7947	
affected_concentration	Activities 1999/00 affected concentration choice	0.39	-0.04	0.43	0.49	-0.08	-3.77%	0.6982	
interested_topic	Activities 1999/00 increased interest in topic	0.53	0.14	0.39	0.50	0.27	13.55%	0.1888	
importance_education	Activities 1999/00 helped see importance of education	0.73	-0.02	0.75	0.44	-0.05	-2.13%	0.7543	
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.71	0.10	0.61	0.48	0.21	10.14%	0.3065	
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.16	0.10	0.05	0.29	0.35	10.22%	0.0130	*
award_helped_cont_educ	Money from 1999/00 helped continue education	0.73	0.39	0.34	0.49	0.80	38.98%	0.0000	***
no_effect_educ	Activities 1999/00 had not effect on education	0.26	0.00	0.26	0.43	0.00	0.04%	0.9964	
desire_educ	QC3, Level of Education Expect to Complete	6.88	0.24	6.64	1.34	0.18	23.87%	0.4274	
achieved_educ	QC2, Level of Education Completed	7.57	0.20	7.37	2.01	0.10	20.25%	0.4457	
d_future_service	Q16, Binary Likelihood Future Service	0.96	0.08	0.88	0.20	0.41	8.10%	0.1905	
d_govt	Q1K_1, Government Employment, 1st job	0.43	0.24	0.18	0.48	0.51	24.22%	0.0103	*
d_fpro	First job was for profit	0.30	-0.05	0.34	0.48	-0.10	-4.74%	0.6484	

**Exhibit J.17: Oldest Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.22	0.04	0.17	0.41	0.11	4.48%	0.6272
d_self	Q1K_1, Self-Employment, 1st job	0.06	-0.24	0.30	0.24	-0.99	-23.96%	0.0094 **

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.18: Middle Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.65	-0.06	7.71	1.34	-0.04	-6.03%	0.6585
current_school	Currently in School	0.20	0.07	0.13	0.43	0.17	7.10%	0.1630
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.06	-0.04	0.10	1.00	-0.04	-3.57%	0.7103
public_sector	Original, Reported working govt/public sector in any job	0.41	0.11	0.30	0.48	0.22	10.73%	0.1103
service_others	Reported working in field in service to others	0.44	0.13	0.32	0.49	0.25	12.52%	0.0717 ~
CONCOM	PIII, Connection to Community	0.11	0.33	-0.22	0.99	0.33	33.17%	0.0108 *
GRSSROOT	PIII, Grassroots Efficacy	0.17	0.35	-0.18	1.01	0.35	35.47%	0.0013 **
KNOWPROB	PIII, Community Problem Identification	0.11	0.32	-0.21	0.99	0.32	32.09%	0.0187 *
HOODOBLG	PIII, Neighborhood Obligations	0.02	0.08	-0.07	0.95	0.09	8.29%	0.4047
COMACTV	PIII, Community Based Activism	0.09	0.25	-0.16	1.00	0.25	25.02%	0.0422 *
vol	Volunteered Last 12 mos, Phase III	0.64	0.01	0.63	0.47	0.02	0.84%	0.8818
hrsvol	No. Hours Volunteered	106.88	16.57	90.31	305.87	0.05	1656.99%	0.6877
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.16	-0.02	0.18	1.01	-0.02	-1.74%	0.9355
GROWCOM	PIII, Personal Growth through Community Service	0.07	0.00	0.06	0.99	0.00	0.25%	0.9897
LCLCIV	PIII, Local Civic Efficacy	0.12	0.32	-0.19	1.01	0.32	31.88%	0.1116
CIVOBLG	PIII, Civic Obligations	-0.02	0.25	-0.27	1.00	0.25	24.76%	0.0247 *
future_service	Original, 3 pt scale on likelihood of future service	1.37	0.02	1.36	0.57	0.03	1.52%	0.7918
social_trust	Social Trust	0.75	-0.02	0.77	0.46	-0.05	-2.10%	0.7221
ENGPOLIT	PIII, Engagement in Political Process	0.01	0.21	-0.20	0.99	0.22	21.30%	0.1160
opinion_internet	Expressed opinions using internet	2.49	0.18	2.31	1.21	0.15	17.94%	0.4244
opinion_radio	Expressed opinions on radio call-in	1.23	0.14	1.09	0.62	0.22	13.59%	0.0331 *
voting_candidate	Talked to others regarding voting for particular candidate or party	2.24	0.30	1.95	1.13	0.26	29.90%	0.0405 *
contacted_govt	Contacted government official	2.01	0.25	1.76	1.04	0.24	24.51%	0.1644
volunteer_campaign	Worked as volunteer on a campaign	1.29	0.21	1.09	0.75	0.27	20.71%	0.0252 *
Registered_vote	Registered to vote	0.93	-0.01	0.94	0.26	-0.04	-0.96%	0.7497
voted_2006	Voted in 11/2006 Elections	0.73	-0.02	0.75	0.43	-0.05	-1.93%	0.6669
voted_2004	Voted in 2004 Presidential Election	0.87	-0.02	0.89	0.33	-0.07	-2.32%	0.4963
donated_past_year	Donated money in past 12 months	0.81	0.09	0.71	0.41	0.23	9.40%	0.1986
donated_dollar	Total Donated Dollars, q22ab-q22nb	859.57	-193.15	1052.72	2624.33	-0.07	-19314.98%	0.4323
GRPINTER	PIII, Constructive Group Interactions	0.09	0.18	-0.09	1.04	0.18	18.25%	0.3848
GRPBEHAV	PIII, Constructive Personal Behavior in Groups	0.03	0.25	-0.22	1.02	0.25	24.99%	0.2327

**Exhibit J.18: Middle Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.71	0.28	3.42	1.27	0.22	28.49%	0.1790
SVCJOB	PIII, Importance of Service-Oriented Careers	0.08	0.29	-0.21	1.00	0.29	29.37%	0.1100
income	Income	5.85	-0.06	5.91	2.97	-0.02	-6.41%	0.9015
LIFSATIS	PIII, Life Satisfaction	0.08	0.21	-0.13	1.00	0.21	21.04%	0.0876 ~
currevents	Activities 1999/00 influenced interest in current events	3.69	0.03	3.66	0.95	0.03	2.85%	0.8217
commvol	Activities 1999/00 influenced commitment to volunteer service	4.03	0.67	3.36	0.96	0.70	66.91%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.63	-0.41	4.04	0.98	-0.42	-41.18%	0.0002 ***
affected_career	Activities 1999/00 affected career choice	0.58	-0.12	0.70	0.48	-0.24	-11.65%	0.1462
exposure_career_options	Activities 1999/00 exposed to new career options	0.79	0.04	0.75	0.43	0.09	3.92%	0.5966
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.66	-0.04	0.71	0.48	-0.09	-4.08%	0.5906
connections_to_job	Activities 1999/00 gave connections that helped find job	0.51	0.10	0.41	0.50	0.20	10.21%	0.2171
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.69	0.04	0.65	0.48	0.08	3.68%	0.6507
no_effect_career	Activities 1999/00 had no effect on career	0.16	-0.14	0.30	0.43	-0.32	-13.80%	0.0604 ~
affected_degree	Activities 1999/00 affected degree or major choice	0.31	-0.22	0.53	0.48	-0.45	-21.64%	0.0004 ***
affected_concentration	Activities 1999/00 affected concentration choice	0.36	-0.20	0.56	0.49	-0.41	-19.84%	0.0026 **
interested_topic	Activities 1999/00 increased interest in topic	0.42	-0.04	0.46	0.50	-0.09	-4.33%	0.5373
importance_education	Activities 1999/00 helped see importance of education	0.63	-0.18	0.81	0.44	-0.41	-18.25%	0.0031 **
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.54	-0.15	0.69	0.48	-0.31	-15.03%	0.0183 *
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.06	-0.04	0.09	0.29	-0.13	-3.63%	0.2138
award_helped_cont_educ	Money from 1999/00 helped continue education	0.50	0.21	0.28	0.49	0.44	21.33%	0.0009 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.26	0.02	0.24	0.43	0.05	2.11%	0.7384
desire_educ	QC3, Level of Education Expect to Complete	7.65	-0.06	7.71	1.34	-0.04	-6.03%	0.6585
achieved_educ	QC2, Level of Education Completed	8.48	-0.15	8.63	2.01	-0.08	-15.07%	0.5736
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.00	0.97	0.20	-0.01	-0.28%	0.8739
d_govt	Q1K_1, Government Employment, 1st job	0.40	0.13	0.27	0.48	0.27	12.92%	0.0506 ~
d_fpro	First job was for profit	0.33	-0.15	0.48	0.48	-0.30	-14.66%	0.0959 ~



**Exhibit J.18: Middle Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.21	0.02	0.19	0.41	0.05	1.86%	0.8255
d_self	Q1K_1, Self-Employment, 1st job	0.05	0.00	0.06	0.24	-0.01	-0.13%	0.9640

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.19: Youngest Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.59	-0.38	7.97	1.34	-0.28	-37.71%	0.0314 *
current_school	Currently in School	0.30	0.00	0.30	0.43	0.00	0.11%	0.9873
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.00	0.04	-0.03	1.00	0.04	3.78%	0.7293
public_sector	Original, Reported working govt/public sector in any job	0.31	-0.06	0.37	0.48	-0.12	-5.56%	0.4127
service_others	Reported working in field in service to others	0.44	0.06	0.38	0.49	0.13	6.24%	0.4003
CONCOM	PIII, Connection to Community	-0.11	-0.04	-0.07	0.99	-0.04	-4.08%	0.7281
GRSSROOT	PIII, Grassroots Efficacy	0.15	0.09	0.05	1.01	0.09	9.47%	0.4563
KNOWPROB	PIII, Community Problem Identification	0.06	0.16	-0.10	0.99	0.16	16.03%	0.1651
HOODOBLG	PIII, Neighborhood Obligations	0.00	-0.07	0.07	0.95	-0.08	-7.21%	0.4164
COMACTV	PIII, Community Based Activism	-0.15	-0.08	-0.07	1.00	-0.08	-8.06%	0.4808
vol	Volunteered Last 12 mos, Phase III	0.64	0.11	0.53	0.47	0.23	10.81%	0.2028
hrsvol	No. Hours Volunteered	91.65	-28.37	120.01	305.87	-0.09	-2836.51%	0.3802
EFFCTCOM	PIII, Personal Effectiveness of Community Service	-0.02	0.50	-0.53	1.01	0.50	50.31%	0.0144 *
GROWCOM	PIII, Personal Growth through Community Service	-0.02	-0.02	0.00	0.99	-0.02	-2.02%	0.8993
LCLCIV	PIII, Local Civic Efficacy	0.02	0.17	-0.15	1.01	0.17	16.94%	0.2028
CIVOBLG	PIII, Civic Obligations	-0.06	-0.15	0.09	1.00	-0.15	-15.22%	0.1902
future_service	Original, 3 pt scale on likelihood of future service	1.45	-0.01	1.46	0.57	-0.01	-0.67%	0.9483
social_trust	Social Trust	0.72	0.03	0.69	0.46	0.06	2.78%	0.6665
ENGPOLIT	PIII, Engagement in Political Process	-0.05	-0.13	0.07	0.99	-0.13	-12.75%	0.4958
opinion_internet	Expressed opinions using internet	2.45	-0.14	2.59	1.21	-0.12	-14.10%	0.3692
opinion_radio	Expressed opinions on radio call-in	1.19	-0.01	1.21	0.62	-0.02	-1.28%	0.8581
voting_candidate	Talked to others regarding voting for particular candidate or party	2.12	0.18	1.94	1.13	0.16	18.39%	0.1846
contacted_govt	Contacted government official	1.70	-0.08	1.78	1.04	-0.08	-8.41%	0.4141
volunteer_campaign	Worked as volunteer on a campaign	1.27	0.07	1.20	0.75	0.10	7.30%	0.3644
Registered_vote	Registered to vote	0.91	-0.04	0.95	0.26	-0.16	-4.23%	0.2532
voted_2006	Voted in 11/2006 Elections	0.72	-0.12	0.84	0.43	-0.29	-12.19%	0.0339 *
voted_2004	Voted in 2004 Presidential Election	0.83	-0.10	0.93	0.33	-0.30	-9.82%	0.0608 ~
donated_past_year	Donated money in past 12 months	0.75	-0.08	0.84	0.41	-0.21	-8.50%	0.1530
donated_dollar	Total Donated Dollars, q22ab-q22nb	1006.12	160.29	845.83	2624.33	0.06	16029.42%	0.5300
GRPINTER	PIII, Constructive Group Interactions	0.09	0.00	0.09	1.04	0.00	0.25%	0.9901
GRPBEHAV	PIII, Constructive Personal Behavior in Groups	0.15	0.17	-0.02	1.02	0.17	17.28%	0.1602

**Exhibit J.19: Youngest Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.60	-0.33	3.92	1.27	-0.26	-32.55%	0.1899
SVCJOB	PIII, Importance of Service-Oriented Careers	0.09	-0.03	0.12	1.00	-0.03	-2.60%	0.8451
income	Income	5.51	-0.44	5.96	2.97	-0.15	-44.45%	0.2117
LIFSATIS	PIII, Life Satisfaction	0.11	0.18	-0.06	1.00	0.18	17.73%	0.2974
currevents	Activities 1999/00 influenced interest in current events	3.56	-0.14	3.71	0.95	-0.15	-14.36%	0.3626
commvol	Activities 1999/00 influenced commitment to volunteer service	3.88	0.55	3.32	0.96	0.58	55.11%	0.0015 **
familylife	Activities 1999/00 influenced personal and family life	3.72	-0.30	4.02	0.98	-0.30	-29.71%	0.0092 **
affected_career	Activities 1999/00 affected career choice	0.58	-0.15	0.73	0.48	-0.32	-15.34%	0.0221 *
exposure_career_options	Activities 1999/00 exposed to new career options	0.80	0.20	0.60	0.43	0.47	20.17%	0.0106 *
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.62	-0.04	0.66	0.48	-0.09	-4.38%	0.5235
connections_to_job	Activities 1999/00 gave connections that helped find job	0.39	-0.06	0.46	0.50	-0.13	-6.44%	0.2754
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.66	0.11	0.55	0.48	0.22	10.71%	0.0977 ~
no_effect_career	Activities 1999/00 had no effect on career	0.23	0.05	0.17	0.43	0.13	5.49%	0.3385
affected_degree	Activities 1999/00 affected degree or major choice	0.33	-0.18	0.51	0.48	-0.37	-18.12%	0.0160 *
affected_concentration	Activities 1999/00 affected concentration choice	0.34	-0.20	0.54	0.49	-0.41	-20.15%	0.0082 **
interested_topic	Activities 1999/00 increased interest in topic	0.46	-0.02	0.48	0.50	-0.04	-2.22%	0.7669
importance_education	Activities 1999/00 helped see importance of education	0.65	-0.16	0.81	0.44	-0.37	-16.45%	0.0017 **
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.54	-0.07	0.61	0.48	-0.15	-7.09%	0.2882
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.08	-0.04	0.12	0.29	-0.13	-3.67%	0.4099
award_helped_cont_educ	Money from 1999/00 helped continue education	0.50	0.22	0.27	0.49	0.45	22.23%	0.0014 **
no_effect_educ	Activities 1999/00 had not effect on education	0.23	0.08	0.15	0.43	0.18	7.84%	0.1883
desire_educ	QC3, Level of Education Expect to Complete	7.59	-0.38	7.97	1.34	-0.28	-37.71%	0.0314 *
achieved_educ	QC2, Level of Education Completed	8.06	-0.66	8.72	2.01	-0.33	-65.92%	0.0582 ~
d_future_service	Q16, Binary Likelihood Future Service	0.96	0.07	0.89	0.20	0.35	7.00%	0.1588
d_govt	Q1K_1, Government Employment, 1st job	0.31	-0.05	0.36	0.48	-0.11	-5.21%	0.4344
d_fpro	First job was for profit	0.37	0.05	0.32	0.48	0.10	4.89%	0.4943

**Exhibit J.19: Youngest Age Group Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.27	0.00	0.27	0.41	0.00	0.12%	0.9897
d_self	Q1K_1, Self-Employment, 1st job	0.06	0.00	0.06	0.24	0.01	0.20%	0.9560

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.20: Oldest Age Group Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	8.07	-0.07	8.14	1.08	-0.07	-7.05%	0.4689
current_school	Currently in School	0.21	-0.01	0.22	0.43	-0.03	-1.31%	0.8419
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.01	0.37	-0.37	0.92	0.40	37.35%	0.0028 **
public_sector	Original, Reported working govt/public sector in any job	0.44	0.07	0.37	0.49	0.15	7.25%	0.3695
service_others	Reported working in field in service to others	0.49	0.14	0.35	0.50	0.28	14.03%	0.0635 ~
CONCOM	PIII, Connection to Community	0.12	0.49	-0.37	0.96	0.51	49.32%	0.0001 ***
GRSSROOT	PIII, Grassroots Efficacy	0.29	0.54	-0.25	0.87	0.62	54.17%	0.0028 **
KNOWPROB	PIII, Community Problem Identification	-0.16	0.25	-0.40	0.94	0.26	24.61%	0.0227 *
HOODOBLG	PIII, Neighborhood Obligations	-0.02	0.33	-0.35	1.02	0.32	32.54%	0.0377 *
COMACTV	PIII, Community Based Activism	-0.06	0.21	-0.27	0.94	0.22	21.00%	0.0867 ~
vol	Volunteered Last 12 mos, Phase III	0.66	0.15	0.51	0.49	0.31	15.31%	0.0427 *
hrsvol	No. Hours Volunteered	105.79	38.60	67.18	276.03	0.14	3860.38%	0.5846
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.17	0.64	-0.48	0.89	0.73	64.34%	0.0097 **
GROWCOM	PIII, Personal Growth through Community Service	-0.18	0.14	-0.32	0.99	0.15	14.42%	0.5476
LCLCIV	PIII, Local Civic Efficacy	0.04	0.47	-0.43	0.94	0.50	47.16%	0.0012 **
CIVOBLG	PIII, Civic Obligations	0.10	0.32	-0.22	0.93	0.35	32.27%	0.0172 *
future_service	Original, 3 pt scale on likelihood of future service	1.31	-0.22	1.53	0.54	-0.40	-21.56%	0.0103 *
social_trust	Social Trust	0.87	0.10	0.78	0.39	0.25	9.51%	0.1133
ENGPOLIT	PIII, Engagement in Political Process	-0.01	0.17	-0.18	0.99	0.17	16.85%	0.1834
opinion_internet	Expressed opinions using internet	2.34	-0.13	2.47	1.20	-0.11	-13.02%	0.4569
opinion_radio	Expressed opinions on radio call-in	1.12	0.01	1.11	0.46	0.02	0.94%	0.9019
voting_candidate	Talked to others regarding voting for particular candidate or party	2.20	-0.03	2.24	1.09	-0.03	-3.34%	0.8140
contacted_govt	Contacted government official	2.02	0.21	1.81	1.04	0.20	20.73%	0.1905
volunteer_campaign	Worked as volunteer on a campaign	1.23	0.13	1.11	0.65	0.19	12.57%	0.1326
Registered_vote	Registered to vote	0.94	-0.01	0.96	0.23	-0.06	-1.36%	0.6162
voted_2006	Voted in 11/2006 Elections	0.81	0.01	0.81	0.41	0.02	0.78%	0.8873
voted_2004	Voted in 2004 Presidential Election	0.93	-0.03	0.96	0.28	-0.11	-3.03%	0.2965
donated_past_year	Donated money in past 12 months	0.85	0.01	0.84	0.40	0.02	0.60%	0.9241
donated_dollar	Total Donated Dollars, q22ab-q22nb	771.33	-248.36	1019.69	2068.00	-0.12	-24835.99%	0.4883
GRPINTER	PIII, Constructive Group Interactions	0.13	0.16	-0.02	0.81	0.19	15.65%	0.2114
GRPBEHAV	PIII, Constructive Personal Behavior in Groups	-0.02	0.15	-0.17	0.92	0.16	14.62%	0.2496

**Exhibit J.20: Oldest Age Group Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.90	0.26	3.63	1.23	0.21	26.19%	0.1508
SVCJOB	PIII, Importance of Service-Oriented Careers	0.14	0.19	-0.05	0.97	0.19	18.82%	0.1504
income	Income	6.58	-0.31	6.89	2.84	-0.11	-31.14%	0.4261
LIFSATIS	PIII, Life Satisfaction	0.36	0.37	-0.01	0.84	0.44	37.10%	0.0049 **
currevents	Activities 1999/00 influenced interest in current events	3.67	0.10	3.57	0.95	0.11	10.40%	0.4534
commvol	Activities 1999/00 influenced commitment to volunteer service	4.19	0.89	3.31	0.87	1.01	88.58%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.90	0.02	3.88	0.92	0.02	1.86%	0.8846
affected_career	Activities 1999/00 affected career choice	0.65	-0.13	0.78	0.48	-0.28	-13.38%	0.0401 *
exposure_career_options	Activities 1999/00 exposed to new career options	0.82	0.06	0.76	0.41	0.13	5.53%	0.4374
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.53	-0.04	0.57	0.50	-0.08	-4.09%	0.5826
connections_to_job	Activities 1999/00 gave connections that helped find job	0.28	-0.30	0.59	0.48	-0.64	-30.40%	0.0000 ***
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.67	-0.05	0.72	0.47	-0.11	-5.26%	0.4682
no_effect_career	Activities 1999/00 had no effect on career	0.16	-0.04	0.20	0.39	-0.11	-4.38%	0.4998
affected_degree	Activities 1999/00 affected degree or major choice	0.24	-0.11	0.36	0.48	-0.24	-11.38%	0.1081
affected_concentration	Activities 1999/00 affected concentration choice	0.24	-0.22	0.46	0.48	-0.45	-21.61%	0.0051 **
interested_topic	Activities 1999/00 increased interest in topic	0.36	-0.19	0.55	0.49	-0.39	-19.27%	0.0090 **
importance_education	Activities 1999/00 helped see importance of education	0.53	-0.20	0.73	0.48	-0.41	-19.95%	0.0061 **
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.38	-0.22	0.60	0.49	-0.44	-21.81%	0.0036 **
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.07	0.01	0.06	0.25	0.04	0.97%	0.8054
award_helped_cont_educ	Money from 1999/00 helped continue education	0.28	-0.04	0.33	0.48	-0.09	-4.31%	0.5535
no_effect_educ	Activities 1999/00 had not effect on education	0.28	-0.09	0.37	0.43	-0.21	-9.11%	0.2257
desire_educ	QC3, Level of Education Expect to Complete	8.07	-0.07	8.14	1.08	-0.07	-7.05%	0.4689
achieved_educ	QC2, Level of Education Completed	9.35	-0.13	9.48	1.67	-0.08	-13.19%	0.3078
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.01	0.96	0.18	0.02	0.93%	0.6544
d_govt	Q1K_1, Government Employment, 1st job	0.42	0.06	0.36	0.48	0.12	5.97%	0.4532
d_fpro	First job was for profit	0.30	-0.08	0.39	0.49	-0.17	-8.44%	0.2922

**Exhibit J.20: Oldest Age Group Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.25	0.02	0.23	0.40	0.05	2.17%	0.7355
d_self	Q1K_1, Self-Employment, 1st job	0.02	0.00	0.02	0.21	0.01	0.30%	0.8997

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$

**Exhibit J.21: Youngest Age Group Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.47	-0.04	7.52	1.08	-0.04	-4.43%	0.8974
current_school	Currently in School	0.33	0.12	0.21	0.43	0.27	11.55%	0.3370
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.00	-0.13	0.13	0.92	-0.14	-12.50%	0.5361
public_sector	Original, Reported working gov/public sector in any job	0.28	0.07	0.22	0.49	0.14	6.58%	0.6021
service_others	Reported working in field in service to others	0.35	-0.05	0.40	0.50	-0.10	-4.87%	0.6925
CONCOM	PIII, Connection to Community	0.02	-0.04	0.06	0.96	-0.04	-4.05%	0.8583
GRSSROOT	PIII, Grassroots Efficacy	0.27	0.33	-0.07	0.87	0.38	33.38%	0.0613 ~
KNOWPROB	PIII, Community Problem Identification	-0.28	-0.09	-0.19	0.94	-0.10	-8.96%	0.6928
HOODOBLG	PIII, Neighborhood Obligations	-0.02	0.25	-0.27	1.02	0.25	24.97%	0.2955
COMACTV	PIII, Community Based Activism	-0.20	0.03	-0.23	0.94	0.03	2.99%	0.8912
vol	Volunteered Last 12 mos, Phase III	0.61	0.14	0.47	0.49	0.28	13.68%	0.2047
hrsvol	No. Hours Volunteered	146.84	-33.81	180.65	276.03	-0.12	-3380.73%	0.8296
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.10	0.29	-0.19	0.89	0.32	28.72%	0.4691
GROWCOM	PIII, Personal Growth through Community Service	0.03	-0.33	0.35	0.99	-0.33	-32.54%	0.3897
LCLCIV	PIII, Local Civic Efficacy	0.05	0.28	-0.23	0.94	0.29	27.73%	0.1771
CIVOBLG	PIII, Civic Obligations	-0.16	-0.11	-0.05	0.93	-0.12	-11.35%	0.5353
future_service	Original, 3 pt scale on likelihood of future service	1.27	-0.22	1.49	0.54	-0.41	-22.08%	0.0958 ~
social_trust	Social Trust	0.81	0.25	0.56	0.39	0.65	25.11%	0.0049 **
ENGPOLIT	PIII, Engagement in Political Process	-0.17	0.15	-0.32	0.99	0.15	14.66%	0.4982
opinion_internet	Expressed opinions using internet	2.31	-0.42	2.73	1.20	-0.35	-41.57%	0.0981 ~
opinion_radio	Expressed opinions on radio call-in	1.17	0.05	1.12	0.46	0.10	4.65%	0.6592
voting_candidate	Talked to others regarding voting for particular candidate or party	2.24	0.30	1.95	1.09	0.27	29.72%	0.2439
contacted_govt	Contacted government official	1.80	0.16	1.63	1.04	0.16	16.47%	0.4292
volunteer_campaign	Worked as volunteer on a campaign	1.33	0.06	1.27	0.65	0.10	6.27%	0.7125
Registered_vote	Registered to vote	0.92	0.01	0.92	0.23	0.03	0.70%	0.9170
voted_2006	Voted in 11/2006 Elections	0.73	-0.05	0.78	0.41	-0.13	-5.19%	0.5775
voted_2004	Voted in 2004 Presidential Election	0.88	-0.04	0.91	0.28	-0.13	-3.71%	0.6357
donated_past_year	Donated money in past 12 months	0.75	0.13	0.62	0.40	0.32	12.69%	0.2641
donated_dollar	Total Donated Dollars, q22ab-q22nb	1257.96	29.65	1228.31	2068.00	0.01	2965.03%	0.9666
GRPINTER	PIII, Constructive Group Interactions	0.19	0.11	0.08	0.81	0.14	11.08%	0.3821
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.03	-0.05	0.02	0.92	-0.05	-4.73%	0.8567



**Exhibit J.21: Youngest Age Group Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.75	0.38	3.37	1.23	0.31	37.77%	0.2681
SVCJOB	PIII, Importance of Service-Oriented Careers	0.06	0.25	-0.19	0.97	0.25	24.63%	0.3686
income	Income	5.33	0.97	4.36	2.84	0.34	96.69%	0.1652
LIFSATIS	PIII, Life Satisfaction	0.26	0.10	0.16	0.84	0.12	10.45%	0.5524
currevents	Activities 1999/00 influenced interest in current events	3.84	-0.09	3.94	0.95	-0.10	-9.12%	0.5826
commvol	Activities 1999/00 influenced commitment to volunteer service	4.24	1.03	3.21	0.87	1.18	103.10%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	4.10	0.14	3.97	0.92	0.15	13.58%	0.4117
affected_career	Activities 1999/00 affected career choice	0.53	-0.04	0.57	0.48	-0.08	-3.88%	0.7399
exposure_career_options	Activities 1999/00 exposed to new career options	0.85	0.14	0.71	0.41	0.35	14.48%	0.1804
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.58	-0.06	0.64	0.50	-0.12	-5.76%	0.5848
connections_to_job	Activities 1999/00 gave connections that helped find job	0.32	0.08	0.23	0.48	0.18	8.34%	0.4047
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.74	0.20	0.54	0.47	0.42	19.96%	0.1103
no_effect_career	Activities 1999/00 had no effect on career	0.20	-0.04	0.24	0.39	-0.11	-4.45%	0.6132
affected_degree	Activities 1999/00 affected degree or major choice	0.38	-0.27	0.66	0.48	-0.57	-27.29%	0.0361 *
affected_concentration	Activities 1999/00 affected concentration choice	0.40	-0.25	0.65	0.48	-0.52	-24.68%	0.0477 *
interested_topic	Activities 1999/00 increased interest in topic	0.45	-0.18	0.63	0.49	-0.36	-17.90%	0.1102
importance_education	Activities 1999/00 helped see importance of education	0.63	-0.21	0.84	0.48	-0.44	-21.40%	0.0375 *
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.48	-0.23	0.71	0.49	-0.46	-22.94%	0.0132 *
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.07	0.04	0.02	0.25	0.18	4.49%	0.2789
award_helped_cont_educ	Money from 1999/00 helped continue education	0.53	0.03	0.50	0.48	0.06	3.09%	0.7799
no_effect_educ	Activities 1999/00 had not effect on education	0.17	-0.04	0.21	0.43	-0.09	-4.00%	0.6577
desire_educ	QC3, Level of Education Expect to Complete	7.47	-0.04	7.52	1.08	-0.04	-4.43%	0.8974
achieved_educ	QC2, Level of Education Completed	7.81	0.00	7.80	1.67	0.00	0.45%	0.9917
d_future_service	Q16, Binary Likelihood Future Service	0.98	0.05	0.93	0.18	0.11	5.02%	0.3876
d_govt	Q1K_1, Government Employment, 1st job	0.27	0.07	0.20	0.48	0.14	6.72%	0.6029
d_fpro	First job was for profit	0.50	0.05	0.45	0.49	0.09	4.52%	0.7294

**Exhibit J.21: Youngest Age Group Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.18	-0.03	0.21	0.40	-0.09	-3.44%	0.7497
d_self	Q1K_1, Self-Employment, 1st job	0.06	-0.08	0.13	0.21	-0.36	-7.79%	0.3709

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.22: Disadvantaged Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.10	0.10	6.99	1.34	0.08	10.45%	0.7307
current_school	Currently in School	0.24	0.07	0.17	0.43	0.16	6.70%	0.2013
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.18	-0.13	0.30	1.00	-0.13	-12.73%	0.3085
public_sector	Original, Reported working govt/public sector in any job	0.37	0.14	0.23	0.48	0.28	13.73%	0.0621 ~
service_others	Reported working in field in service to others	0.46	0.20	0.26	0.49	0.40	19.59%	0.0432 *
CONCOM	PIII, Connection to Community	0.02	0.36	-0.34	0.99	0.36	36.14%	0.0234 *
GRSSROOT	PIII, Grassroots Efficacy	0.00	0.24	-0.24	1.01	0.23	23.71%	0.1219
KNOWPROB	PIII, Community Problem Identification	0.34	0.36	-0.02	0.99	0.36	35.79%	0.0768 ~
HOODOBLG	PIII, Neighborhood Obligations	0.16	-0.06	0.22	0.95	-0.07	-6.21%	0.4708
COMACTV	PIII, Community Based Activism	0.05	0.18	-0.13	1.00	0.18	17.65%	0.2189
vol	Volunteered Last 12 mos, Phase III	0.66	0.12	0.53	0.47	0.26	12.41%	0.1174
hrsvol	No. Hours Volunteered	107.13	-75.54	182.67	305.87	-0.25	-7554.30%	0.1080
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.11	0.11	-0.01	1.01	0.11	11.39%	0.5123
GROWCOM	PIII, Personal Growth through Community Service	0.21	0.14	0.07	0.99	0.14	13.87%	0.4346
LCLCIV	PIII, Local Civic Efficacy	0.02	0.54	-0.52	1.01	0.54	54.50%	0.0046 **
CIVOBGL	PIII, Civic Obligations	-0.06	0.10	-0.15	1.00	0.10	9.55%	0.5393
future_service	Original, 3 pt scale on likelihood of future service	1.47	-0.02	1.49	0.57	-0.03	-1.73%	0.8793
social_trust	Social Trust	0.60	-0.02	0.62	0.46	-0.04	-1.71%	0.8602
ENGPOLIT	PIII, Engagement in Political Process	-0.19	0.42	-0.61	0.99	0.42	41.94%	0.0697 ~
opinion_internet	Expressed opinions using internet	2.29	-0.02	2.31	1.21	-0.02	-2.24%	0.9352
opinion_radio	Expressed opinions on radio call-in	1.33	0.12	1.21	0.62	0.20	12.16%	0.3348
voting_candidate	Talked to others regarding voting for particular candidate or party	1.98	0.04	1.94	1.13	0.04	4.15%	0.8371
contacted_govt	Contacted government official	1.93	0.41	1.51	1.04	0.39	41.10%	0.0483 *
volunteer_campaign	Worked as volunteer on a campaign	1.30	-0.02	1.32	0.75	-0.03	-2.02%	0.8699
Registered_vote	Registered to vote	0.88	0.02	0.86	0.26	0.08	1.97%	0.6450
voted_2006	Voted in 11/2006 Elections	0.65	-0.11	0.76	0.43	-0.26	-11.24%	0.0575 ~
voted_2004	Voted in 2004 Presidential Election	0.78	-0.04	0.82	0.33	-0.12	-4.09%	0.4087
donated_past_year	Donated money in past 12 months	0.71	0.25	0.46	0.41	0.61	24.79%	0.0235 *

**Exhibit J.22: Disadvantaged Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
donated_dollar	Total Donated Dollars, q22ab-q22nb	894.82	-1647.00	2541.82	2624.33	-0.63	- 164699.71%	0.2125
GRPINTER	PIII, Constructive Group Interactions	-0.01	0.53	-0.54	1.04	0.51	52.87%	0.0387 *
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.13	0.51	-0.38	1.02	0.50	51.39%	0.0194 *
difference_community	QB16d, 5 pt, Make a difference in Community	3.63	0.70	2.93	1.27	0.55	70.06%	0.0232 *
SVCJOB	PIII, Importance of Service-Oriented Careers	0.17	0.67	-0.50	1.00	0.67	66.86%	0.0268 *
income	Income	4.59	-0.48	5.07	2.97	-0.16	-48.22%	0.2249
LIFSATIS	PIII, Life Satisfaction	-0.23	0.39	-0.62	1.00	0.39	38.81%	0.0995 ~
currevents	Activities 1999/00 influenced interest in current events	3.75	-0.07	3.82	0.95	-0.07	-6.55%	0.6824
commvol	Activities 1999/00 influenced commitment to volunteer service	4.03	0.46	3.57	0.96	0.48	45.79%	0.0034 **
familylife	Activities 1999/00 influenced personal and family life	3.79	-0.37	4.16	0.98	-0.38	-36.92%	0.0122 *
affected_career	Activities 1999/00 affected career choice	0.55	-0.25	0.80	0.48	-0.52	-24.86%	0.0007 ***
exposure_career_options	Activities 1999/00 exposed to new career options	0.81	-0.06	0.87	0.43	-0.14	-6.04%	0.1568
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.64	-0.11	0.75	0.48	-0.22	-10.70%	0.0965 ~
connections_to_job	Activities 1999/00 gave connections that helped find job	0.48	-0.14	0.63	0.50	-0.29	-14.30%	0.0550 ~
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.70	0.00	0.70	0.48	-0.01	-0.45%	0.9497
no_effect_career	Activities 1999/00 had no effect on career	0.21	0.02	0.20	0.43	0.04	1.92%	0.7690
affected_degree	Activities 1999/00 affected degree or major choice	0.34	-0.20	0.54	0.48	-0.41	-19.97%	0.0515 ~
affected_concentration	Activities 1999/00 affected concentration choice	0.41	-0.13	0.53	0.49	-0.26	-12.79%	0.1225
interested_topic	Activities 1999/00 increased interest in topic	0.47	0.07	0.39	0.50	0.15	7.47%	0.4958
importance_education	Activities 1999/00 helped see importance of education	0.74	-0.09	0.83	0.44	-0.20	-8.85%	0.1146
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.68	-0.12	0.80	0.48	-0.25	-12.21%	0.0331 *
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.08	0.06	0.02	0.29	0.22	6.30%	0.1175
award_helped_cont_educ	Money from 1999/00 helped continue education	0.64	0.35	0.29	0.49	0.71	34.53%	0.0000 ***

**Exhibit J.22: Disadvantaged Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
no_effect_educ	Activities 1999/00 had not effect on education	0.25	0.09	0.15	0.43	0.22	9.29%	0.1550
desire_educ	QC3, Level of Education Expect to Complete	7.10	0.10	6.99	1.34	0.08	10.45%	0.7307
achieved_educ	QC2, Level of Education Completed	7.36	0.23	7.12	2.01	0.12	23.44%	0.5332
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.07	0.89	0.20	0.37	7.31%	0.1964
d_govt	Q1K_1, Government Employment, 1st job	0.36	0.14	0.22	0.48	0.29	14.07%	0.0552 ~
d_fpro	First job was for profit	0.35	-0.17	0.52	0.48	-0.35	-16.77%	0.1508
d_npro	Q1K_1, Non Profit Employment, 1st job	0.21	0.13	0.08	0.41	0.31	12.88%	0.2257
d_self	Q1K_1, Self-Employment, 1st job	0.08	-0.10	0.18	0.24	-0.42	-10.18%	0.1673

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$

**Exhibit J.23: Non-Disadvantaged Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.59	-0.20	7.80	1.34	-0.15	-20.48%	0.0567 ~
current_school	Currently in School	0.23	0.05	0.19	0.43	0.11	4.78%	0.1974
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.01	0.09	-0.08	1.00	0.09	9.11%	0.2731
public_sector	Original, Reported working govt/public sector in any job	0.38	0.03	0.35	0.48	0.07	3.48%	0.4801
service_others	Reported working in field in service to others	0.46	0.11	0.35	0.49	0.22	10.62%	0.0242 *
CONCOM	PIII, Connection to Community	0.10	0.24	-0.14	0.99	0.24	24.30%	0.0074 **
GRSSROOT	PIII, Grassroots Efficacy	0.08	0.24	-0.16	1.01	0.24	23.88%	0.0041 **
KNOWPROB	PIII, Community Problem Identification	0.10	0.21	-0.12	0.99	0.22	21.33%	0.0616 ~
HOODOBLG	PIII, Neighborhood Obligations	0.05	0.07	-0.02	0.95	0.08	7.35%	0.2407
COMACTV	PIII, Community Based Activism	0.02	0.17	-0.15	1.00	0.17	17.19%	0.0340 *
vol	Volunteered Last 12 mos, Phase III	0.63	0.00	0.63	0.47	0.00	0.10%	0.9845
hrsvol	No. Hours Volunteered	112.88	3.28	109.61	305.87	0.01	327.62%	0.9035
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.12	0.05	0.08	1.01	0.05	4.65%	0.8147
GROWCOM	PIII, Personal Growth through Community Service	0.05	0.07	-0.03	0.99	0.08	7.49%	0.6723
LCLCIV	PIII, Local Civic Efficacy	0.10	0.23	-0.13	1.01	0.23	22.67%	0.0340 *
CIVOBLG	PIII, Civic Obligations	0.06	0.10	-0.05	1.00	0.11	10.47%	0.2098
future_service	Original, 3 pt scale on likelihood of future service	1.39	-0.08	1.47	0.57	-0.13	-7.61%	0.2163
social_trust	Social Trust	0.76	0.01	0.75	0.46	0.02	0.73%	0.8676
ENGPOLIT	PIII, Engagement in Political Process	0.10	0.08	0.02	0.99	0.08	8.16%	0.3908
opinion_internet	Expressed opinions using internet	2.44	0.17	2.27	1.21	0.14	17.24%	0.2442
opinion_radio	Expressed opinions on radio call-in	1.21	0.10	1.11	0.62	0.17	10.41%	0.0364 *
voting_candidate	Talked to others regarding voting for particular candidate or party	2.17	0.25	1.92	1.13	0.22	25.25%	0.0234 *
contacted_govt	Contacted government official	1.89	0.00	1.89	1.04	0.00	-0.15%	0.9873
volunteer_campaign	Worked as volunteer on a campaign	1.34	0.18	1.16	0.75	0.24	17.97%	0.0046 **
Registered_vote	Registered to vote	0.94	0.00	0.94	0.26	0.00	0.03%	0.9874
voted_2006	Voted in 11/2006 Elections	0.78	-0.03	0.82	0.43	-0.08	-3.36%	0.3331
voted_2004	Voted in 2004 Presidential Election	0.90	0.00	0.90	0.33	0.01	0.37%	0.8914
donated_past_year	Donated money in past 12 months	0.82	0.02	0.80	0.41	0.05	2.11%	0.5766
donated_dollar	Total Donated Dollars, q22ab-q22nb	997.17	131.55	865.63	2624.33	0.05	13154.74%	0.4590
GRPINTER	PIII, Constructive Group Interactions	-0.02	0.13	-0.15	1.04	0.13	13.14%	0.3845
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.01	0.15	-0.14	1.02	0.14	14.75%	0.3673

**Exhibit J.23: Non-Disadvantaged Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.68	0.04	3.63	1.27	0.03	4.42%	0.7312
SVCJOB	PIII, Importance of Service-Oriented Careers	0.05	0.10	-0.05	1.00	0.10	9.91%	0.3417
income	Income	5.86	0.01	5.86	2.97	0.00	0.68%	0.9821
LIFSATIS	PIII, Life Satisfaction	0.20	0.31	-0.11	1.00	0.31	31.18%	0.0010 ***
currevents	Activities 1999/00 influenced interest in current events	3.68	-0.03	3.70	0.95	-0.03	-2.64%	0.7945
commvol	Activities 1999/00 influenced commitment to volunteer service	3.98	0.59	3.39	0.96	0.61	58.85%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.73	-0.26	3.99	0.98	-0.27	-26.02%	0.0015 **
affected_career	Activities 1999/00 affected career choice	0.58	-0.08	0.67	0.48	-0.18	-8.49%	0.0767 ~
exposure_career_options	Activities 1999/00 exposed to new career options	0.79	0.11	0.67	0.43	0.27	11.45%	0.0314 *
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.62	-0.01	0.63	0.48	-0.03	-1.38%	0.8016
connections_to_job	Activities 1999/00 gave connections that helped find job	0.47	0.07	0.40	0.50	0.14	7.14%	0.1668
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.65	0.10	0.55	0.48	0.22	10.36%	0.0654 ~
no_effect_career	Activities 1999/00 had no effect on career	0.24	-0.06	0.29	0.43	-0.13	-5.77%	0.2835
affected_degree	Activities 1999/00 affected degree or major choice	0.32	-0.13	0.45	0.48	-0.28	-13.34%	0.0143 *
affected_concentration	Activities 1999/00 affected concentration choice	0.33	-0.13	0.47	0.49	-0.27	-13.45%	0.0184 *
interested_topic	Activities 1999/00 increased interest in topic	0.46	0.03	0.43	0.50	0.07	3.40%	0.5177
importance_education	Activities 1999/00 helped see importance of education	0.62	-0.15	0.77	0.44	-0.34	-14.90%	0.0003 ***
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.53	-0.06	0.59	0.48	-0.12	-5.94%	0.2911
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.10	-0.02	0.12	0.29	-0.06	-1.67%	0.6154
award_helped_cont_educ	Money from 1999/00 helped continue education	0.52	0.28	0.24	0.49	0.57	28.08%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.25	-0.02	0.27	0.43	-0.06	-2.42%	0.5404
desire_educ	QC3, Level of Education Expect to Complete	7.59	-0.20	7.80	1.34	-0.15	-20.48%	0.0567 ~
achieved_educ	QC2, Level of Education Completed	8.45	-0.34	8.79	2.01	-0.17	-33.90%	0.1128
d_future_service	Q16, Binary Likelihood Future Service	0.96	0.03	0.93	0.20	0.17	3.46%	0.1874
d_govt	Q1K_1, Government Employment, 1st job	0.37	0.04	0.33	0.48	0.09	4.29%	0.3819
d_fpro	First job was for profit	0.33	-0.04	0.37	0.48	-0.08	-4.04%	0.4629

**Exhibit J.23: Non-Disadvantaged Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.25	0.01	0.24	0.41	0.03	1.30%	0.8448
d_self	Q1K_1, Self-Employment, 1st job	0.05	-0.02	0.06	0.24	-0.06	-1.55%	0.5283

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$



**Exhibit J.24: Disadvantaged Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.82	-0.06	7.88	1.08	-0.06	-6.42%	0.8139
current_school	Currently in School	0.22	-0.11	0.33	0.43	-0.25	-10.64%	0.3533
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.08	-0.03	-0.05	0.92	-0.03	-2.85%	0.8998
public_sector	Original, Reported working gov't/public sector in any job	0.31	0.08	0.22	0.49	0.17	8.47%	0.5895
service_others	Reported working in field in service to others	0.42	-0.31	0.73	0.50	-0.62	-30.73%	0.0685 ~
CONCOM	PIII, Connection to Community	0.06	0.44	-0.38	0.96	0.45	43.69%	0.0731 ~
GRSSROOT	PIII, Grassroots Efficacy	0.31	0.10	0.21	0.87	0.11	9.78%	0.7138
KNOWPROB	PIII, Community Problem Identification	-0.04	0.11	-0.15	0.94	0.12	10.93%	0.6859
HOODOBLG	PIII, Neighborhood Obligations	-0.05	0.11	-0.16	1.02	0.10	10.59%	0.7004
COMACTV	PIII, Community Based Activism	0.09	0.31	-0.21	0.94	0.32	30.66%	0.2526
vol	Volunteered Last 12 mos, Phase III	0.62	0.09	0.53	0.49	0.18	8.59%	0.5118
hrsvol	No. Hours Volunteered	84.33	0.00	84.33	276.03	0.00	0.00%	0.0000 ***
EFFCTCOM	PIII, Personal Effectiveness of Community Service	-0.08	0.56	-0.64	0.89	0.63	55.86%	0.2008
GROWCOM	PIII, Personal Growth through Community Service	-0.17	2.21	-2.38	0.99	2.22	220.74%	0.0197 *
LCLCIV	PIII, Local Civic Efficacy	-0.01	0.24	-0.24	0.94	0.25	23.56%	0.2439
CIVOBLG	PIII, Civic Obligations	-0.06	-0.05	-0.01	0.93	-0.06	-5.35%	0.8418
future_service	Original, 3 pt scale on likelihood of future service	1.37	-0.23	1.61	0.54	-0.43	-23.45%	0.0622 ~
social_trust	Social Trust	0.90	0.30	0.60	0.39	0.78	30.19%	0.0033 **
ENGPOLIT	PIII, Engagement in Political Process	-0.10	-0.10	0.00	0.99	-0.10	-10.23%	0.7157
opinion_internet	Expressed opinions using internet	2.28	-0.28	2.57	1.20	-0.24	-28.41%	0.1861
opinion_radio	Expressed opinions on radio call-in	1.27	0.19	1.08	0.46	0.42	19.42%	0.3509
voting_candidate	Talked to others regarding voting for particular candidate or party	2.35	0.47	1.87	1.09	0.43	47.40%	0.0893 ~
contacted_govt	Contacted government official	1.94	0.06	1.88	1.04	0.05	5.64%	0.8452
volunteer_campaign	Worked as volunteer on a campaign	1.38	0.26	1.12	0.65	0.39	25.69%	0.1435
Registered_vote	Registered to vote	0.94	-0.01	0.94	0.23	-0.03	-0.72%	0.9109
voted_2006	Voted in 11/2006 Elections	0.72	0.05	0.67	0.41	0.13	5.13%	0.5689
voted_2004	Voted in 2004 Presidential Election	0.86	0.02	0.84	0.28	0.06	1.76%	0.8385
donated_past_year	Donated money in past 12 months	0.76	-0.10	0.85	0.40	-0.25	-9.84%	0.3432
donated_dollar	Total Donated Dollars, q22ab-q22nb	1035.79	-373.63	1409.42	2068.00	-0.18	-37362.91%	0.3620
GRPINTER	PIII, Constructive Group Interactions	0.16	0.12	0.03	0.81	0.15	12.45%	0.5692
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.04	0.44	-0.40	0.92	0.48	43.85%	0.1245

**Exhibit J.24: Disadvantaged Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.64	-0.35	3.99	1.23	-0.28	-34.55%	0.2066
SVCJOB	PIII, Importance of Service-Oriented Careers	0.08	0.20	-0.12	0.97	0.20	19.76%	0.3870
income	Income	6.38	0.76	5.62	2.84	0.27	75.73%	0.2545
LIFSATIS	PIII, Life Satisfaction	0.18	0.27	-0.10	0.84	0.33	27.49%	0.2610
currevents	Activities 1999/00 influenced interest in current events	3.85	0.14	3.71	0.95	0.15	14.29%	0.6560
commvol	Activities 1999/00 influenced commitment to volunteer service	4.28	1.19	3.09	0.87	1.36	118.90%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	4.23	0.08	4.15	0.92	0.08	7.79%	0.7362
affected_career	Activities 1999/00 affected career choice	0.55	-0.07	0.62	0.48	-0.15	-7.12%	0.5760
exposure_career_options	Activities 1999/00 exposed to new career options	0.92	0.29	0.63	0.41	0.71	29.34%	0.0039 **
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.54	-0.10	0.64	0.50	-0.20	-10.16%	0.5127
connections_to_job	Activities 1999/00 gave connections that helped find job	0.31	-0.17	0.48	0.48	-0.36	-17.07%	0.1605
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.74	0.08	0.66	0.47	0.16	7.57%	0.5442
no_effect_career	Activities 1999/00 had no effect on career	0.23	0.06	0.17	0.39	0.14	5.67%	0.5978
affected_degree	Activities 1999/00 affected degree or major choice	0.19	-0.45	0.63	0.48	-0.94	-44.77%	0.0014 **
affected_concentration	Activities 1999/00 affected concentration choice	0.24	-0.29	0.52	0.48	-0.60	-28.54%	0.0532 ~
interested_topic	Activities 1999/00 increased interest in topic	0.36	-0.20	0.56	0.49	-0.41	-20.08%	0.1640
importance_education	Activities 1999/00 helped see importance of education	0.61	-0.31	0.92	0.48	-0.64	-30.73%	0.0577 ~
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.44	-0.42	0.86	0.49	-0.85	-41.82%	0.0007 ***
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.06	0.06	-0.01	0.25	0.25	6.13%	0.2609
award_helped_cont_educ	Money from 1999/00 helped continue education	0.43	-0.20	0.63	0.48	-0.42	-20.35%	0.1305
no_effect_educ	Activities 1999/00 had not effect on education	0.24	-0.01	0.24	0.43	-0.01	-0.61%	0.9596
desire_educ	QC3, Level of Education Expect to Complete	7.82	-0.06	7.88	1.08	-0.06	-6.42%	0.8139
achieved_educ	QC2, Level of Education Completed	8.41	-0.05	8.46	1.67	-0.03	-5.05%	0.8651
d_future_service	Q16, Binary Likelihood Future Service	0.96	0.04	0.93	0.18	0.08	3.60%	0.5139
d_govt	Q1K_1, Government Employment, 1st job	0.29	0.03	0.26	0.48	0.06	2.83%	0.8413
d_fpro	First job was for profit	0.44	0.05	0.39	0.49	0.10	5.10%	0.7249

**Exhibit J.24: Disadvantaged Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.25	-0.04	0.29	0.40	-0.10	-4.14%	0.7986
d_self	Q1K_1, Self-Employment, 1st job	0.02	-0.04	0.06	0.21	-0.18	-3.79%	0.3608

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.25: Non-Disadvantaged Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.83	0.05	7.78	1.08	0.05	5.14%	0.6678
current_school	Currently in School	0.26	0.08	0.18	0.43	0.18	7.80%	0.2314
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.02	0.27	-0.24	0.92	0.29	26.59%	0.0267 *
public_sector	Original, Reported working gov/public sector in any job	0.40	0.05	0.34	0.49	0.10	5.06%	0.5058
service_others	Reported working in field in service to others	0.44	0.19	0.25	0.50	0.37	18.50%	0.0107 *
CONCOM	PIII, Connection to Community	0.08	0.38	-0.30	0.96	0.40	38.15%	0.0038 **
GRSSROOT	PIII, Grassroots Efficacy	0.27	0.60	-0.33	0.87	0.69	60.13%	0.0004 ***
KNOWPROB	PIII, Community Problem Identification	-0.24	0.10	-0.34	0.94	0.10	9.82%	0.3852
HOODOBLG	PIII, Neighborhood Obligations	-0.02	0.35	-0.37	1.02	0.35	35.20%	0.0308 *
COMACTV	PIII, Community Based Activism	-0.16	0.19	-0.36	0.94	0.20	19.23%	0.1372
vol	Volunteered Last 12 mos, Phase III	0.65	0.17	0.48	0.49	0.34	16.69%	0.0257 *
hrsvol	No. Hours Volunteered	129.81	11.35	118.46	276.03	0.04	1134.77%	0.8889
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.19	0.66	-0.48	0.89	0.75	66.48%	0.0030 **
GROWCOM	PIII, Personal Growth through Community Service	-0.09	0.07	-0.15	0.99	0.07	6.65%	0.7708
LCLCIV	PIII, Local Civic Efficacy	0.05	0.40	-0.35	0.94	0.43	40.17%	0.0047 **
CIVOBLG	PIII, Civic Obligations	0.01	0.23	-0.23	0.93	0.25	23.47%	0.0735 ~
future_service	Original, 3 pt scale on likelihood of future service	1.28	-0.17	1.45	0.54	-0.31	-16.66%	0.0473 *
social_trust	Social Trust	0.84	0.07	0.77	0.39	0.18	6.96%	0.2694
ENGPOLIT	PIII, Engagement in Political Process	-0.07	0.23	-0.30	0.99	0.23	22.92%	0.0595 ~
opinion_internet	Expressed opinions using internet	2.34	-0.25	2.59	1.20	-0.21	-24.66%	0.1751
opinion_radio	Expressed opinions on radio call-in	1.11	-0.01	1.12	0.46	-0.02	-1.07%	0.8419
voting_candidate	Talked to others regarding voting for particular candidate or party	2.19	0.07	2.12	1.09	0.06	6.95%	0.6333
contacted_govt	Contacted government official	1.93	0.22	1.72	1.04	0.21	21.58%	0.1385
volunteer_campaign	Worked as volunteer on a campaign	1.24	0.08	1.16	0.65	0.13	8.44%	0.3079
Registered_vote	Registered to vote	0.94	-0.02	0.96	0.23	-0.10	-2.37%	0.4660
voted_2006	Voted in 11/2006 Elections	0.79	0.00	0.80	0.41	-0.01	-0.22%	0.9691
voted_2004	Voted in 2004 Presidential Election	0.92	-0.01	0.93	0.28	-0.03	-0.93%	0.8077
donated_past_year	Donated money in past 12 months	0.82	0.09	0.73	0.40	0.23	8.96%	0.1502
donated_dollar	Total Donated Dollars, q22ab-q22nb	930.78	-270.32	1201.10	2068.00	-0.13	-27031.87%	0.6244
GRPINTER	PIII, Constructive Group Interactions	0.16	0.12	0.04	0.81	0.14	11.59%	0.3624
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.04	0.06	-0.10	0.92	0.06	5.66%	0.6796

**Exhibit J.25: Non-Disadvantaged Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.88	0.42	3.47	1.23	0.34	41.50%	0.0240 *
SVCJOB	PIII, Importance of Service-Oriented Careers	0.12	0.20	-0.08	0.97	0.20	19.71%	0.1786
income	Income	6.02	-0.18	6.20	2.84	-0.06	-18.02%	0.6387
LIFSATIS	PIII, Life Satisfaction	0.35	0.33	0.03	0.84	0.39	32.89%	0.0063 **
currevents	Activities 1999/00 influenced interest in current events	3.72	0.05	3.67	0.95	0.05	4.78%	0.7072
commvol	Activities 1999/00 influenced commitment to volunteer service	4.19	0.86	3.34	0.87	0.98	85.78%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.92	0.07	3.85	0.92	0.08	6.93%	0.5423
affected_career	Activities 1999/00 affected career choice	0.62	-0.11	0.72	0.48	-0.22	-10.71%	0.1226
exposure_career_options	Activities 1999/00 exposed to new career options	0.81	0.09	0.72	0.41	0.22	9.17%	0.1754
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.55	-0.01	0.56	0.50	-0.01	-0.61%	0.9307
connections_to_job	Activities 1999/00 gave connections that helped find job	0.29	-0.16	0.45	0.48	-0.33	-15.52%	0.0344 *
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.69	0.06	0.62	0.47	0.14	6.35%	0.3832
no_effect_career	Activities 1999/00 had no effect on career	0.16	-0.08	0.24	0.39	-0.19	-7.56%	0.2396
affected_degree	Activities 1999/00 affected degree or major choice	0.32	-0.09	0.42	0.48	-0.19	-9.22%	0.1744
affected_concentration	Activities 1999/00 affected concentration choice	0.32	-0.20	0.53	0.48	-0.43	-20.38%	0.0040 **
interested_topic	Activities 1999/00 increased interest in topic	0.40	-0.16	0.56	0.49	-0.32	-15.68%	0.0272 *
importance_education	Activities 1999/00 helped see importance of education	0.56	-0.12	0.68	0.48	-0.24	-11.56%	0.0890 ~
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.41	-0.14	0.55	0.49	-0.28	-13.88%	0.0492 *
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.07	0.01	0.06	0.25	0.06	1.40%	0.6658
award_helped_cont_educ	Money from 1999/00 helped continue education	0.37	0.11	0.26	0.48	0.23	10.95%	0.1055
no_effect_educ	Activities 1999/00 had not effect on education	0.24	-0.11	0.35	0.43	-0.27	-11.49%	0.0888 ~
desire_educ	QC3, Level of Education Expect to Complete	7.83	0.05	7.78	1.08	0.05	5.14%	0.6678
achieved_educ	QC2, Level of Education Completed	8.81	-0.08	8.89	1.67	-0.05	-7.85%	0.6865
d_future_service	Q16, Binary Likelihood Future Service	0.98	0.01	0.97	0.18	0.02	0.70%	0.7856
d_govt	Q1K_1, Government Employment, 1st job	0.38	0.02	0.35	0.48	0.05	2.49%	0.7398
d_fpro	First job was for profit	0.37	-0.07	0.43	0.49	-0.14	-6.88%	0.3570

**Exhibit J.25: Non-Disadvantaged Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.22	0.04	0.17	0.40	0.11	4.50%	0.4254
d_self	Q1K_1, Self-Employment, 1st job	0.04	0.00	0.04	0.21	0.00	-0.10%	0.9783

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.26: Volunteer Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.50	-0.01	7.51	1.34	0.00	-0.60%	0.9769
current_school	Currently in School	0.23	0.04	0.19	0.43	0.10	4.40%	0.2126
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.10	0.11	-0.01	1.00	0.11	11.03%	0.1214
public_sector	Original, Reported working gov't/public sector in any job	0.38	0.07	0.31	0.48	0.15	7.46%	0.1126
service_others	Reported working in field in service to others	0.48	0.14	0.33	0.49	0.29	14.37%	0.0013 **
CONCOM	PIII, Connection to Community	0.13	0.30	-0.18	0.99	0.31	30.41%	0.0009 ***
GRSSROOT	PIII, Grassroots Efficacy	0.12	0.29	-0.17	1.01	0.29	28.85%	0.0003 ***
KNOWPROB	PIII, Community Problem Identification	0.20	0.30	-0.10	0.99	0.30	29.96%	0.0290 *
HOODOBLG	PIII, Neighborhood Obligations	0.07	0.02	0.05	0.95	0.02	2.30%	0.7001
COMACTV	PIII, Community Based Activism	0.12	0.23	-0.10	1.00	0.23	22.67%	0.0051 **
vol	Volunteered Last 12 mos, Phase III	0.68	0.03	0.65	0.47	0.05	2.58%	0.6026
hrsvol	No. Hours Volunteered	117.44	4.91	112.53	305.87	0.02	491.36%	0.8383
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.15	0.04	0.11	1.01	0.04	4.11%	0.7800
GROWCOM	PIII, Personal Growth through Community Service	0.11	0.05	0.07	0.99	0.05	4.58%	0.7423
LCLCIV	PIII, Local Civic Efficacy	0.11	0.28	-0.18	1.01	0.28	28.23%	0.0222 *
CIVOBGL	PIII, Civic Obligations	0.06	0.09	-0.03	1.00	0.09	9.00%	0.2084
future_service	Original, 3 pt scale on likelihood of future service	1.37	-0.16	1.53	0.57	-0.27	-15.58%	0.0517 ~
social_trust	Social Trust	0.71	0.02	0.69	0.46	0.04	1.78%	0.7162
ENGPOLIT	PIII, Engagement in Political Process	0.04	0.26	-0.22	0.99	0.27	26.31%	0.0117 *
opinion_internet	Expressed opinions using internet	2.42	0.20	2.22	1.21	0.16	19.72%	0.1706
opinion_radio	Expressed opinions on radio call-in	1.26	0.09	1.17	0.62	0.15	9.02%	0.0966 ~
voting_candidate	Talked to others regarding voting for particular candidate or party	2.15	0.24	1.91	1.13	0.21	24.23%	0.0115 *
contacted_govt	Contacted government official	1.96	0.13	1.82	1.04	0.13	13.39%	0.2363
volunteer_campaign	Worked as volunteer on a campaign	1.35	0.12	1.23	0.75	0.15	11.51%	0.0584 ~
Registered_vote	Registered to vote	0.93	0.00	0.94	0.26	-0.01	-0.35%	0.8578
voted_2006	Voted in 11/2006 Elections	0.76	-0.06	0.82	0.43	-0.15	-6.41%	0.0346 *
voted_2004	Voted in 2004 Presidential Election	0.88	-0.02	0.90	0.33	-0.07	-2.21%	0.3326
donated_past_year	Donated money in past 12 months	0.81	0.09	0.72	0.41	0.22	8.98%	0.1508
donated_dollar	Total Donated Dollars, q22ab-q22nb	1000.23	-201.21	1201.44	2624.33	-0.08	-20121.36%	0.4830
GRPINTER	PIII, Constructive Group Interactions	0.07	0.42	-0.36	1.04	0.41	42.25%	0.0114 *
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.09	0.34	-0.25	1.02	0.34	34.23%	0.0434 *

**Exhibit J.26: Volunteer Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.73	0.36	3.37	1.27	0.28	36.22%	0.0277 *
SVCJOB	PIII, Importance of Service-Oriented Careers	0.11	0.26	-0.15	1.00	0.26	25.71%	0.0596 ~
income	Income	5.56	0.01	5.55	2.97	0.00	1.15%	0.9717
LIFSATIS	PIII, Life Satisfaction	0.09	0.26	-0.17	1.00	0.26	26.16%	0.0535 ~
currevents	Activities 1999/00 influenced interest in current events	3.71	-0.04	3.75	0.95	-0.04	-3.81%	0.6883
commvol	Activities 1999/00 influenced commitment to volunteer service	4.01	0.50	3.51	0.96	0.52	50.27%	0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.78	-0.29	4.07	0.98	-0.29	-28.82%	0.0002 ***
affected_career	Activities 1999/00 affected career choice	0.59	-0.10	0.69	0.48	-0.20	-9.85%	0.0418 *
exposure_career_options	Activities 1999/00 exposed to new career options	0.81	0.07	0.74	0.43	0.16	6.66%	0.1893
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.64	-0.01	0.65	0.48	-0.02	-0.88%	0.8716
connections_to_job	Activities 1999/00 gave connections that helped find job	0.49	-0.01	0.51	0.50	-0.03	-1.42%	0.7804
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.69	0.10	0.59	0.48	0.21	9.88%	0.0809 ~
no_effect_career	Activities 1999/00 had no effect on career	0.20	-0.07	0.27	0.43	-0.17	-7.34%	0.1687
affected_degree	Activities 1999/00 affected degree or major choice	0.34	-0.12	0.45	0.48	-0.24	-11.55%	0.0514 ~
affected_concentration	Activities 1999/00 affected concentration choice	0.37	-0.08	0.45	0.49	-0.17	-8.18%	0.1565
interested_topic	Activities 1999/00 increased interest in topic	0.49	0.08	0.41	0.50	0.16	7.92%	0.1396
importance_education	Activities 1999/00 helped see importance of education	0.66	-0.15	0.80	0.44	-0.33	-14.51%	0.0001 ***
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.58	-0.09	0.67	0.48	-0.20	-9.45%	0.0743 ~
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.09	0.01	0.08	0.29	0.03	0.76%	0.7981
award_helped_cont_educ	Money from 1999/00 helped continue education	0.54	0.24	0.30	0.49	0.50	24.40%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.24	0.01	0.23	0.43	0.03	1.39%	0.7174
desire_educ	QC3, Level of Education Expect to Complete	7.50	-0.01	7.51	1.34	0.00	-0.60%	0.9769
achieved_educ	QC2, Level of Education Completed	8.22	-0.19	8.41	2.01	-0.09	-18.56%	0.4593
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.08	0.90	0.20	0.40	7.90%	0.0445 *
d_govt	Q1K_1, Government Employment, 1st job	0.37	0.08	0.30	0.48	0.16	7.57%	0.1099
d_fpro	First job was for profit	0.32	-0.08	0.39	0.48	-0.16	-7.71%	0.2674



**Exhibit J.26: Volunteer Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.25	0.07	0.18	0.41	0.17	7.18%	0.2496
d_self	Q1K_1, Self-Employment, 1st job	0.06	-0.07	0.13	0.24	-0.29	-7.04%	0.1399

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.27: Did Not Volunteer Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.39	0.45	6.94	1.34	0.34	45.21%	0.1028
current_school	Currently in School	0.19	0.12	0.07	0.43	0.27	11.51%	0.5300
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.05	0.59	-0.65	1.00	0.59	59.08%	0.1988
public_sector	Original, Reported working govt/public sector in any job	0.45	0.31	0.14	0.48	0.65	31.33%	0.1602
service_others	Reported working in field in service to others	0.44	0.22	0.21	0.49	0.45	22.46%	0.2516
CONCOM	PIII, Connection to Community	-0.02	0.22	-0.24	0.99	0.22	21.85%	0.4128
GRSSROOT	PIII, Grassroots Efficacy	-0.39	0.26	-0.66	1.01	0.26	26.09%	0.5556
KNOWPROB	PIII, Community Problem Identification	0.24	0.62	-0.39	0.99	0.63	62.35%	0.0368 *
HOODOBLG	PIII, Neighborhood Obligations	0.12	0.08	0.04	0.95	0.08	7.88%	0.8331
COMACTV	PIII, Community Based Activism	-0.20	0.00	-0.21	1.00	0.00	0.31%	0.9913
vol	Volunteered Last 12 mos, Phase III	0.61	0.11	0.50	0.47	0.23	11.12%	0.5777
hrsvol	No. Hours Volunteered	72.34	0.00	72.34	305.87	0.00	0.00%	0.0000 ***
EFFCTCOM	PIII, Personal Effectiveness of Community Service	-0.27	0.00	-0.27	1.01	0.00	0.00%	0.0000 ***
GROWCOM	PIII, Personal Growth through Community Service	-0.31	0.00	-0.31	0.99	0.00	0.00%	0.0000 ***
LCLCIV	PIII, Local Civic Efficacy	-0.33	-0.51	0.18	1.01	-0.50	-50.59%	0.2707
CIVOBLG	PIII, Civic Obligations	-0.29	0.64	-0.93	1.00	0.65	64.23%	0.0407 *
future_service	Original, 3 pt scale on likelihood of future service	1.66	0.46	1.20	0.57	0.80	45.55%	0.0543 ~
social_trust	Social Trust	0.61	0.23	0.38	0.46	0.51	23.45%	0.0850 ~
ENGPOLIT	PIII, Engagement in Political Process	0.06	0.43	-0.37	0.99	0.44	43.08%	0.2675
opinion_internet	Expressed opinions using internet	2.12	-0.27	2.40	1.21	-0.23	-27.42%	0.3284
opinion_radio	Expressed opinions on radio call-in	1.34	0.39	0.94	0.62	0.64	39.25%	0.0266 *
voting_candidate	Talked to others regarding voting for particular candidate or party	1.80	0.15	1.65	1.13	0.13	15.19%	0.6944
contacted_govt	Contacted government official	1.84	-0.04	1.88	1.04	-0.03	-3.55%	0.9395
volunteer_campaign	Worked as volunteer on a campaign	1.31	0.35	0.97	0.75	0.46	34.71%	0.1342
Registered_vote	Registered to vote	0.84	-0.05	0.89	0.26	-0.18	-4.79%	0.6311
voted_2006	Voted in 11/2006 Elections	0.75	0.01	0.74	0.43	0.01	0.50%	0.9613
voted_2004	Voted in 2004 Presidential Election	0.82	0.20	0.62	0.33	0.60	19.75%	0.3718
donated_past_year	Donated money in past 12 months	0.70	0.09	0.62	0.41	0.21	8.59%	0.6438
donated_dollar	Total Donated Dollars, q22ab-q22nb	638.07	-4.40	642.47	2624.33	0.00	-439.87%	0.9934
GRPINTER	PIII, Constructive Group Interactions	-0.30	0.35	-0.65	1.04	0.33	34.73%	0.5855
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.24	0.12	-0.36	1.02	0.12	12.47%	0.5901

**Exhibit J.27: Did Not Volunteer Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.71	-0.35	4.07	1.27	-0.28	-35.41%	0.4454
SVCJOB	PIII, Importance of Service-Oriented Careers	-0.07	-0.35	0.29	1.00	-0.35	-35.17%	0.3128
income	Income	4.76	-0.26	5.02	2.97	-0.09	-26.02%	0.7568
LIFSATIS	PIII, Life Satisfaction	0.04	1.61	-1.57	1.00	1.60	160.55%	0.0002 ***
currevents	Activities 1999/00 influenced interest in current events	3.61	0.06	3.56	0.95	0.06	5.90%	0.8834
commvol	Activities 1999/00 influenced commitment to volunteer service	4.01	0.26	3.75	0.96	0.27	26.00%	0.6511
familylife	Activities 1999/00 influenced personal and family life	3.73	-0.20	3.93	0.98	-0.20	-19.84%	0.7429
affected_career	Activities 1999/00 affected career choice	0.49	-0.30	0.79	0.48	-0.62	-29.90%	0.0510 ~
exposure_career_options	Activities 1999/00 exposed to new career options	0.63	0.04	0.59	0.43	0.09	4.01%	0.7537
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.59	-0.37	0.97	0.48	-0.78	-37.45%	0.0021 **
connections_to_job	Activities 1999/00 gave connections that helped find job	0.48	0.16	0.32	0.50	0.32	16.18%	0.2943
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.70	0.25	0.45	0.48	0.51	24.73%	0.0350 *
no_effect_career	Activities 1999/00 had no effect on career	0.37	-0.01	0.38	0.43	-0.03	-1.13%	0.9461
affected_degree	Activities 1999/00 affected degree or major choice	0.32	-0.20	0.52	0.48	-0.41	-19.99%	0.3973
affected_concentration	Activities 1999/00 affected concentration choice	0.34	-0.34	0.68	0.49	-0.70	-34.17%	0.0065 **
interested_topic	Activities 1999/00 increased interest in topic	0.43	-0.24	0.67	0.50	-0.48	-23.65%	0.0946 ~
importance_education	Activities 1999/00 helped see importance of education	0.73	0.15	0.58	0.44	0.34	15.23%	0.4352
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.59	0.28	0.31	0.48	0.59	28.14%	0.0219 *
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.16	0.04	0.12	0.29	0.14	4.07%	0.6739
award_helped_cont_educ	Money from 1999/00 helped continue education	0.58	0.51	0.07	0.49	1.04	50.72%	0.0005 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.27	-0.15	0.42	0.43	-0.34	-14.54%	0.3181
desire_educ	QC3, Level of Education Expect to Complete	7.39	0.45	6.94	1.34	0.34	45.21%	0.1028
achieved_educ	QC2, Level of Education Completed	8.09	1.01	7.07	2.01	0.50	101.46%	0.0415 *
d_future_service	Q16, Binary Likelihood Future Service	0.91	-0.08	0.99	0.20	-0.42	-8.27%	0.2067
d_govt	Q1K_1, Government Employment, 1st job	0.45	0.31	0.14	0.48	0.66	31.33%	0.1602
d_fpro	First job was for profit	0.27	-0.57	0.84	0.48	-1.18	-56.72%	0.0001 ***

**Exhibit J.27: Did Not Volunteer Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.14	0.13	0.01	0.41	0.32	13.16%	0.1959
d_self	Q1K_1, Self-Employment, 1st job	0.14	0.12	0.01	0.24	0.50	12.23%	0.3969

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.28: Volunteer Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.82	0.03	7.79	1.08	0.03		0.8222
current_school	Currently in School	0.26	0.06	0.20	0.43		5.62%	0.3506
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.03	0.17	-0.15	0.92	0.19		0.0931 ~
public_sector	Original, Reported working govt/public sector in any job	0.38	0.05	0.33	0.49		5.11%	0.4428
service_others	Reported working in field in service to others	0.44	0.06	0.37	0.50		6.42%	0.3267
CONCOM	PIII, Connection to Community	0.11	0.34	-0.23	0.96	0.35		0.0037 **
GRSSROOT	PIII, Grassroots Efficacy	0.32	0.48	-0.17	0.87	0.56		0.0014 **
KNOWPROB	PIII, Community Problem Identification	-0.17	0.07	-0.24	0.94	0.07		0.5310
HOODOBLG	PIII, Neighborhood Obligations	-0.02	0.30	-0.32	1.02	0.29		0.0273 *
COMACTV	PIII, Community Based Activism	-0.11	0.16	-0.27	0.94	0.17		0.1442
vol	Volunteered Last 12 mos, Phase III	0.66	0.15	0.51	0.49		14.98%	0.0165 *
hrsvol	No. Hours Volunteered	125.87	11.45	114.41	276.03	0.04		0.8797
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.15	0.45	-0.30	0.89	0.51		0.0268 *
GROWCOM	PIII, Personal Growth through Community Service	-0.06	0.10	-0.16	0.99	0.10		0.5704
LCLCIV	PIII, Local Civic Efficacy	0.05	0.41	-0.36	0.94	0.44		0.0010 **
CIVOBLG	PIII, Civic Obligations	0.02	0.20	-0.19	0.93	0.22		0.0676 ~
future_service	Original, 3 pt scale on likelihood of future service	1.29	-0.22	1.51	0.54	-0.41		0.0016 **
social_trust	Social Trust	0.86	0.14	0.72	0.39		13.84%	0.0092 **
ENGPOLIT	PIII, Engagement in Political Process	-0.08	0.12	-0.20	0.99	0.12		0.2967
opinion_internet	Expressed opinions using internet	2.36	-0.10	2.47	1.20	-0.09		0.4863
opinion_radio	Expressed opinions on radio call-in	1.14	0.01	1.14	0.46	0.02		0.9001
voting_candidate	Talked to others regarding voting for particular candidate or party	2.19	0.01	2.17	1.09	0.01		0.9213
contacted_govt	Contacted government official	1.93	0.19	1.74	1.04	0.18		0.1290
volunteer_campaign	Worked as volunteer on a campaign	1.29	0.14	1.15	0.65	0.21		0.0748 ~
Registered_vote	Registered to vote	0.94	-0.02	0.95	0.23		-1.57%	0.5995
voted_2006	Voted in 11/2006 Elections	0.78	-0.03	0.81	0.41		-2.96%	0.5401
voted_2004	Voted in 2004 Presidential Election	0.92	-0.01	0.93	0.28		-0.54%	0.8708
donated_past_year	Donated money in past 12 months	0.81	0.05	0.77	0.40		4.77%	0.3965
donated_dollar	Total Donated Dollars, q22ab-q22nb	990.35	-96.59	1086.94	2068.00	-0.05		0.8045
GRPINTER	PIII, Constructive Group Interactions	0.16	0.12	0.04	0.81	0.15		0.2324
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.02	0.12	-0.14	0.92	0.13		0.3355

**Exhibit J.28: Volunteer Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.82	0.18	3.65	1.23	0.14		0.2761
SVCJOB	PIII, Importance of Service-Oriented Careers	0.11	0.18	-0.07	0.97	0.18		0.1393
income	Income	6.09	0.04	6.04	2.84	0.02		0.8924
LIFSATIS	PIII, Life Satisfaction	0.34	0.36	-0.03	0.84	0.43		0.0008 ***
currevents	Activities 1999/00 influenced interest in current events	3.74	0.00	3.75	0.95	0.00		0.9677
commvol	Activities 1999/00 influenced commitment to volunteer service	4.23	0.84	3.39	0.87	0.96		0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	4.01	0.08	3.93	0.92	0.09		0.3857
affected_career	Activities 1999/00 affected career choice	0.62	-0.07	0.69	0.48		-6.98%	0.2459
exposure_career_options	Activities 1999/00 exposed to new career options	0.83	0.12	0.71	0.41		12.19%	0.0282 *
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.56	-0.01	0.57	0.50		-1.20%	0.8430
connections_to_job	Activities 1999/00 gave connections that helped find job	0.30	-0.17	0.46	0.48		-16.53%	0.0077 **
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.69	0.05	0.64	0.47		5.01%	0.4139
no_effect_career	Activities 1999/00 had no effect on career	0.17	-0.03	0.20	0.39		-3.47%	0.4885
affected_degree	Activities 1999/00 affected degree or major choice	0.30	-0.16	0.46	0.48		-15.71%	0.0098 **
affected_concentration	Activities 1999/00 affected concentration choice	0.31	-0.21	0.52	0.48		-21.23%	0.0006 ***
interested_topic	Activities 1999/00 increased interest in topic	0.40	-0.16	0.56	0.49		-15.69%	0.0111 *
importance_education	Activities 1999/00 helped see importance of education	0.56	-0.17	0.73	0.48		-16.70%	0.0035 **
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.40	-0.22	0.61	0.49		-21.58%	0.0004 ***
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.08	0.04	0.04	0.25		3.78%	0.1281
award_helped_cont_educ	Money from 1999/00 helped continue education	0.37	-0.01	0.38	0.48		-0.63%	0.9181
no_effect_educ	Activities 1999/00 had not effect on education	0.25	-0.05	0.30	0.43		-5.03%	0.3826
desire_educ	QC3, Level of Education Expect to Complete	7.82	0.03	7.79	1.08	0.03		0.8222
achieved_educ	QC2, Level of Education Completed	8.75	-0.04	8.79	1.67	-0.02		0.8228
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.00	0.97	0.18		0.47%	0.8375
d_govt	Q1K_1, Government Employment, 1st job	0.37	0.04	0.32	0.48		4.46%	0.4960
d_fpro	First job was for profit	0.38	-0.03	0.41	0.49		-3.09%	0.6509

**Exhibit J.28: Volunteer Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.22	0.02	0.21	0.40		1.61%	0.7813
d_self	Q1K_1, Self-Employment, 1st job	0.03	-0.03	0.06	0.21		-2.98%	0.3292

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.29: Did Not Volunteer Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.56	NC	NC	1.08	NC	NC	NC
current_school	Currently in School	0.10	NC	NC	0.43	NC	NC	NC
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.24	NC	NC	0.92	NC	NC	NC
public_sector	Original, Reported working govt/public sector in any job	0.26	NC	NC	0.49	NC	NC	NC
service_others	Reported working in field in service to others	0.35	NC	NC	0.50	NC	NC	NC
CONCOM	PIII, Connection to Community	-0.72	NC	NC	0.96	NC	NC	NC
GRSSROOT	PIII, Grassroots Efficacy	-0.26	NC	NC	0.87	NC	NC	NC
KNOWPROB	PIII, Community Problem Identification	-0.79	NC	NC	0.94	NC	NC	NC
HOODOBLG	PIII, Neighborhood Obligations	-0.55	NC	NC	1.02	NC	NC	NC
COMACTV	PIII, Community Based Activism	-0.35	NC	NC	0.94	NC	NC	NC
vol	Volunteered Last 12 mos, Phase III	0.17	NC	NC	0.49	NC	NC	NC
hrsvol	No. Hours Volunteered	0.00	NC	NC	276.03	NC	NC	NC
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.51	NC	NC	0.89	NC	NC	NC
GROWCOM	PIII, Personal Growth through Community Service	0.71	NC	NC	0.99	NC	NC	NC
LCLCIV	PIII, Local Civic Efficacy	-0.32	NC	NC	0.94	NC	NC	NC
CIVOBLG	PIII, Civic Obligations	-0.54	NC	NC	0.93	NC	NC	NC
future_service	Original, 3 pt scale on likelihood of future service	1.52	NC	NC	0.54	NC	NC	NC
social_trust	Social Trust	0.77	NC	NC	0.39	NC	NC	NC
ENGPOLIT	PIII, Engagement in Political Process	-0.24	NC	NC	0.99	NC	NC	NC
opinion_internet	Expressed opinions using internet	1.62	NC	NC	1.20	NC	NC	NC
opinion_radio	Expressed opinions on radio call-in	1.00	NC	NC	0.46	NC	NC	NC
voting_candidate	Talked to others regarding voting for particular candidate or party	2.64	NC	NC	1.09	NC	NC	NC
contacted_govt	Contacted government official	1.62	NC	NC	1.04	NC	NC	NC
volunteer_campaign	Worked as volunteer on a campaign	1.00	NC	NC	0.65	NC	NC	NC
Registered_vote	Registered to vote	0.90	NC	NC	0.23	NC	NC	NC
voted_2006	Voted in 11/2006 Elections	0.80	NC	NC	0.41	NC	NC	NC
voted_2004	Voted in 2004 Presidential Election	0.82	NC	NC	0.28	NC	NC	NC
donated_past_year	Donated money in past 12 months	0.77	NC	NC	0.40	NC	NC	NC
donated_dollar	Total Donated Dollars, q22ab-q22nb	304.48	NC	NC	2068.00	NC	NC	NC
GRPINTER	PIII, Constructive Group Interactions	0.05	NC	NC	0.81	NC	NC	NC
GRPBEHAV	PIII, Constructive Personal Behavior in Groups	-0.33	NC	NC	0.92	NC	NC	NC



**Exhibit J.29: Did Not Volunteer Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.28	NC	NC	1.23	NC	NC	NC
SVCJOB	PIII, Importance of Service-Oriented Careers	-0.54	NC	NC	0.97	NC	NC	NC
income	Income	5.75	NC	NC	2.84	NC	NC	NC
LIFSATIS	PIII, Life Satisfaction	-0.26	NC	NC	0.84	NC	NC	NC
currevents	Activities 1999/00 influenced interest in current events	3.59	NC	NC	0.95	NC	NC	NC
commvol	Activities 1999/00 influenced commitment to volunteer service	4.00	NC	NC	0.87	NC	NC	NC
familylife	Activities 1999/00 influenced personal and family life	3.79	NC	NC	0.92	NC	NC	NC
affected_career	Activities 1999/00 affected career choice	0.31	NC	NC	0.48	NC	NC	NC
exposure_career_options	Activities 1999/00 exposed to new career options	0.69	NC	NC	0.41	NC	NC	NC
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.51	NC	NC	0.50	NC	NC	NC
connections_to_job	Activities 1999/00 gave connections that helped find job	0.31	NC	NC	0.48	NC	NC	NC
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.90	NC	NC	0.47	NC	NC	NC
no_effect_career	Activities 1999/00 had no effect on career	0.10	NC	NC	0.39	NC	NC	NC
affected_degree	Activities 1999/00 affected degree or major choice	0.41	NC	NC	0.48	NC	NC	NC
affected_concentration	Activities 1999/00 affected concentration choice	0.41	NC	NC	0.48	NC	NC	NC
interested_topic	Activities 1999/00 increased interest in topic	0.41	NC	NC	0.49	NC	NC	NC
importance_education	Activities 1999/00 helped see importance of education	0.72	NC	NC	0.48	NC	NC	NC
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.62	NC	NC	0.49	NC	NC	NC
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.07	NC	NC	0.25	NC	NC	NC
award_helped_cont_educ	Money from 1999/00 helped continue education	0.49	NC	NC	0.48	NC	NC	NC
no_effect_educ	Activities 1999/00 had not effect on education	0.10	NC	NC	0.43	NC	NC	NC
desire_educ	QC3, Level of Education Expect to Complete	7.56	NC	NC	1.08	NC	NC	NC
achieved_educ	QC2, Level of Education Completed	8.26	NC	NC	1.67	NC	NC	NC
d_future_service	Q16, Binary Likelihood Future Service	1.00	NC	NC	0.18	NC	NC	NC
d_govt	Q1K_1, Government Employment, 1st job	0.26	NC	NC	0.48	NC	NC	NC
d_fpro	First job was for profit	0.61	NC	NC	0.49	NC	NC	NC

**Exhibit J.29: Did Not Volunteer Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.13	NC	NC	0.40	NC	NC	NC
d_self	Q1K_1, Self-Employment, 1st job	0.00	NC	NC	0.21	NC	NC	NC

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.30: Less than High School Diploma Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	6.15	0.42	5.73	1.34	0.31		0.4872
current_school	Currently in School	0.20	0.09	0.11	0.43		8.93%	0.2292
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.02	0.13	-0.14	1.00	0.13		0.4662
public_sector	Original, Reported working gov/public sector in any job	0.25	0.09	0.16	0.48		8.68%	0.4686
service_others	Reported working in field in service to others	0.27	-0.05	0.32	0.49		-4.79%	0.6523
CONCOM	PIII, Connection to Community	-0.14	-0.01	-0.13	0.99	-0.01		0.9566
GRSSROOT	PIII, Grassroots Efficacy	-0.25	-0.14	-0.11	1.01	-0.14		0.5333
KNOWPROB	PIII, Community Problem Identification	0.18	0.34	-0.16	0.99	0.34		0.2647
HOODOBLG	PIII, Neighborhood Obligations	0.24	-0.20	0.44	0.95	-0.21		0.0888 ~
COMACTV	PIII, Community Based Activism	-0.25	0.00	-0.24	1.00	0.00		0.9928
vol	Volunteered Last 12 mos, Phase III	0.53	0.10	0.44	0.47		9.74%	0.5340
hrsvol	No. Hours Volunteered	110.81	100.56	10.25	305.87	0.33		0.3602
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.17	0.54	-0.37	1.01	0.53		0.0914 ~
GROWCOM	PIII, Personal Growth through Community Service	0.47	0.36	0.11	0.99	0.37		0.3335
LCLCIV	PIII, Local Civic Efficacy	-0.05	0.63	-0.68	1.01	0.63		0.0248 *
CIVOBLG	PIII, Civic Obligations	-0.25	-0.22	-0.04	1.00	-0.22		0.4061
future_service	Original, 3 pt scale on likelihood of future service	1.58	-0.01	1.59	0.57	-0.02		0.9474
social_trust	Social Trust	0.48	-0.31	0.78	0.46		-30.54%	0.0001 ***
ENGPOLIT	PIII, Engagement in Political Process	-0.44	0.30	-0.74	0.99	0.31		0.5451
opinion_internet	Expressed opinions using internet	2.18	0.27	1.91	1.21	0.22		0.5466
opinion_radio	Expressed opinions on radio call-in	1.39	0.25	1.14	0.62	0.41		0.1616
voting_candidate	Talked to others regarding voting for particular candidate or party	1.79	0.29	1.51	1.13	0.25		0.2592
contacted_govt	Contacted government official	1.55	0.46	1.09	1.04	0.44		0.0920 ~
volunteer_campaign	Worked as volunteer on a campaign	1.27	0.10	1.17	0.75	0.13		0.5454
Registered_vote	Registered to vote	0.84	-0.10	0.94	0.26		-10.19%	0.1010
voted_2006	Voted in 11/2006 Elections	0.55	-0.16	0.71	0.43		-15.66%	0.0863 ~
voted_2004	Voted in 2004 Presidential Election	0.70	-0.06	0.76	0.33		-6.36%	0.4341
donated_past_year	Donated money in past 12 months	0.61	0.12	0.49	0.41		11.68%	0.5116
donated_dollar	Total Donated Dollars, q22ab-q22nb	783.77	-1362.11	2145.88	2624.33	-0.52		0.3697
GRPINTER	PIII, Constructive Group Interactions	-0.38	0.53	-0.91	1.04	0.51		0.3431
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.10	0.53	-0.63	1.02	0.52		0.1048

**Exhibit J.30: Less than High School Diploma Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
difference_community	QB16d, 5 pt, Make a difference in Community	3.50	0.41	3.10	1.27	0.32		0.5339
SVCJOB	PIII, Importance of Service-Oriented Careers	0.10	0.71	-0.61	1.00	0.71		0.0799 ~
income	Income	4.18	-0.12	4.30	2.97	-0.04		0.8356
LIFSATIS	PIII, Life Satisfaction	-0.22	0.14	-0.36	1.00	0.14		0.6440
currevents	Activities 1999/00 influenced interest in current events	3.84	-0.09	3.93	0.95	-0.10		0.7121
commvol	Activities 1999/00 influenced commitment to volunteer service	4.06	0.72	3.35	0.96	0.75		0.0151 *
familylife	Activities 1999/00 influenced personal and family life	3.77	-0.46	4.24	0.98	-0.47		0.0761 ~
affected_career	Activities 1999/00 affected career choice	0.49	-0.41	0.89	0.48		-40.52%	0.0014 **
exposure_career_options	Activities 1999/00 exposed to new career options	0.81	0.12	0.69	0.43		11.84%	0.5161
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.62	-0.22	0.85	0.48		-22.20%	0.0054 **
connections_to_job	Activities 1999/00 gave connections that helped find job	0.44	-0.15	0.59	0.50		-14.91%	0.2910
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.64	0.15	0.49	0.48		15.43%	0.3204
no_effect_career	Activities 1999/00 had no effect on career	0.29	0.15	0.13	0.43		15.48%	0.1246
affected_degree	Activities 1999/00 affected degree or major choice	0.36	-0.27	0.63	0.48		-26.84%	0.0227 *
affected_concentration	Activities 1999/00 affected concentration choice	0.33	-0.31	0.64	0.49		-30.94%	0.0043 **
interested_topic	Activities 1999/00 increased interest in topic	0.48	0.24	0.24	0.50		24.38%	0.0146 *
importance_education	Activities 1999/00 helped see importance of education	0.78	-0.04	0.82	0.44		-4.00%	0.6828
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.74	0.16	0.58	0.48		15.50%	0.2388
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.14	0.01	0.12	0.29		1.20%	0.8573
award_helped_cont_educ	Money from 1999/00 helped continue education	0.71	0.35	0.36	0.49		34.80%	0.0009 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.21	0.12	0.09	0.43		11.98%	0.1913
desire_educ	QC3, Level of Education Expect to Complete	6.15	0.42	5.73	1.34	0.31		0.4872
achieved_educ	QC2, Level of Education Completed	5.49	-0.02	5.51	2.01	-0.01		0.9734
d_future_service	Q16, Binary Likelihood Future Service	0.93	0.10	0.83	0.20		10.02%	0.2366
d_govt	Q1K_1, Government Employment, 1st job	0.24	0.10	0.14	0.48		9.60%	0.4198
d_fpro	First job was for profit	0.46	0.04	0.42	0.48		4.06%	0.8171

**Exhibit J.30: Less than High School Diploma Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
d_npro	Q1K_1, Non Profit Employment, 1st job	0.23	-0.04	0.27	0.41		-4.17%	0.8315
d_self	Q1K_1, Self-Employment, 1st job	0.07	-0.09	0.17	0.24		-9.49%	0.2974

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.31: High School Diploma or Greater Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.35	-0.05	7.41	1.34	-0.04		0.6614
current_school	Currently in School	0.28	0.04	0.24	0.43		3.50%	0.5362
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.09	0.00	0.08	1.00	0.00		0.9812
public_sector	Original, Reported working govt/public sector in any job	0.39	0.14	0.25	0.48		14.29%	0.0243 *
service_others	Reported working in field in service to others	0.44	0.11	0.33	0.49		11.44%	0.0731 ~
CONCOM	PIII, Connection to Community	0.04	0.17	-0.13	0.99	0.17		0.2551
GRSSROOT	PIII, Grassroots Efficacy	0.03	0.41	-0.38	1.01	0.40		0.0009 ***
KNOWPROB	PIII, Community Problem Identification	0.27	0.18	0.09	0.99	0.18		0.1364
HOODOBLG	PIII, Neighborhood Obligations	0.16	0.05	0.11	0.95	0.06		0.4984
COMACTV	PIII, Community Based Activism	0.03	0.20	-0.17	1.00	0.20		0.1007
vol	Volunteered Last 12 mos, Phase III	0.61	-0.02	0.63	0.47		-1.60%	0.8089
hrsvol	No. Hours Volunteered	136.38	-0.71	137.09	305.87	0.00		0.9854
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.06	-0.22	0.28	1.01	-0.22		0.4505
GROWCOM	PIII, Personal Growth through Community Service	0.10	-0.19	0.29	0.99	-0.19		0.2338
LCLCIV	PIII, Local Civic Efficacy	0.10	0.12	-0.02	1.01	0.12		0.4703
CIVOBLG	PIII, Civic Obligations	0.12	0.22	-0.09	1.00	0.22		0.0744 ~
future_service	Original, 3 pt scale on likelihood of future service	1.39	0.01	1.38	0.57	0.02		0.8850
social_trust	Social Trust	0.66	0.04	0.62	0.46		3.85%	0.5606
ENGPOLIT	PIII, Engagement in Political Process	0.11	0.21	-0.10	0.99	0.22		0.0438 *
opinion_internet	Expressed opinions using internet	2.48	0.29	2.19	1.21	0.24		0.0945 ~
opinion_radio	Expressed opinions on radio call-in	1.32	0.14	1.18	0.62	0.22		0.0504 ~
voting_candidate	Talked to others regarding voting for particular candidate or party	2.16	0.20	1.97	1.13	0.17		0.1561
contacted_govt	Contacted government official	1.91	-0.03	1.94	1.04	-0.03		0.8239
volunteer_campaign	Worked as volunteer on a campaign	1.37	0.10	1.27	0.75	0.13		0.2484
Registered_vote	Registered to vote	0.93	0.06	0.87	0.26		5.95%	0.0750 ~
voted_2006	Voted in 11/2006 Elections	0.76	-0.05	0.81	0.43		-5.01%	0.2679
voted_2004	Voted in 2004 Presidential Election	0.86	0.01	0.85	0.33		1.02%	0.8116
donated_past_year	Donated money in past 12 months	0.78	0.07	0.71	0.41		6.94%	0.2280

**Exhibit J.31: High School Diploma or Greater Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
donated_dollar	Total Donated Dollars, q22ab-q22nb	1023.56	328.78	694.78	2624.33	0.13		0.1739
GRPINTER	PIII, Constructive Group Interactions	0.09	0.22	-0.13	1.04	0.21		0.1958
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.12	0.17	-0.05	1.02	0.17		0.4346
difference_community	QB16d, 5 pt, Make a difference in Community	3.53	0.10	3.43	1.27	0.08		0.5567
SVCJOB	PIII, Importance of Service-Oriented Careers	0.06	0.10	-0.04	1.00	0.11		0.4976
income	Income	5.03	-0.33	5.36	2.97	-0.11		0.3679
LIFSATIS	PIII, Life Satisfaction	-0.12	0.30	-0.42	1.00	0.30		0.0294 *
currevents	Activities 1999/00 influenced interest in current events	3.74	-0.06	3.80	0.95	-0.06		0.6208
commvol	Activities 1999/00 influenced commitment to volunteer service	3.97	0.46	3.51	0.96	0.48		0.0009 ***
familylife	Activities 1999/00 influenced personal and family life	3.79	-0.34	4.12	0.98	-0.35		0.0082 **
affected_career	Activities 1999/00 affected career choice	0.57	-0.04	0.61	0.48		-4.09%	0.5492
exposure_career_options	Activities 1999/00 exposed to new career options	0.77	0.02	0.75	0.43		1.92%	0.8101
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.65	0.08	0.58	0.48		7.63%	0.3121
connections_to_job	Activities 1999/00 gave connections that helped find job	0.48	0.04	0.43	0.50		4.40%	0.5123
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.62	0.05	0.57	0.48		5.14%	0.4827
no_effect_career	Activities 1999/00 had no effect on career	0.27	-0.14	0.41	0.43		-13.91%	0.1020
affected_degree	Activities 1999/00 affected degree or major choice	0.33	-0.23	0.56	0.48		-22.86%	0.0002 ***
affected_concentration	Activities 1999/00 affected concentration choice	0.41	-0.16	0.57	0.49		-16.01%	0.0107 *
interested_topic	Activities 1999/00 increased interest in topic	0.49	-0.08	0.56	0.50		-7.71%	0.2764
importance_education	Activities 1999/00 helped see importance of education	0.72	-0.11	0.83	0.44		-10.74%	0.0383 *
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.69	-0.09	0.78	0.48		-9.20%	0.1588
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.09	-0.01	0.09	0.29		-0.57%	0.8654
award_helped_cont_educ	Money from 1999/00 helped continue education	0.70	0.29	0.40	0.49		29.48%	0.0000 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.23	-0.02	0.25	0.43		-1.63%	0.7867

**Exhibit J.31: High School Diploma or Greater Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
desire_educ	QC3, Level of Education Expect to Complete	7.35	-0.05	7.41	1.34	-0.04		0.6614
achieved_educ	QC2, Level of Education Completed	7.80	-0.27	8.07	2.01	-0.13		0.1436
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.01	0.96	0.20		0.99%	0.5958
d_govt	Q1K_1, Government Employment, 1st job	0.39	0.14	0.24	0.48		14.40%	0.0233 *
d_fpro	First job was for profit	0.37	-0.03	0.41	0.48		-3.23%	0.6340
d_npro	Q1K_1, Non Profit Employment, 1st job	0.18	-0.13	0.31	0.41		-13.34%	0.0752 ~
d_self	Q1K_1, Self-Employment, 1st job	0.06	0.02	0.04	0.24		2.17%	0.4733

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$



**Exhibit J.32: BA Degree or Higher Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	8.08	-0.01	8.08	1.34	0.00		0.9353
current_school	Currently in School	0.21	0.03	0.18	0.43		3.37%	0.5245
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.09	0.03	0.07	1.00	0.03		0.7710
public_sector	Original, Reported working govt/public sector in any job	0.42	0.02	0.39	0.48		2.11%	0.7442
service_others	Reported working in field in service to others	0.55	0.14	0.41	0.49		13.54%	0.0525 ~
CONCOM	PIII, Connection to Community	0.21	0.32	-0.11	0.99	0.32		0.0019 **
GRSSROOT	PIII, Grassroots Efficacy	0.22	0.24	-0.02	1.01	0.23		0.0101 *
KNOWPROB	PIII, Community Problem Identification	0.11	0.21	-0.09	0.99	0.21		0.0245 *
HOODOBLG	PIII, Neighborhood Obligations	-0.04	0.12	-0.16	0.95	0.13		0.2048
COMACTV	PIII, Community Based Activism	0.17	0.23	-0.06	1.00	0.23		0.0069 **
vol	Volunteered Last 12 mos, Phase III	0.72	0.07	0.65	0.47		6.51%	0.1823
hrsvol	No. Hours Volunteered	92.60	-19.67	112.27	305.87	-0.06		0.5974
EFFTCOM	PIII, Personal Effectiveness of Community Service	0.14	0.57	-0.43	1.01	0.56		0.0003 ***
GROWCOM	PIII, Personal Growth through Community Service	-0.03	0.42	-0.44	0.99	0.42		0.0542 ~
LCLCIV	PIII, Local Civic Efficacy	0.11	0.24	-0.13	1.01	0.24		0.0314 *
CIVOBLG	PIII, Civic Obligations	0.04	0.01	0.03	1.00	0.01		0.8819
future_service	Original, 3 pt scale on likelihood of future service	1.37	-0.09	1.46	0.57	-0.16		0.1891
social_trust	Social Trust	0.84	0.01	0.83	0.46		1.35%	0.7523
ENGPOLIT	PIII, Engagement in Political Process	0.09	0.04	0.05	0.99	0.04		0.6266
opinion_internet	Expressed opinions using internet	2.41	-0.29	2.70	1.21	-0.24		0.1013
opinion_radio	Expressed opinions on radio call-in	1.13	-0.03	1.16	0.62	-0.05		0.5993
voting_candidate	Talked to others regarding voting for particular candidate or party	2.22	-0.07	2.28	1.13	-0.06		0.5613
contacted_govt	Contacted government official	2.07	0.04	2.03	1.04	0.04		0.7125
volunteer_campaign	Worked as volunteer on a campaign	1.30	0.08	1.22	0.75	0.11		0.2974
Registered_vote	Registered to vote	0.95	0.00	0.95	0.26		-0.26%	0.8896
voted_2006	Voted in 11/2006 Elections	0.80	0.04	0.77	0.43		3.75%	0.3941
voted_2004	Voted in 2004 Presidential Election	0.93	0.00	0.93	0.33		0.19%	0.9207
donated_past_year	Donated money in past 12 months	0.86	0.01	0.85	0.41		0.60%	0.8641

**Exhibit J.32: BA Degree or Higher Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
donated_dollar	Total Donated Dollars, q22ab-q22nb	935.85	-319.72	1255.57	2624.33	-0.12		0.1504
GRPINTER	PIII, Constructive Group Interactions	0.06	-0.08	0.15	1.04	-0.08		0.4531
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.06	0.07	-0.01	1.02	0.07		0.4669
difference_community	QB16d, 5 pt, Make a difference in Community	3.84	0.33	3.51	1.27	0.26		0.0245 *
SVCJOB	PIII, Importance of Service-Oriented Careers	0.10	0.26	-0.16	1.00	0.26		0.0299 *
income	Income	6.33	-0.30	6.63	2.97	-0.10		0.4480
LIFSATIS	PIII, Life Satisfaction	0.31	0.42	-0.11	1.00	0.42		0.0000 ***
currevents	Activities 1999/00 influenced interest in current events	3.60	-0.11	3.71	0.95	-0.12		0.3925
commvol	Activities 1999/00 influenced commitment to volunteer service	3.99	0.45	3.54	0.96	0.47		0.0002 ***
familylife	Activities 1999/00 influenced personal and family life	3.70	-0.32	4.02	0.98	-0.33		0.0012 **
affected_career	Activities 1999/00 affected career choice	0.61	-0.12	0.73	0.48		-12.24%	0.0269 *
exposure_career_options	Activities 1999/00 exposed to new career options	0.81	0.05	0.76	0.43		5.30%	0.2072
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.61	-0.11	0.71	0.48		-10.53%	0.0840 ~
connections_to_job	Activities 1999/00 gave connections that helped find job	0.48	0.07	0.41	0.50		6.97%	0.2719
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.72	0.07	0.65	0.48		6.65%	0.1748
no_effect_career	Activities 1999/00 had no effect on career	0.17	-0.06	0.23	0.43		-6.32%	0.1478
affected_degree	Activities 1999/00 affected degree or major choice	0.31	-0.13	0.44	0.48		-12.75%	0.0344 *
affected_concentration	Activities 1999/00 affected concentration choice	0.33	-0.08	0.41	0.49		-8.03%	0.1778
interested_topic	Activities 1999/00 increased interest in topic	0.44	-0.06	0.50	0.50		-5.80%	0.3678
importance_education	Activities 1999/00 helped see importance of education	0.55	-0.20	0.75	0.44		-19.58%	0.0005 ***
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.42	-0.17	0.59	0.48		-17.40%	0.0023 **
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.08	0.00	0.07	0.29		0.08%	0.9724
award_helped_cont_educ	Money from 1999/00 helped continue education	0.38	0.21	0.18	0.49		20.59%	0.0001 ***
no_effect_educ	Activities 1999/00 had not effect on education	0.28	-0.03	0.32	0.43		-3.24%	0.5364

**Exhibit J.32: BA Degree or Higher Treatment Effects, State and National, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
desire_educ	QC3, Level of Education Expect to Complete	8.08	-0.01	8.08	1.34	0.00		0.9353
achieved_educ	QC2, Level of Education Completed	9.53	0.10	9.44	2.01	0.05		0.2118
d_future_service	Q16, Binary Likelihood Future Service	0.97	0.03	0.94	0.20		3.27%	0.2065
d_govt	Q1K_1, Government Employment, 1st job	0.40	0.04	0.36	0.48		3.98%	0.5300
d_fpro	First job was for profit	0.26	-0.15	0.41	0.48		-14.95%	0.0408 *
d_npro	Q1K_1, Non Profit Employment, 1st job	0.29	0.17	0.12	0.41		17.42%	0.0005 ***
d_self	Q1K_1, Self-Employment, 1st job	0.04	-0.06	0.11	0.24		-6.45%	0.0849 ~

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \*  $p \leq .05$ , \*\*  $p \leq .01$ , \*\*\*  $p \leq .001$

**Exhibit J.33: Less than High School Diploma Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.35	-0.27	7.62	1.08	-0.25		0.6645
current_school	Currently in School	0.37	-0.02	0.39	0.43		-1.86%	0.9113
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	-0.03	-0.09	0.06	0.92	-0.10		0.7605
public_sector	Original, Reported working govt/public sector in any job	0.29	0.22	0.06	0.49		22.40%	0.1495
service_others	Reported working in field in service to others	0.36	0.05	0.31	0.50		4.71%	0.7721
CONCOM	PIII, Connection to Community	-0.01	0.11	-0.12	0.96	0.12		0.7167
GRSSROOT	PIII, Grassroots Efficacy	0.26	0.31	-0.05	0.87	0.36		0.1349
KNOWPROB	PIII, Community Problem Identification	-0.23	-0.10	-0.13	0.94	-0.10		0.7588
HOODOBLG	PIII, Neighborhood Obligations	0.20	0.43	-0.23	1.02	0.42		0.1082
COMACTV	PIII, Community Based Activism	-0.19	0.23	-0.41	0.94	0.24		0.3872
vol	Volunteered Last 12 mos, Phase III	0.57	0.10	0.48	0.49		9.62%	0.5211
hrsvol	No. Hours Volunteered	90.61	466.38	-375.77	276.03	1.69		0.3139
EFFTCOM	PIII, Personal Effectiveness of Community Service	-0.05	-1.28	1.22	0.89	-1.44		0.1372
GROWCOM	PIII, Personal Growth through Community Service	-0.13	-0.11	-0.02	0.99	-0.11		0.9190
LCLCIV	PIII, Local Civic Efficacy	0.01	0.15	-0.15	0.94	0.16		0.6188
CIVOBLG	PIII, Civic Obligations	-0.26	-0.08	-0.18	0.93	-0.09		0.7533
future_service	Original, 3 pt scale on likelihood of future service	1.32	-0.20	1.52	0.54	-0.36		0.2410
social_trust	Social Trust	0.80	0.52	0.28	0.39		51.86%	0.0000 ***
ENGPOLIT	PIII, Engagement in Political Process	-0.37	-0.14	-0.22	0.99		-14.44%	0.5679
opinion_internet	Expressed opinions using internet	2.25	-0.32	2.57	1.20		-32.50%	0.3293
opinion_radio	Expressed opinions on radio call-in	1.11	-0.03	1.13	0.46		-2.55%	0.8627
voting_candidate	Talked to others regarding voting for particular candidate or party	2.22	0.28	1.93	1.09		28.48%	0.3612
contacted_govt	Contacted government official	1.75	-0.23	1.98	1.04		-22.66%	0.4462
volunteer_campaign	Worked as volunteer on a campaign	1.26	0.01	1.24	0.65		1.49%	0.9549
Registered_vote	Registered to vote	0.90	-0.09	0.99	0.23		-9.10%	0.3107
voted_2006	Voted in 11/2006 Elections	0.65	-0.21	0.87	0.41		-21.44%	0.0711 ~
voted_2004	Voted in 2004 Presidential Election	0.83	-0.12	0.96	0.28		-12.17%	0.1865
donated_past_year	Donated money in past 12 months	0.72	0.18	0.55	0.40		17.50%	0.3796

**Exhibit J.33: Less than High School Diploma Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
donated_dollar	Total Donated Dollars, q22ab-q22nb	722.44	-847.47	1569.91	2068.00	-0.41		0.2252
GRPINTER	PIII, Constructive Group Interactions	0.20	0.43	-0.23	0.81	0.53		0.0710 ~
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.10	-0.19	0.09	0.92	-0.21		0.5934
difference_community	QB16d, 5 pt, Make a difference in Community	3.84	0.54	3.30	1.23	0.44		0.3420
SVCJOB	PIII, Importance of Service-Oriented Careers	0.14	0.79	-0.65	0.97	0.81		0.0660 ~
income	Income	5.19	1.95	3.25	2.84	0.68		0.0746 ~
LIFSATIS	PIII, Life Satisfaction	0.42	0.25	0.16	0.84	0.30		0.2812
currevents	Activities 1999/00 influenced interest in current events	3.81	0.06	3.76	0.95	0.06		0.8268
commvol	Activities 1999/00 influenced commitment to volunteer service	4.33	1.31	3.02	0.87	1.50		0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	4.15	0.32	3.83	0.92	0.35		0.1483
affected_career	Activities 1999/00 affected career choice	0.63	0.16	0.47	0.48		15.59%	0.2548
exposure_career_options	Activities 1999/00 exposed to new career options	0.87	0.25	0.61	0.41		25.21%	0.0333 *
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.63	0.11	0.52	0.50		10.57%	0.4676
connections_to_job	Activities 1999/00 gave connections that helped find job	0.30	0.09	0.20	0.48		9.46%	0.5706
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.74	0.09	0.65	0.47		8.88%	0.5802
no_effect_career	Activities 1999/00 had no effect on career	0.21	-0.09	0.30	0.39		-9.09%	0.3851
affected_degree	Activities 1999/00 affected degree or major choice	0.41	0.01	0.39	0.48		1.22%	0.9445
affected_concentration	Activities 1999/00 affected concentration choice	0.50	0.10	0.40	0.48		10.46%	0.5450
interested_topic	Activities 1999/00 increased interest in topic	0.53	0.04	0.50	0.49		3.56%	0.8159
importance_education	Activities 1999/00 helped see importance of education	0.59	-0.09	0.69	0.48		-9.41%	0.5807
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.50	-0.20	0.70	0.49		-19.96%	0.1176
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.10	0.07	0.02	0.25		7.26%	0.3616
award_helped_cont_educ	Money from 1999/00 helped continue education	0.53	0.12	0.41	0.48		12.22%	0.4010
no_effect_educ	Activities 1999/00 had not effect on education	0.11	-0.07	0.18	0.43		-6.83%	0.5590

**Exhibit J.33: Less than High School Diploma Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
desire_educ	QC3, Level of Education Expect to Complete	7.35	-0.27	7.62	1.08	-0.25		0.6645
achieved_educ	QC2, Level of Education Completed	7.54	-0.01	7.55	1.67	-0.01		0.9877
d_future_service	Q16, Binary Likelihood Future Service	0.99	0.10	0.89	0.18		10.14%	0.2090
d_govt	Q1K_1, Government Employment, 1st job	0.26	0.14	0.12	0.48		14.24%	0.3199
d_fpro	First job was for profit	0.50	0.11	0.39	0.49		11.00%	0.5702
d_npro	Q1K_1, Non Profit Employment, 1st job	0.17	-0.13	0.30	0.40		-12.77%	0.4493
d_self	Q1K_1, Self-Employment, 1st job	0.07	-0.12	0.19	0.21		-12.47%	0.4408

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$

**Exhibit J.34: High School Diploma or Greater Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	7.78	0.14	7.64	1.08	0.13		0.6098
current_school	Currently in School	0.29	0.09	0.19	0.43		9.16%	0.4310
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.03	0.11	-0.08	0.92	0.12		0.6671
public_sector	Original, Reported working gov/public sector in any job	0.30	-0.04	0.34	0.49		-3.55%	0.8224
service_others	Reported working in field in service to others	0.44	-0.04	0.48	0.50		-3.97%	0.8258
CONCOM	PIII, Connection to Community	0.11	0.18	-0.07	0.96	0.19		0.4671
GRSSROOT	PIII, Grassroots Efficacy	0.25	0.39	-0.14	0.87	0.45		0.1276
KNOWPROB	PIII, Community Problem Identification	-0.17	0.36	-0.54	0.94	0.39		0.1280
HOODOBLG	PIII, Neighborhood Obligations	-0.08	0.06	-0.14	1.02	0.06		0.8546
COMACTV	PIII, Community Based Activism	-0.14	0.15	-0.29	0.94	0.16		0.5802
vol	Volunteered Last 12 mos, Phase III	0.69	0.37	0.32	0.49		36.50%	0.0053 **
hrsvol	No. Hours Volunteered	170.60	248.47	-77.87	276.03	0.90		0.5651
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.27	1.57	-1.31	0.89	1.78		0.1093
GROWCOM	PIII, Personal Growth through Community Service	0.16	-0.37	0.53	0.99	-0.37		0.5689
LCLCIV	PIII, Local Civic Efficacy	0.21	0.50	-0.29	0.94	0.53		0.0714 ~
CIVOBLG	PIII, Civic Obligations	-0.07	0.15	-0.22	0.93	0.17		0.5307
future_service	Original, 3 pt scale on likelihood of future service	1.22	-0.31	1.53	0.54	-0.57		0.0416 *
social_trust	Social Trust	0.87	0.06	0.81	0.39		6.13%	0.6112
ENGPOLIT	PIII, Engagement in Political Process	0.08	0.39	-0.31	0.99	0.40		0.2190
opinion_internet	Expressed opinions using internet	2.51	-0.33	2.84	1.20	-0.27		0.3991
opinion_radio	Expressed opinions on radio call-in	1.17	-0.10	1.27	0.46	-0.21		0.6394
voting_candidate	Talked to others regarding voting for particular candidate or party	2.29	0.50	1.80	1.09	0.46		0.1275
contacted_govt	Contacted government official	1.95	0.27	1.69	1.04	0.26		0.3483
volunteer_campaign	Worked as volunteer on a campaign	1.28	0.18	1.10	0.65	0.28		0.3097
Registered_vote	Registered to vote	0.94	-0.03	0.97	0.23		-3.09%	0.7783
voted_2006	Voted in 11/2006 Elections	0.81	-0.03	0.84	0.41		-3.05%	0.8111
voted_2004	Voted in 2004 Presidential Election	0.90	-0.06	0.96	0.28		-5.70%	0.6286
donated_past_year	Donated money in past 12 months	0.80	0.11	0.69	0.40		10.78%	0.3371

**Exhibit J.34: High School Diploma or Greater Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
donated_dollar	Total Donated Dollars, q22ab-q22nb	1373.33	1006.21	367.13	2068.00	0.49		0.4107
GRPINTER	PIII, Constructive Group Interactions	0.15	-0.12	0.27	0.81	-0.15		0.5229
GRPBHAV	PIII, Constructive Personal Behavior in Groups	0.02	0.16	-0.14	0.92	0.17		0.6099
difference_community	QB16d, 5 pt, Make a difference in Community	3.83	0.03	3.80	1.23	0.02		0.9499
SVCJOB	PIII, Importance of Service-Oriented Careers	0.16	0.12	0.04	0.97	0.13		0.6077
income	Income	5.69	0.79	4.90	2.84	0.28		0.3599
LIFSATIS	PIII, Life Satisfaction	0.14	-0.08	0.22	0.84	-0.10		0.7094
currevents	Activities 1999/00 influenced interest in current events	3.85	-0.05	3.90	0.95	-0.06		0.8299
commvol	Activities 1999/00 influenced commitment to volunteer service	4.17	0.76	3.40	0.87	0.87		0.0006 ***
familylife	Activities 1999/00 influenced personal and family life	4.09	0.11	3.98	0.92	0.12		0.6050
affected_career	Activities 1999/00 affected career choice	0.51	-0.07	0.58	0.48		-6.74%	0.6182
exposure_career_options	Activities 1999/00 exposed to new career options	0.84	0.07	0.78	0.41		6.67%	0.6508
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.57	-0.08	0.64	0.50		-7.51%	0.5601
connections_to_job	Activities 1999/00 gave connections that helped find job	0.37	-0.02	0.39	0.48		-1.85%	0.9002
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.73	0.28	0.45	0.47		28.30%	0.0897 ~
no_effect_career	Activities 1999/00 had no effect on career	0.17	0.03	0.14	0.39		2.71%	0.7741
affected_degree	Activities 1999/00 affected degree or major choice	0.39	-0.37	0.76	0.48		-36.98%	0.0043 **
affected_concentration	Activities 1999/00 affected concentration choice	0.31	-0.44	0.75	0.48		-43.70%	0.0027 **
interested_topic	Activities 1999/00 increased interest in topic	0.43	-0.28	0.71	0.49		-27.64%	0.0712 ~
importance_education	Activities 1999/00 helped see importance of education	0.70	-0.23	0.93	0.48		-23.10%	0.0196 *
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.48	-0.39	0.87	0.49		-39.20%	0.0009 ***
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.05	0.03	0.01	0.25		3.30%	0.4824
award_helped_cont_educ	Money from 1999/00 helped continue education	0.56	-0.13	0.70	0.48		-13.48%	0.3673
no_effect_educ	Activities 1999/00 had not effect on education	0.23	0.08	0.15	0.43		7.80%	0.4994



**Exhibit J.34: High School Diploma or Greater Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
desire_educ	QC3, Level of Education Expect to Complete	7.78	0.14	7.64	1.08	0.13		0.6098
achieved_educ	QC2, Level of Education Completed	8.26	-0.20	8.46	1.67	-0.12		0.5857
d_future_service	Q16, Binary Likelihood Future Service	0.98	0.01	0.97	0.18		0.57%	0.8910
d_govt	Q1K_1, Government Employment, 1st job	0.30	0.00	0.30	0.48		0.26%	0.9867
d_fpro	First job was for profit	0.45	-0.44	0.89	0.49		-44.02%	0.0010 **
d_npro	Q1K_1, Non Profit Employment, 1st job	0.19	0.35	-0.15	0.40		34.69%	0.0031 **
d_self	Q1K_1, Self-Employment, 1st job	0.06	0.09	-0.03	0.21		9.07%	0.1868

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$

**Exhibit J.35: BA Degree or Higher Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
education_attain	Original, Level of Education Attained but is Desired	8.09	-0.10	8.19	1.08	-0.09		0.3537
current_school	Currently in School	0.18	-0.03	0.22	0.43		-3.30%	0.6341
DIVERSE	PIII, Appreciation of Cultural and Ethnic Diversity	0.01	0.41	-0.40	0.92	0.44		0.0040 **
public_sector	Original, Reported working govt/public sector in any job	0.47	0.03	0.44	0.49		2.83%	0.7514
service_others	Reported working in field in service to others	0.46	0.13	0.33	0.50		13.09%	0.1136
CONCOM	PIII, Connection to Community	0.10	0.49	-0.39	0.96	0.51		0.0006 ***
GRSSROOT	PIII, Grassroots Efficacy	0.31	0.60	-0.30	0.87	0.69		0.0023 **
KNOWPROB	PIII, Community Problem Identification	-0.21	0.19	-0.41	0.94	0.20		0.0872 ~
HOODOBLG	PIII, Neighborhood Obligations	-0.10	0.32	-0.41	1.02	0.31		0.0748 ~
COMACTV	PIII, Community Based Activism	-0.07	0.15	-0.22	0.94	0.16		0.2560
vol	Volunteered Last 12 mos, Phase III	0.65	0.07	0.57	0.49		7.43%	0.3725
hrsvol	No. Hours Volunteered	103.88	43.68	60.20	276.03	0.16		0.6919
EFFCTCOM	PIII, Personal Effectiveness of Community Service	0.14	0.52	-0.37	0.89	0.58		0.0236 *
GROWCOM	PIII, Personal Growth through Community Service	-0.25	0.25	-0.50	0.99	0.25		0.3775
LCLCIV	PIII, Local Civic Efficacy	-0.03	0.46	-0.49	0.94	0.48		0.0046 **
CIVOBLG	PIII, Civic Obligations	0.16	0.32	-0.17	0.93	0.35		0.0301 *
future_service	Original, 3 pt scale on likelihood of future service	1.33	-0.11	1.43	0.54	-0.19		0.2582
social_trust	Social Trust	0.86	0.04	0.82	0.39		4.49%	0.4940
ENGPOLIT	PIII, Engagement in Political Process	-0.03	0.16	-0.19	0.99	0.17		0.2056
opinion_internet	Expressed opinions using internet	2.27	-0.12	2.39	1.20	-0.10		0.5531
opinion_radio	Expressed opinions on radio call-in	1.13	0.04	1.09	0.46	0.09		0.5749
voting_candidate	Talked to others regarding voting for particular candidate or party	2.18	-0.07	2.25	1.09	-0.06		0.6643
contacted_govt	Contacted government official	2.01	0.24	1.77	1.04	0.23		0.1921
volunteer_campaign	Worked as volunteer on a campaign	1.27	0.18	1.09	0.65	0.28		0.0518 ~
Registered_vote	Registered to vote	0.95	0.01	0.94	0.23		0.57%	0.8622
voted_2006	Voted in 11/2006 Elections	0.82	-0.04	0.86	0.41		-3.94%	0.4998
voted_2004	Voted in 2004 Presidential Election	0.95	-0.02	0.97	0.28		-1.58%	0.5939
donated_past_year	Donated money in past 12 months	0.85	0.00	0.85	0.40		0.10%	0.9884

**Exhibit J.35: BA Degree or Higher Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
donated_dollar	Total Donated Dollars, q22ab-q22nb	806.06	-187.29	993.35	2068.00	-0.09		0.6402
GRPINTER	PIII, Constructive Group Interactions	0.14	0.21	-0.08	0.81	0.26		0.1155
GRPBHAV	PIII, Constructive Personal Behavior in Groups	-0.02	0.17	-0.18	0.92	0.18		0.2535
difference_community	QB16d, 5 pt, Make a difference in Community	3.85	0.33	3.52	1.23	0.27		0.0935 ~
SVCJOB	PIII, Importance of Service-Oriented Careers	0.06	0.11	-0.05	0.97	0.11		0.4276
income	Income	6.73	-0.34	7.07	2.84	-0.12		0.4196
LIFSATIS	PIII, Life Satisfaction	0.39	0.33	0.06	0.84	0.39		0.0198 *
currevents	Activities 1999/00 influenced interest in current events	3.65	0.06	3.59	0.95	0.06		0.7019
commvol	Activities 1999/00 influenced commitment to volunteer service	4.18	0.88	3.30	0.87	1.00		0.0000 ***
familylife	Activities 1999/00 influenced personal and family life	3.84	-0.05	3.88	0.92	-0.05		0.7448
affected_career	Activities 1999/00 affected career choice	0.65	-0.18	0.83	0.48		-18.11%	0.0104 *
exposure_career_options	Activities 1999/00 exposed to new career options	0.80	0.03	0.78	0.41		2.62%	0.7351
priorities_changed	Activities 1999/00 changed priorities of what wanted in job	0.50	-0.07	0.57	0.50		-6.67%	0.4338
connections_to_job	Activities 1999/00 gave connections that helped find job	0.26	-0.29	0.55	0.48		-28.94%	0.0005 ***
advantage_finding_job	Activities 1999/00 put at advantage when looking for job	0.65	-0.08	0.74	0.47		-8.44%	0.2868
no_effect_career	Activities 1999/00 had no effect on career	0.16	-0.03	0.19	0.39		-3.46%	0.6360
affected_degree	Activities 1999/00 affected degree or major choice	0.20	-0.09	0.28	0.48		-8.71%	0.2594
affected_concentration	Activities 1999/00 affected concentration choice	0.21	-0.22	0.44	0.48		-22.41%	0.0077 **
interested_topic	Activities 1999/00 increased interest in topic	0.31	-0.21	0.52	0.49		-20.61%	0.0128 *
importance_education	Activities 1999/00 helped see importance of education	0.49	-0.25	0.74	0.48		-25.36%	0.0023 **
personal_goals_educ_inc	Activities 1999/00 increased personal goals for education	0.34	-0.23	0.57	0.49		-23.29%	0.0045 **
not_pursue_educ	Activities 1999/00 led to decision to not pursue additional education	0.07	0.00	0.08	0.25		-0.45%	0.9181
award_helped_cont_educ	Money from 1999/00 helped continue education	0.21	-0.06	0.28	0.48		-6.34%	0.4273
no_effect_educ	Activities 1999/00 had not effect on education	0.30	-0.08	0.38	0.43		-7.58%	0.3710

**Exhibit J.35: BA Degree or Higher Treatment Effects, NCCC, Weighted by Treatment Population Size**

Variable Name	Outcome	Mean Treatment (Weighted, Unadjusted)	Treatment Effect	Mean Comparison Group (Weighted, Adjusted)	Pooled SD (Unadjusted)	Effect Size	Percentage Point Difference	P-value
desire_educ	QC3, Level of Education Expect to Complete	8.09	-0.10	8.19	1.08	-0.09		0.3537
achieved_educ	QC2, Level of Education Completed	9.58	0.00	9.58	1.67	0.00		0.9912
d_future_service	Q16, Binary Likelihood Future Service	0.96	-0.03	1.00	0.18		-3.20%	0.0471 *
d_govt	Q1K_1, Government Employment, 1st job	0.44	0.01	0.44	0.48		0.53%	0.9514
d_fpro	First job was for profit	0.28	-0.05	0.34	0.49		-5.23%	0.5341
d_npro	Q1K_1, Non Profit Employment, 1st job	0.26	0.05	0.22	0.40		4.66%	0.4897
d_self	Q1K_1, Self-Employment, 1st job	0.01	0.00	0.01	0.21		0.05%	0.9857

*Note.* Mean Treatment (Weighted, Unadjusted) = the mean for the treatment group taking into account sampling weights but no covariates.

Treatment Effect = the overall treatment effect (or OTE).

Mean Comparison Group (Weighted, Adjusted) = Mean Treatment - OTE

Pooled Standard Deviation is calculated using unadjusted and unweighted standard deviations.

Effect Size = Treatment Effect/Pooled SD. Please note this is reported for continuous outcomes only.

Percentage Point Difference = The difference between the Comparison and Treatment groups. Please note this is reported for dichotomous variables only.

P-value = the p-value for the t-test on the OTE.

~  $p \leq .10$ , \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$

## Appendix K: Sensitivity Analyses

In this appendix, we conduct additional analyses to check the sensitivity of our main impact findings. These analyses include:

1. Using another form of the propensity score as a covariate;
2. Using change scores on selected outcomes;
3. Testing whether the baseline values of our outcomes are balanced when run through the impact regression specifications; and
4. Using 4- and 3-strata results from the propensity score analysis in the regression model for NCCC.

Overall, we found that the impact results were robust and the propensity scores do indeed mitigate selection bias on important outcomes of interest. For example, we used change scores as outcome variables and compared the results from these analyses to our impact findings, which used Phase III lagged outcome variables. The estimated treatment effects were very similar across many outcomes. We also looked at different numbers of strata in the impact analyses, and found that our treatment estimates were robust to the number of strata used. Finally, using baseline measures as outcomes in the sensitivity analyses showed us that the propensity scores were successful in producing no significant outcome differences between the treatment and comparison groups.

In the following sections, we describe in detail each of the analyses conducted and discuss the findings.

### Using Another Form of the Propensity Score as a Covariate

In the outcome regression model, we have been using the logit of the propensity score as a covariate. In the field of propensity score analysis, logits are often used as a covariate, such as by Hong and Raudenbusch (2005).

To examine the sensitivity of the impact estimates, we re-estimated all the outcome regressions using the propensity score (PS) in another form. Specifically, we included the PS expressed in

$$\frac{\hat{T}_i}{\hat{PS}_i} + \frac{(1 - \hat{T}_i)}{(1 - \hat{PS}_i)}$$

form where T represents the treatment dummy, as suggested by Bang and Robins

(2005). It is argued that such a model would yield impact estimates that are “doubly robust.” Other components of the regression model remain unchanged.

The revised regression model for the State and National sample, therefore, is as follows:

$$Y_i^{PIII} = \beta_0 + \beta_1 T_i + \sum_{j=1}^3 \beta_{(1+j)} S_i^j + \sum_{j=1}^3 \beta_{(4+j)} S_i^j T_i + \beta_8 Y_i^B + \beta_9 f(\hat{PS}_i) + \sum_{n=1}^N \beta_{(9+n)} UBCov_i^n + \sum_{k=1}^K \beta_{(9+N+k)} X_i^k + \varepsilon_i \quad (1)$$

where:

$Y_i^{PIII}$  is the Phase III value of the outcome of interest for individual  $i$ ;

$T_i$  is the treatment indicator for individual  $i$ ;

$S_i^j$  is the indicator (dummy) variable for the  $j^{th}$  propensity score stratum;

$Y_i^B$  is the baseline value of the outcome for individual  $i$ ;

$f(\hat{PS}_i)$  is a function of the estimated propensity score of individual  $i$ . For example, Bang and Robins (2005) suggest using  $\frac{T_i}{\hat{PS}_i} + \frac{(1-T_i)}{(1-\hat{PS}_i)}$  as a covariate in the regressions;

$UBCov_i^n$  ( $n = 1, 2, \dots, N$ ) are series of unbalanced covariates from the propensity score analysis;

$X_i^k$  ( $k = 1, 2, \dots, K$ ) are series of other covariates (such as gender, age, etc.); and

$\varepsilon_i$  is the usual error term for individual  $i$ .

The model for the NCCC analysis is similar. The main differences are employing 2 propensity score strata (instead of 4) and using a different set of unbalanced covariates as suggested by the propensity score analysis of the NCCC group. Results are presented in Exhibits K.1 and K.2, separately for State and National and NCCC analyses.

In the exhibits, the original impact estimates are presented first, followed by the new estimates in the second panel. We found that the impact estimates for some of the outcomes have changed substantially whereas changes for the others are minimal. In particular, compared to the original estimates, the standard errors are much larger for most cases.

Another “doubly robust” concept is from Morgan and Winship (2007). They suggest ensuring that the propensity score has two chances of balancing the treatment and comparison groups by conducting the propensity score matching (concept of first chance), and including unbalanced covariates in the regression/outcomes model (concept of second chance). Our analyses currently use this concept of “doubly robust” as per Chris Winship’s guidance.

To better understand the results from Bang and Robins, we have investigated the literature of propensity score analysis further to see if researchers have tried other forms of the PS as a covariate. However, we did not find any functional forms worth testing with our data. After a closer examination of Imbens (2004) and Morgan and Winship (2007), we believe that using the PS from Bang and Robins may not be appropriate in our case. The key recommendation of the statistical literature on double robustness, as summarized by the two works cited, is that we should include in

the outcome regressions covariates we used in the propensity score regression.<sup>1</sup> Bang and Robins' suggestion for using their form of the propensity score is when a researcher is unsure if a regression model (they use the term outcomes model) is correct. Because we have already been using a doubly robust procedure (PS and unbalanced covariates), we believe that the results from the Bang and Robins may not be reliable.

Therefore, after conducting the Bang and Robins PS analysis and reviewing the literature on propensity scores, we conclude that our current model is already doubly robust as suggested by Imbens (2004) and Morgan and Winship (2007).

## Using Change Scores as Outcomes

We have also investigated using change scores as outcomes in the outcome regressions. Change scores were calculated by subtracting the baseline values from outcomes measured in the Phase III survey. As expected, this analysis can only be performed for those outcomes that have a baseline value.

Specifically, the dependent variable of a typical regression model is:

$$Y_i^C = Y_i^{PIII} - Y_i^B$$

Hence, the revised regression model for the State and National sample is as follows<sup>2</sup>:

$$Y_i^C = \beta_0 + \beta_1 T_i + \sum_{j=1}^3 \beta_{(1+j)} S_i^j + \sum_{j=1}^3 \beta_{(4+j)} S_i^j T_i + \beta_8 \text{Logit}(\widehat{PS}_i) + \sum_{n=1}^N \beta_{(8+n)} \text{UBCov}_i^n + \sum_{k=1}^K \beta_{(8+N+k)} X_i^k + \varepsilon_i \quad (2)$$

Notice that in these models, we do not include the baseline value as a covariate in this analysis.

To examine the sensitivity of the impact estimates, we re-estimated the outcome regression for the following 15 outcomes:

- Appreciation of Cultural and Ethnic Diversity
- Connection to Community

<sup>1</sup> In particular, see section IIID of Imbens (2004) and Section 5.3.4 of Morgan and Winship (2007). They do not recommend including the propensity score in  $\frac{T_i}{\widehat{PS}_i} + \frac{(1-T_i)}{(1-\widehat{PS}_i)}$  form as a covariate in the outcome regression.

<sup>2</sup> The model for the NCCC analysis is similar. The main differences are employing 2 propensity score strata (instead of 4) and using a different set of unbalanced covariates as suggested by the propensity score analysis of the NCCC group.

- Grassroots Efficacy
- Local Civic Efficacy
- Civic Obligation
- Voting
- Volunteering
- Community Problem Identification
- Community-based Activism
- Neighborhood Obligations
- Personal Effectiveness of Community Service
- Personal Growth Through Community Service
- Engagement in the Political Process
- Constructive Group Interactions
- Constructive Personal Behavior in Groups

Results are presented in Exhibits K.3 and K.4, separately for the State and National and NCC analyses.

In the exhibits, the original impact estimates are presented first, followed by the new estimates in the second panel. Overall, we found that the new estimates are not drastically different from the original ones. As one would expect, there are numerical differences but the changes are minimal, particularly for impact estimates that are statistically significant. Many of the outcomes with estimates that are statistically significant remain so in the change score setting. Standard errors for the new estimates are similar to those for the original estimates.

Therefore, we conclude that using change scores as an outcome does not dramatically change the impact results. Given that change scores are limited to outcomes with baseline measures, we believe not only that our current model produces robust measures, but that analysis can be done on all outcomes (not just the ones with baseline measures).

## **Testing Whether the Baseline Values of Our Outcomes Are Balanced When Run Through the Impact Regression Specifications**

In these analyses, we tested whether baseline values of specific outcomes (or the pre-test measures) are balanced between the treatment and comparison groups utilizing our regression specifications (i.e., using the baseline (or pre-test) value in place of the phase III value of a measure as the dependent variable in our regression model).<sup>3</sup> The purpose of this was to determine how effective the approach we used to estimate impacts was in minimizing selection bias.<sup>4</sup> There are a number of outcomes that are new to Phase III. Therefore, this series of analyses were applicable only to those (mostly factors) that had been asked at baseline.

---

<sup>3</sup> We thank Chris Winship for suggesting this approach.

<sup>4</sup> Note that the approach we used to estimate impacts utilizes propensity score stratification as well as the unbalanced covariates, logit of the estimated propensity score, and some demographic characteristics as covariates.



These analyses were conducted separately for the State and National and NCCC groups. The regression specification used for the State and National group, for example, is as follows:

$$Y_i^B = \beta_0 + \beta_1 T_i + \sum_{j=1}^3 \beta_{(1+j)} S_i^j + \sum_{j=1}^3 \beta_{(4+j)} S_i^j T_i + \beta_8 \text{Logit}(\hat{PS}_i) + \sum_{n=1}^N \beta_{(8+n)} UBCov_i^n + \sum_{k=1}^K \beta_{(8+N+k)} X_i^k + \varepsilon_i$$

Notice that we no longer include the baseline measure as a covariate because it is now the dependent variable. Otherwise, the model is identical to the ones used for the reported impact findings. Using the method we employed for the actual impact findings (described in Appendix J), we then created pseudo-impact estimates for the baseline values utilizing the estimated coefficients on the treatment indicators. Note that one would expect the pseudo-impact estimates to be statistically insignificant if the baseline measures were balanced between the treatment and comparison groups, after accounting for the propensity score stratification and the other covariates used in the regression specification.

The pseudo-impact estimates are presented in Exhibits K.5 and K.6 for State and National and NCCC, respectively. Exhibit K.5 shows that out of 18 baseline measures, only 2 were statistically significantly different (at the usual 0.05 level) between the treatment and comparison group in State and National: *grassroots efficacy* and *income*. For NCCC, again only 2 out of 18 baseline values of outcomes, *level of education wanted* and *currently being at school* were different between treatment and control groups (see Exhibit K.6).

Taken as a whole, we modeled over 30 baseline measures. These results lead us to be very confident that our approach reduced selection bias and worked quite well.

## Using 4- and 3-Strata Results from the Propensity Score Analysis in the Regression Model for NCCC

For NCCC, the reported impact findings are estimated using 2 propensity score strata, as the number of unbalanced covariates was the least in this specification. Nevertheless, in order to test the sensitivity of the impact estimates to the number of strata, we re-estimated the impacts on *all* outcomes first using 3 strata, and then employing 4 strata. Note that these models are presumably less reliable because with the small sample size of NCCC, we increased the number of covariates in the impact regressions, limiting the degrees of freedom in the analyses.

Exhibits K.7 and K.8 present the within-stratum standardized biases when 3 and 4 strata are used, respectively. As mentioned above, the number of unbalanced pre-treatment characteristics (with a standardized bias larger than 0.15) was higher in these two specifications than in the 2-strata one. More specifically, the last row of Exhibit K.7 shows that when 3 strata were used, there were 15, 24, and 30 unbalanced variables in the first, second, and third strata, respectively. Similarly, in the 4-strata specification, the number of unbalanced variables in the first through fourth strata was 25, 19, 31, and 35. In the original 2-strata model, however, there were 14 and 29 unbalanced variables in the first and second strata.

For the impact estimates of the 3- and 4-strata specifications, we adjusted the impact regression models to account for the changes in the strata dummies and their interactions with the treatment indicator as well as the unbalanced covariates. More specifically, we used the following model for the 3-strata specification:

$$Y_i^{PIII} = \beta_0 + \beta_1 T_i + \sum_{j=1}^2 \beta_{(1+j)} S_i^j + \sum_{j=1}^2 \beta_{(3+j)} S_i^j T_i + \beta_6 Y_i^B + \beta_7 \text{Logit}(\hat{PS}_i) + \sum_{m=1}^M \beta_{(7+m)} \text{UBCov}_i^m + \sum_{k=1}^K \beta_{(7+M+k)} X_i^k + \varepsilon_i$$

Similarly, the 4-strata model is as follows:

$$Y_i^{PIII} = \beta_0 + \beta_1 T_i + \sum_{j=1}^3 \beta_{(1+j)} S_i^j + \sum_{j=1}^3 \beta_{(4+j)} S_i^j T_i + \beta_8 Y_i^B + \beta_9 \text{Logit}(\hat{PS}_i) + \sum_{m=1}^M \beta_{(9+m)} \text{UBCov}_i^m + \sum_{k=1}^K \beta_{(9+M+k)} X_i^k + \varepsilon_i$$

Exhibit K.9 presents the findings. In particular, the first vertical panel shows the original impact estimates, from the 2-strata specification. The second and third panels show the 3- and 4-strata findings, respectively. As seen, the estimates from the 3- and 4-strata models are very similar to those from the 2-strata model. As one would expect, there are numerical differences but these are even less evident for the outcomes that have statistically significant impact estimates. For example, the 2-strata impact estimate for the outcome “local civic efficacy” was 0.399 with a standard error of 0.120 (p-value = 0.001). The 3- and 4-strata impact estimates for the same outcome were 0.350 (standard error = 0.114, p-value = 0.002) and 0.400 (standard error = 0.119, p-value = 0.001), respectively. Overall, out of the 17 estimates that were statistically significant (at the  $p < 0.05$  level) in the 2-strata specification, 15 remained significant in the 3-strata one. Similarly, in the 4-strata specification, 16 continued to be statistically significant. Moreover, there was only one impact estimate that was not statistically significant in the 2- and 4-strata models but was significant when 3 strata were used.

To sum up, these findings suggest that our NCCC results are not at all sensitive to the choice of the number of strata used in the impact regressions. Therefore, we conclude with even greater confidence that the 2-strata model is robust and the most appropriate model for NCCC.

**Exhibit K.1: Impact Estimates with Alternative Propensity Score Covariates—State and National Sample**

Variable Name	Original Estimate	StdErr	Probt		New Estimate	StdErr	Probt
education_attain	-0.025	0.171	0.885		-0.234	0.185	0.206
current_school	0.056	0.031	0.069	~	0.013	0.052	0.807
diverse	0.043	0.068	0.528		0.198	0.110	0.073 ~
public_sector	0.085	0.043	0.051	~	0.067	0.071	0.348
service_others	0.128	0.041	0.002	**	0.048	0.074	0.519
concom	0.238	0.082	0.004	**	0.300	0.145	0.039 *
grssroot	0.248	0.071	0.001	***	0.161	0.164	0.326
knowprob	0.254	0.117	0.030	*	0.320	0.189	0.091 ~
hoodobl	0.026	0.054	0.627		0.100	0.088	0.258
comactv	0.187	0.075	0.012	*	0.293	0.116	0.012 *
vol	0.034	0.049	0.487		-0.035	0.086	0.682
hrsvol	-5.682	22.406	0.800		-3.193	36.940	0.931
effctcom	0.024	0.158	0.879		-0.107	0.426	0.801
growcom	0.041	0.149	0.786		0.139	0.346	0.688
lclciv	0.279	0.105	0.008	**	-0.116	0.190	0.540
civobl	0.060	0.073	0.410		0.145	0.131	0.270
future_service	-0.070	0.070	0.318		-0.044	0.090	0.625
social_trust	-0.007	0.043	0.867		0.056	0.064	0.382
engpolit	0.160	0.109	0.142		0.339	0.148	0.023 *
opinion_internet	0.084	0.145	0.563		0.479	0.234	0.041 *
opinion_radio	0.094	0.049	0.056	~	0.119	0.071	0.093 ~
voting_candidate	0.177	0.093	0.058	~	0.210	0.182	0.249
contacted_govt	0.087	0.095	0.357		-0.030	0.183	0.868
volunteer_campai	0.090	0.055	0.106		0.024	0.077	0.756
registered_vote	-0.004	0.018	0.839		0.004	0.032	0.910
voted_2006	-0.050	0.029	0.079	~	-0.022	0.056	0.696
voted_2004	-0.003	0.022	0.877		0.044	0.037	0.230
donated_past_yea	0.079	0.054	0.148		0.091	0.073	0.208
donated_dollar	-186.752	251.620	0.458		-390.662	485.892	0.422
grpinter	0.236	0.151	0.117		0.504	0.233	0.031 *
grpbehav	0.268	0.140	0.055	~	0.176	0.269	0.513
difference_commu	0.141	0.153	0.354		0.260	0.220	0.237
svcjob	0.208	0.116	0.075	~	0.099	0.143	0.488
income	-0.068	0.264	0.797		0.359	0.513	0.485
lifsatis	0.262	0.122	0.032	*	0.474	0.187	0.011 *
currevents	-0.037	0.090	0.679		-0.065	0.157	0.680
commvol	0.534	0.089	0.000	***	0.442	0.150	0.003 **
familylife	-0.294	0.072	0.000	***	-0.230	0.111	0.040 *
affected_career	-0.133	0.043	0.002	**	-0.061	0.085	0.471
exposure_career_	0.067	0.048	0.164		0.101	0.103	0.324

**Exhibit K.1: Impact Estimates with Alternative Propensity Score Covariates—State and National Sample**

Variable Name	Original Estimate	StdErr	Probt		New Estimate	StdErr	Probt	
priorities_chang	-0.047	0.047	0.315		0.057	0.089	0.522	
connections_to_j	0.014	0.048	0.776		-0.038	0.091	0.679	
advantage_findin	0.091	0.051	0.076	~	0.136	0.097	0.161	
no_effect_career	-0.033	0.049	0.501		-0.170	0.096	0.077	~
affected_degree	-0.154	0.051	0.003	**	-0.065	0.090	0.467	
affected_concent	-0.133	0.051	0.009	**	-0.091	0.087	0.297	
interested_topic	0.038	0.051	0.456		0.080	0.083	0.337	
importance_educa	-0.141	0.033	0.000	***	-0.170	0.057	0.003	**
personal_goals_e	-0.071	0.050	0.154		-0.081	0.100	0.421	
not_pursue_educ	0.014	0.023	0.550		-0.008	0.031	0.805	
award_helped_con	0.281	0.042	0.000	***	0.203	0.069	0.003	**
no_effect_educ	0.021	0.034	0.543		0.012	0.057	0.832	
desire_educ	-0.025	0.171	0.885		-0.234	0.185	0.206	
achieved_educ	-0.138	0.210	0.511		-0.857	0.288	0.003	**
d_future_service	0.058	0.035	0.098	~	0.008	0.032	0.808	
d_govt	0.090	0.043	0.037	*	0.083	0.070	0.238	
d_fpro	-0.048	0.061	0.435		0.065	0.096	0.499	
d_npro	0.011	0.061	0.862		-0.067	0.120	0.579	
d_self	-0.053	0.041	0.196		-0.081	0.044	0.066	~

\*\*\* indicates p<0.001, \*\* indicates p<0.01, \* indicates p<0.05, ~ indicates p<0.10.

**Exhibit K.2: Impact Estimates with Alternative Propensity Score Covariates—NCCC Sample**

Variable Name	Original Estimate	StdErr	Probt		New Estimate	StdErr	Probt	
education_attain	0.042	0.117	0.722		0.093	0.142	0.513	
current_school	0.042	0.057	0.460		0.024	0.067	0.720	
diverse	0.171	0.098	0.080	~	0.098	0.130	0.453	
public_sector	0.045	0.063	0.483		0.053	0.084	0.526	
service_others	0.067	0.063	0.290		0.165	0.084	0.049	*
concom	0.359	0.112	0.001	**	0.289	0.130	0.027	*
grssroot	0.462	0.144	0.001	**	0.420	0.175	0.017	*
knowprob	0.095	0.107	0.376		0.132	0.127	0.301	
hoodoblg	0.268	0.129	0.038	*	0.228	0.147	0.122	
comactiv	0.172	0.108	0.112		0.105	0.133	0.428	
vol	0.135	0.061	0.028	*	0.154	0.075	0.040	*
hrsvol	-7.454	61.980	0.904		9.440	77.832	0.904	
effctcom	0.451	0.201	0.026	*	0.192	0.225	0.395	
growcom	0.097	0.168	0.566		-0.015	0.175	0.930	
lclciv	0.399	0.120	0.001	***	0.313	0.154	0.043	*
civoblg	0.175	0.108	0.106		0.116	0.126	0.357	
future_service	-0.225	0.068	0.001	***	-0.162	0.084	0.055	~
social_trust	0.139	0.052	0.007	**	0.112	0.067	0.094	~
engpolit	0.144	0.106	0.175		0.156	0.123	0.206	
opinion_internet	-0.164	0.143	0.254		-0.296	0.188	0.116	
opinion_radio	-0.013	0.061	0.836		-0.097	0.079	0.222	
voting_candidate	0.063	0.123	0.608		-0.010	0.171	0.955	
contacted_govt	0.177	0.121	0.142		0.072	0.158	0.648	
volunteer_campai	0.124	0.072	0.085	~	0.087	0.083	0.295	
registered_vote	-0.015	0.028	0.590		-0.006	0.035	0.873	
voted_2006	0.005	0.052	0.918		0.051	0.067	0.447	
voted_2004	-0.029	0.028	0.304		-0.004	0.043	0.927	
donated_past_yea	0.055	0.054	0.312		0.004	0.067	0.950	
donated_dollar	-101.092	367.367	0.783		-214.388	641.079	0.738	
grpinter	0.133	0.098	0.174		-0.101	0.128	0.429	
grpbehav	0.079	0.119	0.507		0.053	0.142	0.710	
difference_commu	0.223	0.157	0.155		0.443	0.196	0.024	*
svcjob	0.210	0.114	0.067	~	0.197	0.152	0.196	
income	0.048	0.314	0.878		0.115	0.387	0.766	
lifsatis	0.328	0.103	0.002	**	0.339	0.118	0.004	**
currevents	0.041	0.102	0.686		-0.064	0.131	0.626	
commvol	0.880	0.104	0.000	***	0.911	0.133	0.000	***
familylife	0.096	0.093	0.304		0.099	0.109	0.360	
affected_career	-0.085	0.057	0.141		-0.033	0.068	0.631	
exposure_career_	0.129	0.053	0.016	*	0.078	0.065	0.231	
priorities_chang	-0.015	0.058	0.789		0.057	0.070	0.413	

**Exhibit K.2: Impact Estimates with Alternative Propensity Score Covariates—NCCC Sample**

Variable Name	Original Estimate	StdErr	Probt		New Estimate	StdErr	Probt	
connections_to_j	-0.147	0.059	0.013	*	-0.178	0.076	0.019	*
advantage_findin	0.051	0.059	0.387		0.117	0.072	0.105	
no_effect_career	-0.038	0.049	0.438		-0.072	0.060	0.227	
affected_degree	-0.136	0.058	0.019	*	-0.063	0.072	0.386	
affected_concent	-0.191	0.060	0.001	**	-0.149	0.074	0.046	*
interested_topic	-0.155	0.060	0.010	*	-0.143	0.078	0.066	~
importance_educa	-0.164	0.054	0.003	**	-0.127	0.066	0.053	~
personal_goals_e	-0.183	0.059	0.002	**	-0.258	0.076	0.001	***
not_pursue_educ	0.024	0.026	0.357		0.062	0.029	0.032	*
award_helped_con	0.019	0.059	0.747		0.102	0.071	0.150	
no_effect_educ	-0.085	0.055	0.123		-0.061	0.069	0.378	
desire_educ	0.042	0.117	0.722		0.093	0.142	0.513	
achieved_educ	-0.021	0.162	0.896		-0.044	0.223	0.843	
d_future_service	0.016	0.022	0.461		0.029	0.028	0.313	
d_govt	0.032	0.063	0.604		0.010	0.080	0.905	
d_fpro	-0.025	0.066	0.705		-0.075	0.086	0.380	
d_npro	0.009	0.055	0.870		0.094	0.070	0.183	
d_self	-0.016	0.030	0.579		-0.028	0.033	0.401	

\*\*\* indicates  $p < 0.001$ , \*\* indicates  $p < 0.01$ , \* indicates  $p < 0.05$ , ~ indicates  $p < 0.10$ .

**Exhibit K.3: Impact Estimates with Change Scores as Outcomes—State and National Sample**

Variable Name	Original Estimate	StdErr	Probt		New Estimate	StdErr	Probt	
diverse	0.043	0.068	0.528		0.002	0.158	0.990	
concom	0.238	0.082	0.004	**	0.230	0.137	0.094	~
grssroot	0.248	0.071	0.001	***	0.426	0.115	0.000	***
lclciv	0.279	0.105	0.008	**	0.406	0.167	0.015	*
civoblg	0.060	0.073	0.410		0.014	0.095	0.886	
registered_vote	-0.004	0.018	0.839		-0.005	0.033	0.877	
voted_2004	-0.003	0.022	0.877		0.027	0.032	0.390	
voted_2006	-0.050	0.029	0.079	~	-0.022	0.036	0.547	
vol	0.034	0.049	0.487		0.055	0.069	0.428	
knowprob	0.254	0.117	0.030	*	0.297	0.197	0.131	
comactv	0.187	0.075	0.012	*	0.194	0.111	0.080	~
hoodblg	0.026	0.054	0.627		0.163	0.115	0.159	
effctcom	0.024	0.158	0.879		-0.116	0.238	0.625	
growcom	0.041	0.149	0.786		-0.152	0.232	0.511	
engpolit	0.160	0.109	0.142		0.453	0.164	0.006	**
grpbehav	0.268	0.140	0.055	~	0.343	0.190	0.072	~
grpinter	0.236	0.151	0.117		0.311	0.193	0.108	

\*\*\* indicates p<0.001, \*\* indicates p<0.01, \* indicates p<0.05, ~ indicates p<0.10.

**Exhibit K.4: Impact Estimates with Change Scores as Outcomes—NCCC Sample**

Variable Name	Original Estimate	StdErr	Probt		New Estimate	StdErr	Probt	
diverse	0.171	0.098	0.080	~	0.074	0.189	0.696	
concom	0.359	0.112	0.001	**	0.291	0.182	0.110	
grssroot	0.462	0.144	0.001	**	0.591	0.174	0.001	***
lclciv	0.399	0.120	0.001	***	0.287	0.154	0.062	~
civoblg	0.175	0.108	0.106		0.257	0.135	0.058	~
registered_vote	-0.015	0.028	0.590		-0.008	0.052	0.885	
voted_2004	-0.029	0.028	0.304		-0.007	0.060	0.901	
voted_2006	0.005	0.052	0.918		0.026	0.076	0.728	
vol	0.135	0.061	0.028	*	0.167	0.082	0.041	*
knowprob	0.095	0.107	0.376		0.017	0.149	0.907	
comactv	0.172	0.108	0.112		0.298	0.154	0.053	~
hoodblg	0.268	0.129	0.038	*	0.272	0.180	0.132	
effctcom	0.451	0.201	0.026	*	0.460	0.316	0.147	
growcom	0.097	0.168	0.566		0.134	0.314	0.669	
engpolit	0.144	0.106	0.175		0.221	0.147	0.134	
grpbehav	0.079	0.119	0.507		-0.151	0.179	0.398	
grpinter	0.133	0.098	0.174		0.085	0.151	0.575	

\*\*\* indicates p<0.001, \*\* indicates p<0.01, \* indicates p<0.05, ~ indicates p<0.10.

**Exhibit K.5: Baseline Difference Tests—State and National**

Baseline (Pre-Test) Outcome	Variable Name	Estimate	StdErr	tValue	Probt
Level of Education Achieved	v274	0.263	0.194	1.352	0.177
Level of Education Wanted	v205	-0.153	0.277	-0.552	0.581
Currently in School (1999)	v039	0.024	0.041	0.592	0.554
Appreciation of Cultural and Ethnic Diversity	div_pre	0.058	0.184	0.313	0.754
Connection to Community	id1_pre	0.018	0.140	0.130	0.896
Grassroots Efficacy	cgra_pre	-0.213	0.107	-1.986	0.047
Community Problem Identification	id2_pre	-0.052	0.164	-0.318	0.751
Neighborhood Obligation	nhb_pre	-0.169	0.117	-1.446	0.149
Community-Based Activism	act_pre	0.007	0.133	0.049	0.961
Volunteering 12 months prior to applying to AC	v042	-0.021	0.038	-0.567	0.571
Personal Effectiveness of Community Service	spo_pre	-0.085	0.142	-0.598	0.550
Personal Growth Through Community Service	sps_pre	-0.009	0.182	-0.049	0.961
Local Civic Efficacy	cgov_pre	-0.153	0.120	-1.269	0.205
Civic Obligation	rsp_pre	0.063	0.075	0.843	0.399
Constructive Group Interactions	grp_pre	-0.084	0.108	-0.783	0.434
Constructive Personal Behavior in Groups	ind_pre	-0.125	0.144	-0.867	0.386
Importance of a Career in Service	empl_pre	0.020	0.092	0.213	0.832
Income	v270	-0.515	0.163	-3.158	0.002

**Exhibit K.6: Baseline Difference Tests—NCCC**

Baseline (Pre-Test) Outcome	Variable Name	Estimate	StdErr	tValue	Probt
Level of Education Achieved	v274	0.061	0.111	0.554	0.580
Level of Education Wanted	v205	-0.519	0.139	-3.724	0.000
Currently in School (1999)	v039	0.139	0.053	2.603	0.010
Appreciation of Cultural and Ethnic Diversity	div_pre	0.092	0.192	0.481	0.631
Connection to Community	id1_pre	0.073	0.169	0.434	0.664
Grassroots Efficacy	cgra_pre	-0.146	0.113	-1.293	0.197
Community Problem Identification	id2_pre	0.104	0.147	0.712	0.477
Neighborhood Obligation	nhb_pre	0.005	0.170	0.028	0.978
Community-Based Activism	act_pre	-0.154	0.130	-1.183	0.237
Volunteering 12 months prior to applying to AC	v042	-0.034	0.058	-0.591	0.555
Personal Effectiveness of Community Service	spo_pre	-0.173	0.168	-1.031	0.303
Personal Growth Through Community Service	sps_pre	0.040	0.202	0.200	0.842
Local Civic Efficacy	cgov_pre	0.145	0.125	1.164	0.245
Civic Obligation	rsp_pre	-0.105	0.113	-0.926	0.355
Constructive Group Interactions	grp_pre	0.052	0.120	0.435	0.664
Constructive Personal Behavior in Groups	ind_pre	0.287	0.178	1.606	0.109
Importance of a Career in Service	empl_pre	-0.136	0.120	-1.133	0.258
Income	v270	0.177	0.202	0.877	0.381



**Exhibit 7: Standardized Differences, NCCC 3 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences		
		Stratum 1	Stratum 2	Stratum 3
serv_career	Importance of service oriented careers	0.100	<i>0.251</i>	<i>0.154</i>
conf_educ	Confidence in ability to obtain an education	0.057	<i>0.287</i>	0.070
resp_educ	Acceptance of responsibility for educational success	0.036	<i>0.234</i>	<i>0.302</i>
civic_obl	Civic obligations	0.098	<i>0.317</i>	0.081
nghbr_obl	Neighborhood obligations	<i>0.155</i>	0.055	<i>0.162</i>
comm_actvsm	Community based activism	<i>0.272</i>	<i>0.333</i>	<i>0.235</i>
engmt_polttcs	Engagement in the political process	0.096	<i>0.331</i>	0.058
lcl_cvc_eff	Local civic efficacy	0.064	0.011	<i>0.219</i>
grssrts_eff	Grassroots efficacy	0.074	<i>0.375</i>	0.119
cnnc_comm	Connection to community	<i>0.162</i>	<i>0.231</i>	0.121
comm_prb_id	Community problem identification	0.077	<i>0.191</i>	0.122
wrk_skills	Basic work skills	<i>0.165</i>	<i>0.293</i>	<i>0.304</i>
cnstrctv_grp	Constructive group interactions	0.049	0.009	0.038
cnstrctv_behv	Constructive personal behavior in groups	0.058	0.085	<i>0.247</i>
resp_employmt	Acceptance of responsibility for employment success	0.128	<i>0.196</i>	<i>0.279</i>
apprc_dvrsty	Appreciation of ethnic and cultural diversity	0.101	0.025	0.059
schl_attd	Attending school in the year before joining the program	<i>0.350</i>	0.076	<i>0.411</i>
Working	Working in the year before joining the program	0.087	0.049	0.113
voln_lst_yr	Volunteering last year	0.020	0.089	<i>0.341</i>
voln_evr	Prior volunteering	0.089	0.039	<i>0.210</i>
Married	Married at baseline	<i>0.233</i>	0.000	0.103
Children	Having children at baseline	0.098	0.130	0.111
Male	Male	0.042	<i>0.278</i>	<i>0.185</i>
Hispanic	Hispanic	<i>0.166</i>	<i>0.163</i>	0.148
Black	Black	0.069	0.118	0.090
Retired	Retired before joining	0.000	0.000	0.000
chld_home	Child left home before joining	0.000	0.000	<i>0.170</i>
Comfneig	Comfort with neighbors	0.055	0.041	<i>0.362</i>
Famconn	Family connectedness	<i>0.232</i>	0.059	<i>0.338</i>
join1	Factors influencing joining 1	0.037	0.012	0.097
join2	Factors influencing joining 2	0.001	0.107	0.050
Poverty	Poverty	0.093	<i>0.151</i>	<i>0.481</i>
Rural	Spending youth in rural area	0.054	<i>0.243</i>	0.043
Urban	Spending youth in urban area	0.025	0.001	<i>0.395</i>
poltt_less	During youth, political issues almost never discussed at home	0.008	0.141	<i>0.170</i>
mov_freq	No of moves before age 18	0.039	0.110	<i>0.227</i>
only_english	During youth, only English is spoken at home	0.015	<i>0.193</i>	<i>0.658</i>

### Exhibit 7: Standardized Differences, NCCC 3 Propensity Score Strata

Variable Name	Variable Label	Standardized Differences		
		Stratum 1	Stratum 2	Stratum 3
father_care	Father was the main caretaker	0.081	<b>0.191</b>	0.100
other_care	Other person than immediate family was the main caretaker	<b>0.201</b>	<b>0.154</b>	<b>0.214</b>
care_taker_college	Primary caretaker having some college attainment	0.066	0.001	<b>0.451</b>
fmly_frnd_ldr	Having a comm. leader as a close family friend	<b>0.208</b>	0.103	<b>0.206</b>
priv_job	Private sector considered before joining	0.109	<b>0.154</b>	<b>0.220</b>
pblic_job	Public sector considered before joining	0.041	<b>0.257</b>	<b>0.258</b>
Military	Military considered before joining	0.087	0.138	0.130
oth_srvc	Other service considered before joining	0.031	0.048	<b>0.180</b>
Travel	Travelling considered before joining	<b>0.210</b>	0.104	0.086
no_oth_optns	No other options considered before joining	0.121	<b>0.226</b>	0.090
no_optns_avlb	No other options were available before joining	0.000	0.000	0.000
grad_hgh_sch	Graduated high school	<b>0.439</b>	<b>0.234</b>	0.042
grad_cllg	Graduated college	0.037	0.023	<b>0.356</b>
frnd_prg	Friend in AmeriCorps	0.131	<b>0.175</b>	0.137
lst_jb_schl	Lost job or left school before joining	0.113	0.016	0.136
reltnshp_end	Relationship ended before joining	<b>0.221</b>	0.123	0.067
conc_famly	When joining the program, had concerns about family	0.079	0.066	0.061
conc_health	When joining the program, had concerns about health	<b>0.249</b>	0.033	0.080
conc_rel	When joining the program, had concerns about relationships	<b>0.297</b>	0.047	<b>0.656</b>
conc_stpnd	When joining the program, had concern about the stipend	0.038	<b>0.157</b>	<b>0.209</b>
income_1998	1998 earned income (continuous)	0.049	0.007	<b>0.359</b>
Propensity Score		<b>0.460</b>	<b>0.161</b>	0.066
Number Unbalanced (not including propensity score)		15	24	30

*Note:* The cells in **bold italic** represents the variables that remain to be unbalanced (standardized difference > 0.15) between the treatment and comparison group in that particular propensity score stratum

**Exhibit 8: Standardized Differences, NCCC 4 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences			
		Stratum 1	Stratum 2	Stratum 3	Stratum 4
serv_career	Importance of service oriented careers	0.042	<b>0.305</b>	<b>0.279</b>	<b>0.157</b>
conf_educ	Confidence in ability to obtain an education	<b>0.183</b>	0.023	<b>0.180</b>	<b>0.167</b>
resp_educ	Acceptance of responsibility for educational success	0.103	0.008	0.011	0.066
civic_obl	Civic obligations	<b>0.229</b>	0.120	<b>0.184</b>	0.098
nghbr_obl	Neighborhood obligations	0.004	0.030	0.112	<b>0.166</b>
comm_actvsm	Community based activism	<b>0.385</b>	<b>0.379</b>	<b>0.247</b>	0.134
engmt_politcs	Engagement in the political process	0.075	<b>0.441</b>	0.149	<b>0.196</b>
lcl_cvc_eff	Local civic efficacy	0.075	0.111	0.146	<b>0.220</b>
grssrts_eff	Grassroots efficacy	0.128	<b>0.434</b>	0.054	0.047
cnnc_comm	Connection to community	0.079	0.132	0.060	0.082
comm_prb_id	Community problem identification	0.086	<b>0.359</b>	0.051	<b>0.282</b>
wrk_skills	Basic work skills	<b>0.196</b>	<b>0.315</b>	<b>0.302</b>	<b>0.177</b>
cnstrctv_grp	Constructive group interactions	0.047	0.029	0.099	<b>0.218</b>
cnstrctv_behv	Constructive personal behavior in groups	0.067	<b>0.266</b>	0.057	<b>0.351</b>
resp_employmt	Acceptance of responsibility for employment success	<b>0.445</b>	<b>0.345</b>	0.083	<b>0.464</b>
apprc_dvrsty	Appreciation of ethnic and cultural diversity	0.080	<b>0.154</b>	<b>0.161</b>	<b>0.173</b>
schl_attd	Attending school in the year before joining the program	<b>0.436</b>	0.020	<b>0.219</b>	<b>0.591</b>
Working	Working in the year before joining the program	0.052	0.028	<b>0.397</b>	<b>0.616</b>
voln_lst_yr	Volunteering last year	0.049	0.011	<b>0.305</b>	0.117
voln_evr	Prior volunteering	<b>0.259</b>	0.140	<b>0.196</b>	<b>0.227</b>
Married	Married at baseline	<b>0.284</b>	0.000	0.000	0.133
Children	Having children at baseline	0.119	0.000	<b>0.317</b>	0.000
Male	Male	<b>0.157</b>	0.099	<b>0.347</b>	0.066
Hispanic	Hispanic	0.089	0.006	0.081	<b>0.266</b>
Black	Black	<b>0.245</b>	<b>0.171</b>	0.052	0.073
Retired	Retired before joining	0.000	0.000	0.000	0.000
chld_home	Child left home before joining	0.000	0.000	0.000	0.219
Comfneig	Comfort with neighbors	<b>0.160</b>	<b>0.200</b>	<b>0.168</b>	<b>0.519</b>
Famconn	Family connectedness	<b>0.386</b>	0.071	<b>0.156</b>	<b>0.271</b>
join1	Factors influencing joining 1	0.174	0.096	0.051	0.041
join2	Factors influencing joining 2	0.022	0.049	<b>0.224</b>	<b>0.305</b>
Poverty	Poverty	<b>0.207</b>	0.052	<b>0.153</b>	<b>0.735</b>
Rural	Spending youth in rural area	0.010	0.103	<b>0.221</b>	<b>0.173</b>
Urban	Spending youth in urban area	0.119	0.023	0.021	<b>0.722</b>

**Exhibit 8: Standardized Differences, NCCC 4 Propensity Score Strata**

Variable Name	Variable Label	Standardized Differences			
		Stratum 1	Stratum 2	Stratum 3	Stratum 4
pol_t_less	During youth, political issues almost never discussed at home	0.005	0.047	<b>0.169</b>	0.030
mov_freq	No of moves before age 18	0.027	<b>0.223</b>	0.022	<b>0.194</b>
only_english	During youth, only English is spoken at home	<b>0.173</b>	<b>0.385</b>	<b>0.626</b>	0.071
father_care	Father was the main caretaker	<b>0.177</b>	0.137	<b>0.229</b>	0.107
other_care	Other person than immediate family was the main caretaker	<b>0.179</b>	0.016	0.146	<b>0.227</b>
care_taker_college	Primary caretaker having some college attainment	<b>0.179</b>	<b>0.161</b>	0.115	<b>0.246</b>
fmly_frnd_ldr	Having a comm. leader as a close family friend	<b>0.323</b>	0.043	0.003	0.108
priv_job	Private sector considered before joining	<b>0.185</b>	0.050	0.072	<b>0.171</b>
pblic_job	Public sector considered before joining	0.048	<b>0.207</b>	<b>0.192</b>	0.033
Military	Military considered before joining	0.013	0.019	<b>0.154</b>	<b>0.167</b>
oth_srvc	Other service considered before joining	0.077	<b>0.316</b>	<b>0.326</b>	0.132
Travel	Travelling considered before joining	<b>0.191</b>	0.138	0.062	<b>0.218</b>
no_oth_optns	No other options considered before joining	0.148	0.041	<b>0.335</b>	0.088
no_optns_avlb	No other options were available before joining	0.000	0.000	0.000	0.000
grad_hgh_sch	Graduated high school	<b>0.245</b>	<b>0.248</b>	<b>0.307</b>	0.086
grad_cllg	Graduated college	0.006	<b>0.321</b>	<b>0.386</b>	<b>0.200</b>
frnd_prg	Friend in AmeriCorps	0.146	0.052	<b>0.327</b>	0.028
lst_jb_schl	Lost job or left school before joining	0.138	0.128	0.000	<b>0.175</b>
reltnshp_end	Relationship ended before joining	0.136	0.028	<b>0.330</b>	<b>0.171</b>
conc_famly	When joining the program, had concerns about family	0.060	0.057	<b>0.266</b>	<b>0.390</b>
conc_health	When joining the program, had concerns about health	<b>0.264</b>	0.051	<b>0.291</b>	0.060
conc_rel	When joining the program, had concerns about relationships	<b>0.371</b>	0.149	<b>0.425</b>	<b>0.327</b>
conc_stpnd	When joining the program, had concern about the stipend	<b>0.293</b>	<b>0.367</b>	0.006	<b>0.448</b>
income_1998	1998 earned income (continuous)	0.107	0.003	0.081	<b>0.676</b>
Propensity Score		<b>0.268</b>	0.104	0.008	0.020
Number Unbalanced (not including propensity score)		25	19	31	35

*Note:* The cells in **bold italic** represents the variables that remain to be unbalanced (standardized difference > 0.15) between the treatment and comparison group in that particular propensity score stratum

**Exhibit 9: Impact Estimates for NCCC Using 3 and 4 Propensity Score Strata**

Variable Name	Original Estimates			3 Strata Estimates			4 Strata Estimates					
	Estimate	StdErr	Probt	Estimate	StdErr	Probt	Estimate	StdErr	Probt			
Education_attain	0.042	0.117	0.722	0.063	0.115	0.585	0.018	0.120	0.884			
current_school	0.042	0.057	0.460	0.039	0.057	0.500	0.018	0.060	0.757			
diverse	0.171	0.098	0.080	~	0.173	0.105	0.100	~	0.116	0.110	0.290	
public_sector	0.045	0.063	0.483	0.057	0.065	0.378	0.046	0.065	0.481			
service_others	0.067	0.063	0.290	0.071	0.061	0.242	0.067	0.060	0.265			
concom	0.359	0.112	0.001	**	0.347	0.115	0.003	**	0.432	0.116	0.000	***
grssroot	0.462	0.144	0.001	**	0.459	0.157	0.004	**	0.422	0.146	0.004	**
knowprob	0.095	0.107	0.376	0.108	0.106	0.310	0.057	0.120	0.632			
hoodoblg	0.268	0.129	0.038	*	0.204	0.134	0.129	0.216	0.149	0.148		
comactv	0.172	0.108	0.112	0.142	0.119	0.234	0.143	0.117	0.224			
vol	0.135	0.061	0.028	*	0.104	0.065	0.111	0.133	0.066	0.044	*	
hrsvol	-7.454	61.980	0.904	-59.363	51.729	0.252	-25.174	51.347	0.624			
effctcom	0.451	0.201	0.026	*	0.600	0.216	0.006	**	0.691	0.232	0.003	**
growcom	0.097	0.168	0.566	0.163	0.179	0.362	0.147	0.229	0.521			
lclciv	0.399	0.120	0.001	***	0.350	0.114	0.002	**	0.400	0.119	0.001	***
civoblg	0.175	0.108	0.106	0.203	0.109	0.062	~	0.213	0.124	0.086	~	
future_service	-0.225	0.068	0.001	***	-0.213	0.072	0.003	**	-0.210	0.073	0.004	**
social_trust	0.139	0.052	0.007	**	0.127	0.050	0.012	*	0.169	0.054	0.002	**
engpolit	0.144	0.106	0.175	0.117	0.104	0.264	0.139	0.113	0.218			
opinion_internet	-0.164	0.143	0.254	-0.131	0.146	0.370	-0.178	0.144	0.216			
opinion_radio	-0.013	0.061	0.836	-0.017	0.057	0.767	-0.033	0.057	0.561			
voting_candidate	0.063	0.123	0.608	0.089	0.119	0.456	0.045	0.121	0.709			
contacted_govt	0.177	0.121	0.142	0.146	0.118	0.216	0.146	0.124	0.238			
volunteer_campai	0.124	0.072	0.085	~	0.115	0.073	0.118	0.117	0.072	0.106		
registered_vote	-0.015	0.028	0.590	-0.014	0.028	0.627	-0.019	0.032	0.553			
voted_2006	-0.014	0.047	0.771	-0.029	0.046	0.520	-0.016	0.049	0.751			
voted_2004	-0.018	0.032	0.587	-0.022	0.031	0.476	-0.013	0.035	0.702			
donated_past_yea	0.055	0.054	0.312	0.027	0.051	0.598	0.058	0.054	0.279			
donated_dollar	-101.092	367.367	0.783	45.948	250.705	0.855	-78.520	310.239	0.800			
grpinter	0.133	0.098	0.174	0.169	0.103	0.100	0.151	0.105	0.150			
grpbehav	0.079	0.119	0.507	0.058	0.120	0.632	0.079	0.113	0.484			
difference_commu	0.223	0.157	0.155	0.154	0.146	0.291	0.127	0.154	0.410			
svcjob	0.210	0.114	0.067	~	0.212	0.112	0.058	~	0.229	0.122	0.062	~
income	0.048	0.314	0.878	-0.015	0.312	0.961	0.265	0.322	0.412			
lifsatis	0.328	0.103	0.002	**	0.322	0.109	0.003	**	0.371	0.104	0.000	***
currevents	0.041	0.102	0.686	0.047	0.103	0.651	0.045	0.112	0.684			
commvol	0.880	0.104	0.000	***	0.865	0.108	0.000	***	0.920	0.114	0.000	***
familylife	0.096	0.093	0.304	0.075	0.100	0.451	0.115	0.109	0.292			

**Exhibit 9: Impact Estimates for NCCC Using 3 and 4 Propensity Score Strata**

Variable Name	Original Estimates			3 Strata Estimates			4 Strata Estimates		
	Estimate	StdErr	Probt	Estimate	StdErr	Probt	Estimate	StdErr	Probt
affected_career	-0.085	0.057	0.141	-0.088	0.058	0.130	-0.095	0.061	0.118
exposure_career_	0.129	0.053	0.016 *	0.173	0.055	0.002 **	0.191	0.056	0.001 ***
priorities_chang	-0.015	0.058	0.789	-0.011	0.060	0.857	-0.005	0.062	0.941
connections_to_j	-0.147	0.059	0.013 *	-0.144	0.060	0.017 *	-0.168	0.065	0.010 *
advantage_findin	0.051	0.059	0.387	0.041	0.060	0.495	0.040	0.062	0.516
no_effect_career	-0.038	0.049	0.438	-0.035	0.050	0.484	-0.039	0.053	0.467
affected_degree	-0.136	0.058	0.019 *	-0.127	0.058	0.030 *	-0.147	0.062	0.017 *
affected_concent	-0.191	0.060	0.001 **	-0.161	0.058	0.006 **	-0.188	0.061	0.002 **
interested_topic	-0.155	0.060	0.010 *	-0.128	0.061	0.035 *	-0.133	0.061	0.029 *
importance_educa	-0.164	0.054	0.003 **	-0.164	0.056	0.004 **	-0.146	0.058	0.012 *
personal_goals_e	-0.183	0.059	0.002 **	-0.159	0.058	0.007 **	-0.143	0.061	0.019 *
not_pursue_educ	0.024	0.026	0.357	0.017	0.029	0.570	0.020	0.034	0.561
award_helped_con	0.019	0.059	0.747	0.039	0.059	0.514	0.026	0.059	0.667
no_effect_educ	-0.085	0.055	0.123	-0.121	0.056	0.032 *	-0.086	0.061	0.161
desire_educ	0.042	0.117	0.722	0.063	0.115	0.585	0.018	0.120	0.884
achieved_educ	-0.021	0.162	0.896	-0.025	0.162	0.876	0.029	0.175	0.867
d_future_service	0.016	0.022	0.461	0.005	0.020	0.821	0.009	0.021	0.676
d_govt	0.032	0.063	0.604	0.051	0.064	0.425	0.045	0.065	0.488
d_fpro	-0.025	0.066	0.705	-0.018	0.068	0.797	-0.017	0.070	0.812
d_npro	0.009	0.055	0.870	-0.014	0.056	0.810	-0.021	0.062	0.729
d_self	-0.016	0.030	0.579	-0.020	0.034	0.550	-0.007	0.034	0.835

Note: ~ p ≤ .10, \*p ≤ .05, \*\*p ≤ .01, \*\*\*p ≤ .001

# Appendix L: Phase III Survey Instruments





## Longitudinal Study of AmeriCorps Phase III

### AmeriCorps Member Survey

Hello. My name is \_\_\_\_\_. I'm calling on behalf of AmeriCorps. When you enrolled in AmeriCorps, you became part of an important long-term study of AmeriCorps. This study will help us understand what happens to people after their involvement in AmeriCorps. You may remember filling out a questionnaire from Abt Associates, a research firm in Cambridge MA, when you started the program. We have contacted you several times since then. We would like to find out what has happened to you more recently. 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 45 minutes, and we will send you a check for \$35 as a token of our appreciation for completing the interview. May we continue with the interview?

Interview Log Response

- Yes
- No

First, just to confirm, did you serve in AmeriCorps in 1999-2000 or 2001.

- Yes
- No

**Part I: Phase III Survey**

PRIME: I would like to begin by asking you about your current experiences.

1. How do you spend most of your time now? (READ LIST, CODE ALL THAT APPLY)

	Yes	No	ENTER CODE FOR OCCUPA TION (1a)	ENTER CODE FOR FIELD (1b)	What year did you begin this activity? (1c)
a. Working	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
IF NO: Are you looking for work?	<input type="checkbox"/>	<input type="checkbox"/>			
b. Enlisted in military service	<input type="checkbox"/>	<input type="checkbox"/>			
c. Enlisted in National Guard/Reserve	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
d. Participating in AmeriCorps?	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
e. Participating in national service or volunteer work, for example, Peace Corps, faith-based volunteer service, etc.	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
f. Attending school	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
What type of school are you attending:					
High school equivalent or GED	<input type="checkbox"/>	<input type="checkbox"/>			
Two-year community college	<input type="checkbox"/>	<input type="checkbox"/>			
Technical school or apprenticeship program	<input type="checkbox"/>	<input type="checkbox"/>			
A four-year college	<input type="checkbox"/>	<input type="checkbox"/>			
A graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>			
g. Taking care of my children/parents at home	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
h. Retired	<input type="checkbox"/>	<input type="checkbox"/>			
i. Dealing with personal health problems	<input type="checkbox"/>	<input type="checkbox"/>			
j. Other (SPECIFY) _____	<input type="checkbox"/>	<input type="checkbox"/>			

- 1a. IF WORKING: What do you do? PROBE: What occupation is it? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR OCCUPATION)

## CODES FOR 1a (Occupation):

- |   |   |
|---|---|
| 1. Management Occupations                                     | 14. Building and Grounds Cleaning and Maintenance Occupations |
| 2. Business and Financial Operations Occupations              | 15. Personal Care and Service Occupations                     |
| 3. Computer and Mathematical Occupations                      | 16. Sales and Related Occupations                             |
| 4. Architecture and Engineering Occupations                   | 17. Office and Administrative Support Occupations             |
| 5. Life, Physical, and Social Science Occupations             | 18. Farming, Fishing, and Forestry Occupations                |
| 6. Community and Social Services Occupations                  | 19. Construction and Extraction Occupations                   |
| 7. Legal Occupations  | 20. Installation, Maintenance, and Repair Occupations         |
| 8. Education, Training, and Library Occupations               | 21. Production Occupations                                    |
| 9. Arts, Design, Entertainment, Sports, and Media Occupations | 22. Transportation and Material Moving Occupations            |
| 10. Healthcare Practitioners and Technical Occupations        | 23. Military Specific Occupations                             |
| 11. Healthcare Support Occupations                            | 24. Unemployed  |
| 12. Protective Service Occupations                            | 25. Homemaker   |
| 13. Food Preparation and Serving Related Occupations          |   |

- 1b. FOR EACH ACTIVITY CODED "YES," ASK: In what field? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR FIELD FOR EACH ACTIVITY in Q.1)

## CODES FOR 1b (Field):

- |  |  |
|--|--|
| 1. Accounting                            | 27. Legal admin                                      |
| 2. Administrative/clerical               | 28. Manufacturing                                    |
| 3. Agriculture/farming                   | 29. Marketing  |
| 4. Arts (visual dance music performance) | 30. Media/journalism/newspaper                       |
| 5. Athletics                             | 31. Military   |
| 6. Automotive                            | 32. Nonprofit social services                        |
| 7. Banking/finance                       | 33. Nurse  |
| 8. Biotech/science                       | 34. Pharmaceutical                                   |
| 9. Business                              | 35. Professional services                            |
| 10. Computer/technical/scientific        | 36. Public safety/law enforcement                    |
| 11. Construction                         | 37. Purchasing/procurement                           |
| 12. Culinary arts/food service           | 38. Real estate                                      |
| 13. Customer service                     | 39. Religious activities                             |
| 14. Design                               | 40. Research   |
| 15. Distribution/shipping                | 41. Restaurant/food service                          |
| 16. Engineering                          | 42. Retail   |
| 17. Environmental                        | 43. Sales  |
| 18. Facilities                           | 44. Skilled trades (masonry, carpentry, electrician) |
| 19. Grocery                              | 45. Social/community work                            |
| 20. Health care                          | 46. Strategy/planning                                |
| 21. Hospitality/hotel                    | 47. Teaching children/adults                         |
| 22. Human resources                      | 48. Telecommunications                               |
| 23. Information technology               | 49. Training   |
| 24. Installation/maintenance/repair      | 50. Transportation                                   |
| 25. Insurance                            | 51. Warehouse  |
| 26. Legal                                |  |

1c. What year did you begin this activity?

\_\_\_\_\_ YEAR

1d. IF WORKING FULL- OR PART-TIME IN Q.1: Is this in the (READ) sector?

Government/public sector

IF YES: Was this in the:

Federal government

State government

Local government

International government

For-profit/Private sector

Non-profit organization (tax-exempt, charitable organization)

Self-employed

IF YES: Was this in the:

Private sector

Non-profit sector

2. In addition to what you are doing now, what else have you been doing since 2000? (CODE ALL THAT APPLY)

	Yes	No	ENTER CODE FOR OCCUPA TION (2a)	ENTER CODE FOR FIELD (2b)	YEARS ACTIVITY TOOK PLACE (2c)
a. Working	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
IF NO: Are you looking for work?	<input type="checkbox"/>	<input type="checkbox"/>			
b. Enlisted in military service	<input type="checkbox"/>	<input type="checkbox"/>			
c. Enlisted in National Guard/Reserve	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
d. Participating in AmeriCorps?	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
e. Participating in national service or volunteer work, for example Peace Corps, faith-based volunteer service, etc.	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
f. Attending school	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
What type of school are you attending:					
High school equivalent or GED	<input type="checkbox"/>	<input type="checkbox"/>			
Two-year community college	<input type="checkbox"/>	<input type="checkbox"/>			
Technical school or apprenticeship program	<input type="checkbox"/>	<input type="checkbox"/>			
A four-year college	<input type="checkbox"/>	<input type="checkbox"/>			
A graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>			
g. Taking care of my children/parents at home	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
h. Retired	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: What year did you retire?					
IF YES: Have you come out of retirement?	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: What year did you come out of retirement?					
IF YES: Did you go back to retirement since 2000?	<input type="checkbox"/>	<input type="checkbox"/>			
i. Dealing with personal health problems	<input type="checkbox"/>	<input type="checkbox"/>			
j. Were you dealing with any other personal health problems since 2000?	<input type="checkbox"/>	<input type="checkbox"/>			
k. Other (SPECIFY) _____	<input type="checkbox"/>	<input type="checkbox"/>			

- 2a. IF WORKING: What did you do? PROBE: What occupation was it? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR OCCUPATION)

## CODES FOR 2a (Occupation):

- |   |   |
|---|---|
| 1. Management Occupations                                     | 13. Food Preparation and Serving Related Occupations          |
| 2. Business and Financial Operations Occupations              | 14. Building and Grounds Cleaning and Maintenance Occupations |
| 3. Computer and Mathematical Occupations                      | 15. Personal Care and Service Occupations                     |
| 4. Architecture and Engineering Occupations                   | 16. Sales and Related Occupations                             |
| 5. Life, Physical, and Social Science Occupations             | 17. Office and Administrative Support Occupations             |
| 6. Community and Social Services Occupations                  | 18. Farming, Fishing, and Forestry Occupations                |
| 7. Legal Occupations  | 19. Construction and Extraction Occupations                   |
| 8. Education, Training, and Library Occupations               | 20. Installation, Maintenance, and Repair Occupations         |
| 9. Arts, Design, Entertainment, Sports, and Media Occupations | 21. Production Occupations                                    |
| 10. Healthcare Practitioners and Technical Occupations        | 22. Transportation and Material Moving Occupations            |
| 11. Healthcare Support Occupations                            | 23. Military Specific Occupations                             |
| 12. Protective Service Occupations                            | 24. Unemployed  |
|   | 25. Homemaker   |

- 2b. FOR EACH ACTIVITY CODED "YES," ASK: In what field? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR FIELD FOR EACH ACTIVITY in Q.2)

## CODES FOR 2b (Field):

- |  |  |
|--|--|
| 1. Accounting                            | 27. Legal admin                                      |
| 2. Administrative/clerical               | 28. Manufacturing                                    |
| 3. Agriculture/farming                   | 29. Marketing  |
| 4. Arts (visual dance music performance) | 30. Media/journalism/newspaper                       |
| 5. Athletics                             | 31. Military   |
| 6. Automotive                            | 32. Nonprofit social services                        |
| 7. Banking/finance                       | 33. Nurse  |
| 8. Biotech/science                       | 34. Pharmaceutical                                   |
| 9. Business                              | 35. Professional services                            |
| 10. Computer/technical/scientific        | 36. Public safety/law enforcement                    |
| 11. Construction                         | 37. Purchasing/procurement                           |
| 12. Culinary arts/food service           | 38. Real estate                                      |
| 13. Customer service                     | 39. Religious activities                             |
| 14. Design                               | 40. Research   |
| 15. Distribution/shipping                | 41. Restaurant/food service                          |
| 16. Engineering                          | 42. Retail   |
| 17. Environmental                        | 43. Sales  |
| 18. Facilities                           | 44. Skilled trades (masonry, carpentry, electrician) |
| 19. Grocery                              | 45. Social/community work                            |
| 20. Health care                          | 46. Strategy/planning                                |
| 21. Hospitality/hotel                    | 47. Teaching children/adults                         |
| 22. Human resources                      | 48. Telecommunications                               |
| 23. Information technology               | 49. Training   |
| 24. Installation/maintenance/repair      | 50. Transportation                                   |
| 25. Insurance                            | 51. Warehouse  |
| 26. Legal                                |  |

2c. FOR EACH ACTIVITY CODED "YES," ASK: During what years were you doing (ACTIVITY)? (MULTIPLE RESPONSES ALLOWED. Column C allows for multiple stints in nonconsecutive time periods. Probe if necessary.)

2d. IF WORKING FULL- OR PART-TIME IN Q.2: Was this in the (READ) sector?

- Government/public sector  
IF YES: Was this in the:
  - Federal government
  - State government
  - Local government
  - International government
- For-profit/Private sector
- Non-profit organization (tax-exempt, charitable organization)
- Self-employed  
IF YES: Was this in the:
  - Private sector
  - Non-profit sector

3. In 1999 you inquired about an AmeriCorps program. How did you inquire about this program? (CODE ALL THAT APPLY. READ LIST IF NECESSARY.)

- Contacted program directly
- Went through National AmeriCorps website
- Went through state, local, or program AmeriCorps website
- Called the National AmeriCorps toll-free number
- Learned about it on college campus
- Learned about it at a job fair
- Don't remember
- Other (SPECIFY) \_\_\_\_\_

PRIME: We are interested in volunteer activities, that is, activities for which people are not paid, except perhaps expenses. We only want you to include volunteer activities that you did through or for an organization, even if you only did them once in a while.

4. In the last 12 months, have you done any volunteer activities through or for an organization?

- Yes (GO TO Q5)
- No

4a. IF NO: Sometimes people don't think of activities they do infrequently or activities they do for children's schools or youth organizations as volunteer activities. In the last 12 months have you done any of these types of volunteer activities?

- Yes (GO TO Q5)
- No

4b. IF NO: Sometimes people don't think of activities they do through religious organizations as volunteer activities. In the last 12 months have you done any of this type of volunteer activity?

- Yes (GO TO Q5)
- No

4c. IF NO VOLUNTEERING IN PAST 12 MONTHS, INCLUDING FOR SCHOOL OR RELIGIOUS PURPOSES Q.4, Q.4a, and Q4b: In talking to people about volunteering, we often find that a lot of people were not able to volunteer because they did not know how to get involved, or they were sick, or they just didn't have the time. What single most important reason best describes why you haven't performed volunteer service in the last 12 months? (CODE ONE)

- Gave money to donations instead of volunteering time
  - Personal schedule too full
  - Unable to honor volunteer commitment
  - Health problems, physically unable
  - No interest
  - Took a second job/ need to work more hours
  - I already volunteer as much as I can
  - My age
  - Don't have necessary skills
  - Don't have transportation
  - People should be paid for their work
  - Don't know how to become involved
  - No one I know personally asked me
  - No organization contacted me and asked me to volunteer
  - I've volunteered enough in the past
  - My past volunteering experience
  - My AmeriCorps experience
  - Other (SPECIFY)
- 

4d. IF NO VOLUNTEERING IN PAST 12 MONTHS, INCLUDING FOR SCHOOL OR RELIGIOUS PURPOSES Q.4, Q.4a, and Q4b: Were you asked to volunteer?

- Yes, I was asked to volunteer  
IF YES: Who asked you to become a volunteer for this organization?
  - Friend
  - Relative
  - Co-worker
  - Someone in the organization/school
  - Boss or employer
  - Someone else (SPECIFY) \_\_\_\_\_
- No, I was not asked to volunteer

5. How many different organizations have you volunteered through or for in the last 12 months?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- More than 7 organizations



5a. What is the organization you volunteer for the most?

What organization is it?

IF NECESSARY ASK: What type of organization is that? (CODE FROM LIST BELOW.)

---

---

5b. (ASK IF NECESSARY. DO NOT READ CATEGORIES ALOUD.) What type of organization is that? (CODE FROM LIST)

1. RELIGIOUS ORGANIZATION
2. CHILDREN'S EDUCATION, SPORTS, OR RECREATIONAL GROUP
3. OTHER EDUCATIONAL GROUP
4. SOCIAL AND COMMUNITY SERVICE GROUP
5. CIVIC ORGANIZATION
6. CULTURAL OR ARTS ORGANIZATION
7. ENVIRONMENTAL OR ANIMAL CARE ORGANIZATION
8. HEALTH RESEARCH OR HEALTH EDUCATION ORGANIZATION
9. HOSPITAL CLINIC OR HEALTHCARE ORGANIZATION
10. IMMIGRANT/REFUGEE ASSISTANCE
11. INTERNATIONAL ORGANIZATION
12. LABOR UNION, BUSINESS OR PROFESSIONAL ORGANIZATION
13. POLITICAL PARTY OR ADVOCACY GROUP
14. PUBLIC SAFETY ORGANIZATION
15. SPORTS OR HOBBY GROUP
16. YOUTH SERVICES ORGANIZATION
17. SOME OTHER TYPE OF ORGANIZATION (ENTER VERBATIM RESPONSE)

---

PRIME: I'm going to ask you some questions about (ORGANIZATION).

6. During how many weeks in the last year did you do volunteer activities for (ORGANIZATION)? (ENTER NUMBER OF WEEKS, 1-52)

Less than one week (GO TO Q8)

\_\_\_\_\_ # weeks

7. IF ONE WEEK OR MORE: In those (ENTER NUMBER FROM ABOVE) weeks that you volunteered for (ORGANIZATION), how many hours per week did you do volunteer activities?

Varies

\_\_\_\_\_ # Hours (1-168)

8. How many hours did you do volunteer activities for (ORGANIZATION) in the last year?

\_\_\_\_\_ # Hours (1-8736)

9. Now I'm going to ask you about activities you might have done for (ORGANIZATION) in the last year. For each activity that I mention, please tell me—yes or no—whether you did that activity for that organization in the last year. In the last 12 months did you... (IF HELP IS REQUESTED, READ EXAMPLES.)

	Yes	No
a. <b>Coach, referee, or supervise sports teams?</b>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Tutor or teach</b> (includes reading to children or adults, assisting teachers, helping with homework or school projects)	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Mentor youth</b> (includes being a Boy Scout/Girl Scout Leader, Big Brother/Big Sister, or engaging in other mentoring activities)	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Be an usher, greeter, or minister</b> (includes showing people to their seats, giving directions, handing out programs and other materials)	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Collect, prepare, distribute, or serve food</b> (includes serving meals in shelters, packaging meals for distribution)	<input type="checkbox"/>	<input type="checkbox"/>
f. <b>Collect, make or distribute clothing, crafts, goods other than food</b> (includes gathering clothes for a clothing drive, producing handmade items such as quilts, collecting furniture)	<input type="checkbox"/>	<input type="checkbox"/>
g. <b>Fundraise or sell items to raise money</b> (includes manning concession booths, working in thrift stores, or at events for which the purpose is to raise money)	<input type="checkbox"/>	<input type="checkbox"/>
h. <b>Provide counseling, medical care, fire/EMS, or protective services?</b>	<input type="checkbox"/>	<input type="checkbox"/>
i. <b>Provide general office services</b> (includes clerical, administrative activities, running errands, manning information booths)	<input type="checkbox"/>	<input type="checkbox"/>
j. <b>Provide professional or management assistance including serving on a board or committee (DOES NOT INCLUDE MEDICAL OR EMERGENCY CARE BUT INCLUDES PROVIDING LEGAL, COMPUTER, OR ACCOUNTING SERVICES)</b>	<input type="checkbox"/>	<input type="checkbox"/>
k. <b>Engage in music, performance, or other artistic activities</b> (includes choir, musical, dance, theatrical performances, fine arts)	<input type="checkbox"/>	<input type="checkbox"/>
l. <b>Engage in general labor; supply transportation for people</b> (includes building, repairing, or cleaning indoors or outdoors, driving school teams to games or practices, driving people to a political rally)	<input type="checkbox"/>	<input type="checkbox"/>
m. <b>Other (SPECIFY)</b> (includes campaigning, registering people to vote, political activities, and any other activities which do not belong in one of the above categories)	<input type="checkbox"/>	<input type="checkbox"/>

10. Which of the activities that you performed did you spend the most time doing for (ORGANIZATION) last year? (INTERVIEWER CAN RE-READ LIST IF NECESSARY.) (CODE FROM ABOVE.)

\_\_\_\_\_

11. Did you live in the community where you did most of your volunteer activity for (ORGANIZATION)? (CODE ONE)

- Yes, for all of the volunteer activities  
 Yes, for most of the volunteer activities  
 Yes, for some of the volunteer activities  
 No

12. Now I'd like to ask you how you first became a volunteer for (ORGANIZATION). Did you approach the organization yourself, did someone ask you, or did you become involved in some other way?

- Approached the organization
- Was asked
  - IF YES: Who asked you to become a volunteer for this organization?
    - Friend
    - Relative
    - Co-worker
    - Someone in the organization/school
    - Boss or employer
    - Someone else (SPECIFY) \_\_\_\_\_
- Some other way
  - IF YES: Please describe how you became involved with this organization. (READ LIST IF NECESSARY.)
    - Court-ordered community service
    - Family member's involvement in the organization
    - Friend's, co-worker's, or roommate's involvement in the organization
    - Own involvement in organization/school
    - Public housing requirement
    - Referred to by volunteer organization
    - Responded to public appeal in newspaper/radio/TV/flyer/Internet
    - School requirement
    - Other (SPECIFY) \_\_\_\_\_ (ENTER VERBATIM RESPONSE)

13. Are you satisfied with the amount of volunteering you did in the last 12 months?

- Yes (GO TO Q14)
- No

13a. IF NO: What single most important reason best describes why you haven't performed more volunteer service in the last 12 months? (CODE ONE)

- Personal schedule too full
- Unable to honor volunteer commitment
- Health problems, physically unable
- No interest
- Took a second job/ need to work more hours
- Don't know how to become involved
- I already volunteer as much as I can
- My age
- Don't have necessary skills
- Don't have transportation
- People should be paid for their work
- No one I know personally asked me
- No organization contacted me and asked me to volunteer
- I've volunteered enough in the past
- My past volunteering experience
- My AmeriCorps experience
- Other (SPECIFY) \_\_\_\_\_

14. How likely is it that you will volunteer in the future? Would you say you will... (READ LIST)
- Definitely be involved in volunteer activities
  - Probably be involved in volunteer activities
  - Probably not be involved in volunteer activities
15. In the last 12 months, have you asked your friends, parents, children, or other family members to volunteer with you in any activities? (CODE ONE)
- YES
  - NO (GO TO Q16)
- 15a. IF YES: Have your friends, parents, children, or other family members volunteered with you in any activities because you asked? (CODE ONE)
- YES
  - NO
16. Have you in the last 12 months attended any public meeting in which there was discussion of community affairs? (CODE ONE)
- YES
  - NO (GO TO Q17)
- 16a. IF YES: About how many times in the past twelve months did you do this?
- \_\_\_\_\_ Number of times
17. Have you in the last 12 months worked with other people in your neighborhood to fix or improve something? (CODE ONE)
- YES
  - NO (GO TO Q18)
- 17a. IF YES: About how many times in the past 12 months did you do this?
- \_\_\_\_\_ Number
18. Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?
- Most people can be trusted
  - You can't be too careful in dealing with people

PRIME: Now think about any organizations you have made a donation to in the last 12 months. Charitable organizations include religious or non-profit organizations that help those in need or that serve and support the public interests. They range in size from national organizations like the United Way and the American Red Cross down to local community organizations. They serve a variety of purposes such as religious activity, helping people in need, health care and medical research, education arts, environment, and international aid.

Donations include any gifts of money, assets, or property made directly to the organizations, through payroll deduction, or collected by other means on behalf of the charity. This interview is limited to donations made during the last 12 months.

19. In the last 12 months, did you or anyone in your family donate money, assets, or property with a combined value of more than \$25 to religious or charitable organization? (CODE ONE)

- YES
- NO (GO TO Q20)

19a. IF YES: To what organizations did you donate \$25 or more, in total dollar value of all donations? (READ LIST) Please note that some organizations address multiple issues. Please choose only one organization for each donation.

19b. FOR EACH ORGANIZATION DONATED TO: How much did you give to that organization?

a. CODE ALL THAT APPLY.	b. TOTAL DONATION AMOUNT
<input type="checkbox"/> College or institution for higher learning	\$
<input type="checkbox"/> Religious organizations/ purposes	\$
<input type="checkbox"/> Hospital, clinic, healthcare organization, or medical research organizations	\$
<input type="checkbox"/> Children's education, sports, or recreational group	\$
<input type="checkbox"/> Youth and family services	\$
<input type="checkbox"/> Arts, culture, and ethnic awareness	\$
<input type="checkbox"/> International aid or world peace	\$
<input type="checkbox"/> Environmental, conservation, or wildlife conservation	\$
<input type="checkbox"/> Labor union, business, or professional organization	\$
<input type="checkbox"/> Political party, political candidate or advocacy group	\$
<input type="checkbox"/> Public safety organization	\$
<input type="checkbox"/> Social organization	\$
<input type="checkbox"/> Disaster relief	\$
<input type="checkbox"/> Other (SPECIFY) _____	\$

20. In response to Hurricane Katrina, did you donate any of the following to a charity or nonprofit organization? (READ LIST)

	Yes	No
a. Money	<input type="checkbox"/>	<input type="checkbox"/>
b. Blood	<input type="checkbox"/>	<input type="checkbox"/>
c. Time	<input type="checkbox"/>	<input type="checkbox"/>
d. Clothing, food, water or similar supplies	<input type="checkbox"/>	<input type="checkbox"/>
e. Your professional skills (e.g. work with evacuees)	<input type="checkbox"/>	<input type="checkbox"/>
f. Other contribution (SPECIFY) _____	<input type="checkbox"/>	<input type="checkbox"/>

21. Did you donate any of the following items to a charity or non-profit organization for national or international disaster in the past 12 months? (READ LIST)

	Yes	No
a. Money	<input type="checkbox"/>	<input type="checkbox"/>
b. Blood	<input type="checkbox"/>	<input type="checkbox"/>
c. Time	<input type="checkbox"/>	<input type="checkbox"/>
d. Clothing, food, water or similar supplies	<input type="checkbox"/>	<input type="checkbox"/>
e. Your professional skills	<input type="checkbox"/>	<input type="checkbox"/>
f. Other contribution (SPECIFY) _____	<input type="checkbox"/>	<input type="checkbox"/>

PRIME: Now I'm going to ask you about voting.

22. Are you currently registered to vote?

- YES  
 NO

23. Did you vote in the most elections last November? (CODE ONE)

- I voted (GO TO Q24)  
 No, I did not vote

- 23a. IF NO: In talking to people about elections, we often find that a lot of people were not able to vote because they weren't registered, or they were sick, or they just didn't have the time. Which of the following statements best describe why you did not vote in the elections last November? (READ LIST. CODE ALL THAT APPLY.)

- Not registered (although 18 years or older)  
 I thought about voting, but didn't  
 Out of country/state  
 I was new to the area/ I just moved  
 Elections don't affect me  
 Feel vote won't make a difference  
 Inconvenient  
 Not interested in participating in State/local elections  
 My party was not represented  
 Other (SPECIFY) \_\_\_\_\_

24. Did you vote in the 2004 presidential election?

- Yes, I voted (GO TO Q25)  
 No, I did not vote

24a. IF NO: Which of the following statements best describe why you did not vote in the 2004 presidential election? (READ LIST. CODE ALL THAT APPLY.)

- Not registered (although 18 years or older)
- I thought about voting, but didn't
- Out of country/state
- I was new to the area/ I just moved
- Elections don't affect me
- Feel vote won't make a difference
- Inconvenient
- Not interested in participating in national elections
- My party was not represented
- Other (SPECIFY) \_\_\_\_\_

PRIME: Now I'm going to ask you HOW OFTEN you do certain things. Please answer if you do these things **never**, **not very often**, **sometimes**, **very often**, or **always**.

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

	Never	Not Very Often	Some-Times	Very Often	Always
a. We discuss issues and problems and share ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We involve everyone and avoid favoritism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We can disagree and be different from one another without fear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. We take time to work out any conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Join organizations that support issues that are important to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Write or e-mail newspapers or organizations to voice your views on an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Vote in local elections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Try to learn as much as you can about candidates or ballot questions before voting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Keep informed about local or national news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. In the last 12 months how often have you ...

	Never	Not very Often	Some-times	Very Often	Always
a. Expressed your opinions using the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Expressed your opinions through radio call-ins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Not very Often	Some-times	Very Often	Always
c. Talked to other people to persuade them to vote for a particular party or candidate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Contacted a government official to express your opinion on a local or national issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked as a volunteer for a political party or candidate running for national, state, or local office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27a. In general, how much influence did your AmeriCorps experience have on your decision to participate in activities like the ones we just discussed? (CODE ONE)

No Influence	A little bit of influence	Some Influence	Quite a bit of influence	A Lot of Influence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You try to present your ideas without criticizing the ideas of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You encourage different points of view without worrying about agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You try to consider all points of view or possible options before forming an opinion or making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You encourage the participation of other team members and support their right to be heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. You help find solutions when unexpected problems arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRIME: Now we are going to switch gears, where I am going to read you some statements. Please answer whether you **strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree.**

29. Thinking of all 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 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You re-examined your beliefs and attitudes about yourself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You were exposed to new ideas and ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
of seeing the world.					
d. You felt like part of a community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You learned more about the “real” world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. You felt you made a difference in the life of at least one person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. You did things you never thought you could do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. You changed some of your beliefs and attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Please indicate how strongly you agree with each of the following statements about your community. (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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You often discuss and think about how larger political and social issues affect your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You are aware of what can be done to meet the important needs in your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You feel you have the ability to make a difference in your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You try to find the time or a way to make a positive difference in your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Some of your friends are of different backgrounds from you: racial, cultural, ethnic, or language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Racism affects everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. You feel comfortable belonging to groups where people are different from you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Diverse viewpoints bring creativity and energy to a work group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Multicultural teams can be stimulating and fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. People are more motivated and productive when they feel they are accepted for who they are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Diversity improves the work of organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
n. Diversity brings many perspectives to problem-solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. You are comfortable interacting with people from a different racial or ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Thinking about your AmeriCorps experience, please indicate how much you agree with each of the following statements. 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. AmeriCorps had an influence on my commitment to volunteer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. AmeriCorps had an influence on my personal and family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. AmeriCorps had an influence on my interest in current events and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. On a scale of 1 to 5 where 1 = not very interested and 5 = very interested, how would you describe your **interest** in forming friendships with people who come from a different race or ethnicity from you? (CONFIRM RESPONSE)

Not very interested						Very interested
1	2	3	4	5		

PRIME: Now we are going to ask you a few questions on how satisfied you are. Please rate on the following scale: **not at all satisfied, not too satisfied, somewhat satisfied, or very satisfied.**

33. Please tell me overall, how satisfied you are with each of the following areas of your life. Are you very satisfied, somewhat satisfied, not too satisfied or not at all satisfied with your...

	Not at all Satisfied	Not too satisfied	Somewhat satisfied	Very satisfied
a. Work or career overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Personal financial situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Personal relationships with family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Religious or spiritual life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRIME: Now I'm going to ask you how important things are to you. Please answer whether they are **not important**, **somewhat important**, or **very important**.

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

	Not Important	Somewhat Important	Very Important
a. Working to correct social and economic inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Having a job that involves working with other people as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working in a job where you are of direct service to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making a difference in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reporting a crime that you may have witnessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participating in neighborhood organizations (school, religious, community, recreational organizations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Voting in elections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Keeping informed about news and public issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Helping to keep the neighborhood safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Helping to keep the neighborhood clean and beautiful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Helping those who are less fortunate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Getting the local government to build an addition to the community center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Organizing an event to benefit a charity or religious organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Getting an issue on the ballot for a statewide election. (Assume your state allows this.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Starting an after-school program for children whose parents work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Organizing an annual cleanup program for the local park.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. 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 ...?

	<b>Know Nothing</b>				<b>Know a Great Deal</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. The environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Public health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lack of civic involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRIME: Now I'm going to ask you about your current regular job(s) in more detail.

38. IF YES TO Q.1 WORKING: Thinking about all your current regular jobs, how many hours in total do you work in a typical week?

\_\_\_\_\_ # Hours per week

39. IF YES TO Q.1 WORKING: To what extent do all your current regular jobs allow you to: (READ ITEM) (CODE RESPONSE)

	<b>Never</b>	<b>Not very often</b>	<b>Some times</b>	<b>Very often</b>	<b>Always</b>
a. Work to correct social and economic inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work with other people as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide direct service to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Make a difference in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. How has your experience in AmeriCorps influenced your career choices? (READ LIST, CODE ALL THAT APPLY)

- AmeriCorps affected the career I chose
- AmeriCorps gave me exposure to new career options
- My priorities in what I wanted in a job changed
  - If YES to this option: How did your priorities change?
    - I wanted financial security
    - I decided to devote my career to a cause/issue I became passionate about through AmeriCorps
    - I realized I could be more effective in making change by doing a different kind of work.
    - I decided I wasn't interested in the career I thought I wanted
    - I became more realistic about my career choices
- My AmeriCorps affiliation gave me connections that helped me get a job
- My time in AmeriCorps put me at an advantage when trying to find a job
- No effect on my career choices
- Other (SPECIFY) \_\_\_\_\_

PRIME: We are almost done. Now I just need to ask you some background information, like your education.

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

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

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

- 8<sup>th</sup> grade or less
- Some high school, no diploma
- High school diploma
- High school equivalency, or GED
- Vocational, trade, or business school after high school (not for a BA for MBA)
- Some college credit, but less than 1 year
- One or more years of college, no degree
- Associate degree
- Bachelor's degree
- Master's degree
- Ph.D., M.D., or other professional degree

43. Have you used your AmeriCorps education award?

- Yes (GO TO Q45)
- No, I did not use it
- No, I did not qualify for an AmeriCorps education award (GO TO Q47)

43a. IF NO: Do you expect that you will use your AmeriCorps education award in the next two years?

- Yes
- No

43b. IF NO: Why haven't you used the AmeriCorps Education award? (CODE ALL THAT APPLY)

- I forgot about it
- I finished my education or paid for my education before I earned the award
- I had planned to, but now I'm out of school
- I decided to work instead
- I decided to care for my family/children
- I didn't have the time
- Not interested in using the award
- I didn't need it
- Award amount was not sufficient
- Information on the award was inadequate
- Never received a voucher from CNCS
- My educational institution wouldn't accept it
- My educational institution didn't know what it was

- I didn't want to use the award for school expenses
- Too many rules
- I didn't want to pay the taxes
- Other (SPECIFY) \_\_\_\_\_

44. How did you use your education award? (CODE ALL THAT APPLY)

- Loan repayment
- Tuition
- Other educational costs (e.g. books, supplies)
- Some other way (SPECIFY) \_\_\_\_\_

45. How important was the AmeriCorps education award on your ability to pursue/finish your education/degree?

- Not important
- Somewhat important
- Very important

46. Did your AmeriCorps education award affect the type of education institution you attended?

- YES
- NO (GO TO 47)

46a. IF YES: What type of school did you attend because of the AmeriCorps education award?

- Two-year community college
- Four-year graduate program
- Professional graduate program (e.g., MBA, JD, etc.)
- Four-year undergraduate program
- Technical school

47. How has your AmeriCorps experience shaped your education choices? (READ LIST. CODE ALL THAT APPLY.)

- AmeriCorps affected the degree/major I chose  
IF YES: How did your AmeriCorps experience affect the degree/major you chose? (ENTER VERBATIM. CODE AFTER FIRST 100 RESPONSES.)
- AmeriCorps affected the concentration/focus I chose  
IF YES: How did your AmeriCorps experience affect the concentration/focus you chose? (ENTER VERBATIM. CODE AFTER FIRST 100 RESPONSES.)
- AmeriCorps made me more interested in the topic I pursued in school
- AmeriCorps helped me see the importance of education
- My personal goals for educational attainment increased
- I decided not to pursue further education
- The education award made continuing my education possible
- My AmeriCorps experience had no effect on my education
- Any other ways your AmeriCorps experience has influence your career choices?  
(SPECIFY) \_\_\_\_\_

PRIME: Now I want you to think back to when you first accomplished some major milestones in your life. Please remember the best you can the year.

48. IF NOT CURRENTLY IN SCHOOL FULL-TIME IN Q.1: When was the last time you were in school full-time?

\_\_\_\_\_ YEAR

49. When was the first time you were employed full-time?

\_\_\_\_\_ YEAR

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

- Single, never married
- Married
- In a committed long-term relationship
- IF YES: Have you ever been married?
  - Yes (GO TO 50a)
  - No
- Widowed
- Divorced
- Separated

50a. IF EVER MARRIED: When did you first get married?

\_\_\_\_\_ YEAR

51. Do you have any children?

- YES
- NO (GO TO Q53)

51a. IF YES: How many children do you have? \_\_\_\_\_

51b. IF YES: What age is your oldest child? \_\_\_\_\_

52. How many years have you lived in your present community?

- Less than 1 year
- 1 to 2 years
- 3 to 4 years
- 5 or more years

53. Do you or anyone else in your household (READ ITEM)?

	Yes	No
a. Live in public housing or projects	<input type="checkbox"/>	<input type="checkbox"/>
b. Receive public assistance, welfare, food stamps, or WIC	<input type="checkbox"/>	<input type="checkbox"/>
c. Receive other housing assistance, such as Section 8, housing vouchers, or other subsidies	<input type="checkbox"/>	<input type="checkbox"/>

54. What kind of jobs did your parents have growing up? (USE OCCUPATION CODES FROM Q.1)

54a. Mother's Occupation \_\_\_\_\_

55b. Father's Occupation \_\_\_\_\_

55. How often do you attend religious services, excluding weddings and funerals?

- Never
- Rarely
- Once or twice a month
- Once a week or more

56. How important is religion in your life?

- Not important
- A little important
- Pretty important
- Very important

57. 57a. Which of the following best represents the total annual income in 2005 for you **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (READ LIST. CODE ONE.)

57b. Which of the following best represents the total annual income in 2005 for your immediate family living in your household **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (READ LIST. CODE ONE.)

57a. <b>Your own</b> 2005 income (before taxes)	57b. <b>Total for the family</b> in your household (before taxes)
<input type="checkbox"/> Under \$5,000	<input type="checkbox"/> Under \$5,000
<input type="checkbox"/> \$5,000 – less than \$10,000	<input type="checkbox"/> \$5,000 – less than \$10,000
<input type="checkbox"/> \$10,000 – less than \$15,000	<input type="checkbox"/> \$10,000 – less than \$15,000
<input type="checkbox"/> \$15,000 – less than \$20,000	<input type="checkbox"/> \$15,000 – less than \$20,000
<input type="checkbox"/> \$20,000 – less than \$25,000	<input type="checkbox"/> \$20,000 – less than \$25,000
<input type="checkbox"/> \$25,000 – less than \$30,000	<input type="checkbox"/> \$25,000 – less than \$30,000
<input type="checkbox"/> \$30,000 – less than \$40,000	<input type="checkbox"/> \$30,000 – less than \$40,000
<input type="checkbox"/> \$40,000 – less than \$50,000	<input type="checkbox"/> \$40,000 – less than \$50,000
<input type="checkbox"/> \$50,000 – less than \$60,000	<input type="checkbox"/> \$50,000 – less than \$60,000
<input type="checkbox"/> \$60,000 – less than \$70,000	<input type="checkbox"/> \$60,000 – less than \$70,000
<input type="checkbox"/> \$70,000 – less than \$80,000	<input type="checkbox"/> \$70,000 – less than \$80,000
<input type="checkbox"/> \$80,000 – less than \$90,000	<input type="checkbox"/> \$80,000 – less than \$90,000
<input type="checkbox"/> \$90,000 – less than \$100,000	<input type="checkbox"/> \$90,000 – less than \$100,000
<input type="checkbox"/> \$100,000 or more	<input type="checkbox"/> \$100,000 or more
<input type="checkbox"/> Don't Know	<input type="checkbox"/> Don't Know



**Part II: Ask only if missing from prior waves of the survey**

NOTE TO CATI/ INTERVIEWER: Questions in this section marked ASK ONLY IF MISSING are asked only if respondents did not answer at baseline 1999 or post-program supplemental 2003. CATI to flag missing variables.

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

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Other (SPECIFY) \_\_\_\_\_

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

- YES
- NO

60. ASK ONLY IF MISSING: What is your gender?

- Male
- Female

61. ASK ONLY IF MISSING: What is your date of birth?

\_\_\_\_ / \_\_\_\_ / 19\_\_ \_\_  
 Month      Day

PRIME: The next set of questions asks 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.

62. ASK ONLY IF MISSING: Which of these categories indicates the kind of place or places where you spent most of your youth?

	<b>Yes</b>	<b>No</b>	<b>RF</b>	<b>DK</b>
Rural areas	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Urban areas	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
Suburban areas	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

63. ASK ONLY IF MISSING: Before the age of 18, how many times did you move to a new house or apartment?

- \_\_\_\_\_ Times
- REFUSED
  - DON'T KNOW

64. ASK ONLY IF MISSING: During your youth, what language did you usually speak at home—English or something else?

- English
- English and a different language
- A different language
- REFUSED
- DON'T KNOW

65. ASK ONLY IF MISSING: 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: \_\_\_\_\_

66. ASK ONLY IF MISSING: Please give me the name, city, state, and country of the high school that you attended at this time.

HIGH SCHOOL: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

67. ASK ONLY IF MISSING: Was this high school located in the neighborhood that you were living in at the time?

- YES
- NO
- REFUSED
- DON'T KNOW

68. ASK ONLY IF MISSING: Did you do any of the following things when you were younger?

- |   | <b>Yes</b>                            | <b>No</b>                             |
|---|---------------------------------------|---------------------------------------|
| a. Saw someone in your family help others                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b. Personally saw someone you admire (not a family member) helping others | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

PRIME: 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.

69. ASK ONLY IF MISSING: During your youth, which primary caretakers contributed most to your upbringing? (CODE ALL THAT APPLY.)

- Mother
- Father
- Stepmother/father's partner
- Stepfather/mother's partner
- Grandmother
- Grandfather
- Aunt
- Uncle
- Other (SPECIFY AS MANY AS NECESSARY:) \_\_\_\_\_
- REFUSED
- DON'T KNOW

70. ASK ONLY IF MISSING: 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
- High school graduate
- High school diploma or the equivalent, for example, GED
- Some college, no degree
- Associate's or Bachelor's degree
- Master's degree
- Ph.D., M.D., or other professional graduate degree
- REFUSED
- DON'T KNOW

71. ASK ONLY IF MISSING: 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

72. ASK ONLY IF MISSING: 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?

	<b>Not at all connected</b>	<b>Somewhat casually connected</b>	<b>Very strongly connected</b>	<b>RF</b>	<b>DK</b>
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

73. ASK ONLY IF MISSING: During your youth, did you or anyone else in your household receive (READ ITEM)?

	<b>Yes</b>	<b>No</b>	<b>RF</b>	<b>DK</b>
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

PRIME: Now I'm going to ask you what you were doing **before** you started AmeriCorps. This would be prior to your joining AmeriCorps in 1999.

74. ASK ONLY IF MISSING: In the twelve months before you started AmeriCorps, what were you doing? (CODE ALL THAT APPLY.)

- Working outside the home
- Attending school
- Taking care of my children at home
- Looking for a job
- Volunteering/voluntary community service
- Other (SPECIFY) \_\_\_\_\_

75. ASK ONLY IF MISSING: Before you started AmeriCorps, had you **ever** participated in voluntary community service or a volunteer activity?

- Yes
- No

PRIME: Now I'd like to ask a question about your reasons for inquiring about AmeriCorps and your alternatives to AmeriCorps.

76. ASK ONLY IF MISSING: What other options did you seriously consider when you inquired about AmeriCorps? (CODE ALL THAT APPLY.)

- HIGH SCHOOL/GED
- COLLEGE
- VOCATIONAL SCHOOL/JOB TRAINING
- GRADUATE OR PROFESSIONAL SCHOOL
- JOB IN PRIVATE SECTOR
- JOB IN PUBLIC OR NON-PROFIT SECTOR
- MILITARY SERVICE
- OTHER FULL-TIME SERVICE ACTIVITY
- TRAVEL
- DID NOT CONSIDER OTHER AVAILABLE OPTIONS0
- NO OTHER OPTIONS AVAILABLE
- OTHER (SPECIFY) \_\_\_\_\_
- REFUSED
- DON'T KNOW



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: \_\_\_\_\_

ASK ONLY IF NOT COLLECTED: 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?

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

AmeriCorps is interested in continuing to follow AmeriCorps members over time, and may hire a different contractor for future follow-up studies. If this happens, will you allow your past survey responses and contact information to be transferred to another contractor?

- Yes
- No

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 study team at [servicestudy@abtassoc.com](mailto:servicestudy@abtassoc.com) or 1-888-735-8598.

ONLY 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.

ONLY IF NECESSARY: If the respondent feels they need to speak with someone at CNCS, they can contact Lillian Dote at 202-606-6984. If respondent asks about the education award, provide the phone number to the National Service Trust at 1-888-507-5962.





## Longitudinal Study of AmeriCorps Phase III

### AmeriCorps Comparison Survey

Hello. My name is \_\_\_\_\_. I'm calling on behalf of AmeriCorps. When you inquired about AmeriCorps, you became part of an important long-term study of AmeriCorps. This study will help us understand what happens to people after their involvement in AmeriCorps. You may remember filling out a questionnaire from Abt Associates, a research firm in Cambridge MA, when you started the program. We have contacted you several times since then. We would like to find out what has happened to you more recently. 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 45 minutes, and we will send you a check for \$35 as a token of our appreciation for completing the interview. May we continue with the interview?

Interview Log Response

- Yes
- No

**Part I: Phase III Survey**

PRIME: I would like to begin by asking you about your current experiences.

1. How do you spend most of your time now? (READ LIST, CODE ALL THAT APPLY)

	Yes	No	ENTER CODE FOR OCCUPA TION (1a)	ENTER CODE FOR FIELD (1b)	What year did you begin this activity? (1c)
a. Working	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
IF NO: Are you looking for work?	<input type="checkbox"/>	<input type="checkbox"/>			
b. Enlisted in military service	<input type="checkbox"/>	<input type="checkbox"/>			
c. Enlisted in National Guard/Reserve	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
d. Participating in AmeriCorps?	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
e. Participating in national service or volunteer work, for example Peace Corps, faith-based volunteer service, etc.	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
f. Attending school	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
What type of school are you attending:					
High school equivalent or GED	<input type="checkbox"/>	<input type="checkbox"/>			
Two-year community college	<input type="checkbox"/>	<input type="checkbox"/>			
Technical school or apprenticeship program	<input type="checkbox"/>	<input type="checkbox"/>			
A four-year college	<input type="checkbox"/>	<input type="checkbox"/>			
A graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>			
g. Taking care of my children/parents at home	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
h. Retired	<input type="checkbox"/>	<input type="checkbox"/>			
i. Dealing with personal health problems	<input type="checkbox"/>	<input type="checkbox"/>			
j. Other (SPECIFY) _____	<input type="checkbox"/>	<input type="checkbox"/>			

- 1a. IF WORKING: What do you do? PROBE: What occupation is it? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR OCCUPATION)

CODES FOR 1a (Occupation):

- |   |   |
|---|---|
| 1. Management Occupations                                     | 14. Building and Grounds Cleaning and Maintenance Occupations |
| 2. Business and Financial Operations Occupations              | 15. Personal Care and Service Occupations                     |
| 3. Computer and Mathematical Occupations                      | 16. Sales and Related Occupations                             |
| 4. Architecture and Engineering Occupations                   | 17. Office and Administrative Support Occupations             |
| 5. Life, Physical, and Social Science Occupations             | 18. Farming, Fishing, and Forestry Occupations                |
| 6. Community and Social Services Occupations                  | 19. Construction and Extraction Occupations                   |
| 7. Legal Occupations  | 20. Installation, Maintenance, and Repair Occupations         |
| 8. Education, Training, and Library Occupations               | 21. Production Occupations                                    |
| 9. Arts, Design, Entertainment, Sports, and Media Occupations | 22. Transportation and Material Moving Occupations            |
| 10. Healthcare Practitioners and Technical Occupations        | 23. Military Specific Occupations                             |
| 11. Healthcare Support Occupations                            | 24. Unemployed  |
| 12. Protective Service Occupations                            | 25. Homemaker   |
| 13. Food Preparation and Serving Related Occupations          |   |

- 1b. FOR EACH ACTIVITY CODED "YES," ASK: In what field? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR FIELD FOR EACH ACTIVITY in Q.1)

CODES FOR 1b (Field):

- |  |  |
|--|--|
| 1. Accounting                            | 27. Legal admin                                      |
| 2. Administrative/clerical               | 28. Manufacturing                                    |
| 3. Agriculture/farming                   | 29. Marketing  |
| 4. Arts (visual dance music performance) | 30. Media/journalism/newspaper                       |
| 5. Athletics                             | 31. Military   |
| 6. Automotive                            | 32. Nonprofit social services                        |
| 7. Banking/finance                       | 33. Nurse  |
| 8. Biotech/science                       | 34. Pharmaceutical                                   |
| 9. Business                              | 35. Professional services                            |
| 10. Computer/technical/scientific        | 36. Public safety/law enforcement                    |
| 11. Construction                         | 37. Purchasing/procurement                           |
| 12. Culinary arts/food service           | 38. Real estate                                      |
| 13. Customer service                     | 39. Religious activities                             |
| 14. Design                               | 40. Research   |
| 15. Distribution/shipping                | 41. Restaurant/food service                          |
| 16. Engineering                          | 42. Retail   |
| 17. Environmental                        | 43. Sales  |
| 18. Facilities                           | 44. Skilled trades (masonry, carpentry, electrician) |
| 19. Grocery                              | 45. Social/community work                            |
| 20. Health care                          | 46. Strategy/planning                                |
| 21. Hospitality/hotel                    | 47. Teaching children/adults                         |
| 22. Human resources                      | 48. Telecommunications                               |
| 23. Information technology               | 49. Training   |
| 24. Installation/maintenance/repair      | 50. Transportation                                   |
| 25. Insurance                            | 51. Warehouse  |
| 26. Legal                                |  |

1c. What year did you begin this activity?

\_\_\_\_\_ YEAR

1d. IF WORKING FULL- OR PART-TIME IN Q.1: Is this in the (READ) sector?

Government/public sector

IF YES: Was this in the:

Federal government

State government

Local government

International government

For-profit/Private sector

Non-profit organization (tax-exempt, charitable organization)

Self-employed

IF YES: Was this in the:

Private sector

Non-profit sector

2. In addition to what you are doing now, what else have you been doing since 2000? (CODE ALL THAT APPLY)

	Yes	No	ENTER CODE FOR OCCUPA TION (2a)	ENTER CODE FOR FIELD (2b)	YEARS ACTIVITY TOOK PLACE (2c)
a. Working	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
IF NO: Are you looking for work?	<input type="checkbox"/>	<input type="checkbox"/>			
b. Enlisted in military service	<input type="checkbox"/>	<input type="checkbox"/>			
c. Enlisted in National Guard/Reserve	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
d. Participating in AmeriCorps?	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
e. Participating in national service or volunteer work, for example Peace Corps, faith-based volunteer service, etc.	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
f. Attending school	<input type="checkbox"/>	<input type="checkbox"/>			
If YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
What type of school are you attending:					
High school equivalent or GED	<input type="checkbox"/>	<input type="checkbox"/>			
Two-year community college	<input type="checkbox"/>	<input type="checkbox"/>			
Technical school or apprenticeship program	<input type="checkbox"/>	<input type="checkbox"/>			
A four-year college	<input type="checkbox"/>	<input type="checkbox"/>			
A graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>			
g. Taking care of my children/parents at home	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: Is this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time			
h. Retired	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: What year did you retire?					
IF YES: Have you come out of retirement?	<input type="checkbox"/>	<input type="checkbox"/>			
IF YES: What year did you come out of retirement?					
IF YES: Did you go back to retirement since 2000?	<input type="checkbox"/>	<input type="checkbox"/>			
i. Dealing with personal health problems	<input type="checkbox"/>	<input type="checkbox"/>			
j. Were you dealing with any other personal health problems since 2000?	<input type="checkbox"/>	<input type="checkbox"/>			
k. Other (SPECIFY) _____	<input type="checkbox"/>	<input type="checkbox"/>			

- 2a. IF WORKING: What did you do? PROBE: What occupation was it? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR OCCUPATION)

## CODES FOR 2a (Occupation):

- |   |   |
|---|---|
| 1. Management Occupations                                     | 13. Food Preparation and Serving Related Occupations          |
| 2. Business and Financial Operations Occupations              | 14. Building and Grounds Cleaning and Maintenance Occupations |
| 3. Computer and Mathematical Occupations                      | 15. Personal Care and Service Occupations                     |
| 4. Architecture and Engineering Occupations                   | 16. Sales and Related Occupations                             |
| 5. Life, Physical, and Social Science Occupations             | 17. Office and Administrative Support Occupations             |
| 6. Community and Social Services Occupations                  | 18. Farming, Fishing, and Forestry Occupations                |
| 7. Legal Occupations  | 19. Construction and Extraction Occupations                   |
| 8. Education, Training, and Library Occupations               | 20. Installation, Maintenance, and Repair Occupations         |
| 9. Arts, Design, Entertainment, Sports, and Media Occupations | 21. Production Occupations                                    |
| 10. Healthcare Practitioners and Technical Occupations        | 22. Transportation and Material Moving Occupations            |
| 11. Healthcare Support Occupations                            | 23. Military Specific Occupations                             |
| 12. Protective Service Occupations                            | 24. Unemployed  |
|   | 25. Homemaker   |

- 2b. FOR EACH ACTIVITY CODED "YES," ASK: In what field? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR FIELD FOR EACH ACTIVITY in Q.2)

## CODES FOR 2b (Field):

- |  |  |
|--|--|
| 1. Accounting                            | 27. Legal admin                                      |
| 2. Administrative/clerical               | 28. Manufacturing                                    |
| 3. Agriculture/farming                   | 29. Marketing  |
| 4. Arts (visual dance music performance) | 30. Media/journalism/newspaper                       |
| 5. Athletics                             | 31. Military   |
| 6. Automotive                            | 32. Nonprofit social services                        |
| 7. Banking/finance                       | 33. Nurse  |
| 8. Biotech/science                       | 34. Pharmaceutical                                   |
| 9. Business                              | 35. Professional services                            |
| 10. Computer/technical/scientific        | 36. Public safety/law enforcement                    |
| 11. Construction                         | 37. Purchasing/procurement                           |
| 12. Culinary arts/food service           | 38. Real estate                                      |
| 13. Customer service                     | 39. Religious activities                             |
| 14. Design                               | 40. Research   |
| 15. Distribution/shipping                | 41. Restaurant/food service                          |
| 16. Engineering                          | 42. Retail   |
| 17. Environmental                        | 43. Sales  |
| 18. Facilities                           | 44. Skilled trades (masonry, carpentry, electrician) |
| 19. Grocery                              | 45. Social/community work                            |
| 20. Health care                          | 46. Strategy/planning                                |
| 21. Hospitality/hotel                    | 47. Teaching children/adults                         |
| 22. Human resources                      | 48. Telecommunications                               |
| 23. Information technology               | 49. Training   |
| 24. Installation/maintenance/repair      | 50. Transportation                                   |
| 25. Insurance                            | 51. Warehouse  |
| 26. Legal                                |  |

- 2c. FOR EACH ACTIVITY CODED “YES,” ASK: During what years were you doing (ACTIVITY)? (MULTIPLE RESPONSES ALLOWED. Column C allows for multiple stints in nonconsecutive time periods. Probe if necessary.)
- 2d. IF WORKING FULL- OR PART-TIME IN Q.2: Was this in the (READ) sector?
- Government/public sector  
IF YES: Was this in the:
    - Federal government
    - State government
    - Local government
    - International government
  - For-profit/Private sector
  - Non-profit organization (tax-exempt, charitable organization)
  - Self-employed  
IF YES: Was this in the:
    - Private sector
    - Non-profit sector
3. In 1999 you inquired about an AmeriCorps program. How did you inquire about this program? (READ LIST IF NECESSARY. CODE ALL THAT APPLY.)
- Contacted program directly
  - Went through National AmeriCorps website
  - Went through state, local, or program AmeriCorps website
  - Called the National AmeriCorps toll-free number
  - Learned about it on college campus
  - Learned about it at a job fair
  - Don't remember
  - Other (SPECIFY) \_\_\_\_\_
4. In 1999 you inquired about an AmeriCorps program. Why didn't you enroll in this program? (CODE ALL THAT APPLY)
- Not interested (GO TO Q4a)
  - Wasn't accepted
  - Program was full
  - My family didn't support it
  - I don't remember
- 4a. IF NOT INTERESTED: Why weren't you interested? (CHECK ALL THAT APPLY)
- Stipend too low
  - Application too complicated
  - Couldn't make the time commitment
  - Not interested in this volunteer service
  - Didn't want to move
  - Commute too long/ Program was too far away
  - Relationship/ family responsibility
  - Transportation (Didn't have a car for the AC requirement)
  - Took better opportunity
  - Did not fit with long-term goals

5. You just told me what you have been doing since 2000. Prior to that you told us what you are currently doing. Now I'll like to ask you about one more year. After inquiring about AmeriCorps, what were you doing in 1999–2000? (IF NECESSARY: You may have already covered this previously but please bear with me as I need to collect this information again). (DO NOT READ LIST. CODE ALL THAT APPLY.)

	Yes	No	ENTER CODE FOR OCCUPA- TION (5a)	ENTER CODE FOR FIELD (5b)
a. Working	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
IF YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time		
IF NO: Looking for work?	<input type="checkbox"/>	<input type="checkbox"/>		
b. Enlisted in military service	<input type="checkbox"/>	<input type="checkbox"/>		
c. Enlisted in National Guard/Reserve	<input type="checkbox"/>	<input type="checkbox"/>		
If YES: Is this full-time or- part time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time		
d. Participated in national service or volunteer work, for example Peace Corps, faith-based volunteer service, etc.	<input type="checkbox"/>	<input type="checkbox"/>		_____
IF YES: Was this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time		
e. Attending school	<input type="checkbox"/>	<input type="checkbox"/>		_____
If YES: Was this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time		
What type of school were you attending:				
High school equivalent or GED	<input type="checkbox"/>	<input type="checkbox"/>		
Two-year community college	<input type="checkbox"/>	<input type="checkbox"/>		
Technical school or apprenticeship program	<input type="checkbox"/>	<input type="checkbox"/>		
A four-year college	<input type="checkbox"/>	<input type="checkbox"/>		
A graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>		
f. Taking care of my children/parents at home	<input type="checkbox"/>	<input type="checkbox"/>		
IF YES: Was this full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time		
g. Retired	<input type="checkbox"/>	<input type="checkbox"/>		
h. Dealing with personal health problems	<input type="checkbox"/>	<input type="checkbox"/>		
i. Any other things you did? (SPECIFY) _____	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

- 5a. IF WORKING: What did you do? PROBE: What occupation was it? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR OCCUPATION)



## CODES FOR 5a (Occupation):

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Management Occupations</li> <li>2. Business and Financial Operations Occupations</li> <li>3. Computer and Mathematical Occupations</li> <li>4. Architecture and Engineering Occupations</li> <li>5. Life, Physical, and Social Science Occupations</li> <li>6. Community and Social Services Occupations</li> <li>7. Legal Occupations</li> <li>8. Education, Training, and Library Occupations</li> <li>9. Arts, Design, Entertainment, Sports, and Media Occupations</li> <li>10. Healthcare Practitioners and Technical Occupations</li> <li>11. Healthcare Support Occupations</li> <li>12. Protective Service Occupations</li> </ol> | <ol style="list-style-type: none"> <li>13. Food Preparation and Serving Related Occupations</li> <li>14. Building and Grounds Cleaning and Maintenance Occupations</li> <li>15. Personal Care and Service Occupations</li> <li>16. Sales and Related Occupations</li> <li>17. Office and Administrative Support Occupations</li> <li>18. Farming, Fishing, and Forestry Occupations</li> <li>19. Construction and Extraction Occupations</li> <li>20. Installation, Maintenance, and Repair Occupations</li> <li>21. Production Occupations</li> <li>22. Transportation and Material Moving Occupations</li> <li>23. Military Specific Occupations</li> <li>24. Unemployed</li> <li>25. Homemaker</li> </ol> |
|---|--|

- 5b. FOR EACH ACTIVITY CODED "YES," ASK: In what field? (IF NECESSARY, PROBE BY READING LIST BELOW. ENTER CORRESPONDING CODE FOR FIELD FOR EACH ACTIVITY in Q.5)

## CODES FOR 5b (Field):

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Administrative/clerical</li> <li>3. Agriculture/farming</li> <li>4. Arts (visual dance music performance)</li> <li>5. Athletics</li> <li>6. Automotive</li> <li>7. Banking/finance</li> <li>8. Biotech/science</li> <li>9. Business</li> <li>10. Computer/technical/scientific</li> <li>11. Construction</li> <li>12. Culinary arts/food service</li> <li>13. Customer service</li> <li>14. Design</li> <li>15. Distribution/shipping</li> <li>16. Engineering</li> <li>17. Environmental</li> <li>18. Facilities</li> <li>19. Grocery</li> <li>20. Health care</li> <li>21. Hospitality/hotel</li> <li>22. Human resources</li> <li>23. Information technology</li> <li>24. Installation/maintenance/repair</li> <li>25. Insurance</li> <li>26. Legal</li> </ol> | <ol style="list-style-type: none"> <li>27. Legal admin</li> <li>28. Manufacturing</li> <li>29. Marketing</li> <li>30. Media/journalism/newspaper</li> <li>31. Military</li> <li>32. Nonprofit social services</li> <li>33. Nurse</li> <li>34. Pharmaceutical</li> <li>35. Professional services</li> <li>36. Public safety/law enforcement</li> <li>37. Purchasing/procurement</li> <li>38. Real estate</li> <li>39. Religious activities</li> <li>40. Research</li> <li>41. Restaurant/food service</li> <li>42. Retail</li> <li>43. Sales</li> <li>44. Skilled trades (masonry, carpentry, electrician)</li> <li>45. Social/community work</li> <li>46. Strategy/planning</li> <li>47. Teaching children/adults</li> <li>48. Telecommunications</li> <li>49. Training</li> <li>50. Transportation</li> <li>51. Warehouse</li> </ol> |
|--|---|

PRIME: We are interested in volunteer activities, that is, activities for which people are not paid, except perhaps expenses. We only want you to include volunteer activities that you did through or for an organization, even if you only did them once in a while.

6. In the last 12 months, have you done any volunteer activities through or for an organization?

- Yes (GO TO Q7)
- No

6a. IF NO: Sometimes people don't think of activities they do infrequently or activities they do for children's schools or youth organizations as volunteer activities. In the last 12 months have you done any of these types of volunteer activities?

- Yes (GO TO Q7)
- No

6b. IF NO: Sometimes people don't think of activities they do through religious organizations as volunteer activities. In the last 12 months have you done any of this type of volunteer activity?

- Yes (GO TO Q7)
- No

6c. IF NO VOLUNTEERING IN PAST 12 MONTHS, INCLUDING FOR SCHOOL OR RELIGIOUS PURPOSES Q.6, Q.6a, and Q6b: In talking to people about volunteering, we often find that a lot of people were not able to volunteer because they did not know how to get involved, or they were sick, or they just didn't have the time. What single most important reason best describes why you haven't performed volunteer service in the last 12 months? (CODE ONE)

- Gave money to donations instead of volunteering time
- Personal schedule too full
- Unable to honor volunteer commitment
- Health problems, physically unable
- No interest
- Took a second job/ need to work more hours
- I already volunteer as much as I can
- My age
- Don't have necessary skills
- Don't have transportation
- People should be paid for their work
- Don't know how to become involved
- No one I know personally asked me
- No organization contacted me and asked me to volunteer
- I've volunteered enough in the past
- My past volunteering experience
- My AmeriCorps experience
- Other (SPECIFY) \_\_\_\_\_

6d. IF NO VOLUNTEERING IN PAST 12 MONTHS, INCLUDING FOR SCHOOL OR RELIGIOUS PURPOSES Q.6, Q.6a, and Q6b: Were you asked to volunteer?

- Yes, I was asked to volunteer  
IF YES: Who asked you to become a volunteer for this organization?
  - Friend
  - Relative
  - Co-worker
  - Someone in the organization/school
  - Boss or employer
  - Someone else (SPECIFY) \_\_\_\_\_
- No, I was not asked to volunteer

7. How many different organizations have you volunteered through or for in the last 12 months?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- More than 7 organizations

7a. What is the organization you volunteer for the most?

What organization is it? \_\_\_\_\_

IF NECESSARY ASK: What type of organization is that? (CODE FROM LIST BELOW.) \_\_\_\_\_

7b. (ASK IF NECESSARY. DO NOT READ CATEGORIES ALOUD). What type of organization is that? (CODE FROM LIST.)

1. RELIGIOUS ORGANIZATION
  2. CHILDREN'S EDUCATION, SPORTS, OR RECREATIONAL GROUP
  3. OTHER EDUCATIONAL GROUP
  4. SOCIAL AND COMMUNITY SERVICE GROUP
  5. CIVIC ORGANIZATION
  6. CULTURAL OR ARTS ORGANIZATION
  7. ENVIRONMENTAL OR ANIMAL CARE ORGANIZATION
  8. HEALTH RESEARCH OR HEALTH EDUCATION ORGANIZATION
  9. HOSPITAL CLINIC OR HEALTHCARE ORGANIZATION
  10. IMMIGRANT/REFUGEE ASSISTANCE
  11. INTERNATIONAL ORGANIZATION
  12. LABOR UNION, BUSINESS OR PROFESSIONAL ORGANIZATION
  13. POLITICAL PARTY OR ADVOCACY GROUP
  14. PUBLIC SAFETY ORGANIZATION
  15. SPORTS OR HOBBY GROUP
  16. YOUTH SERVICES ORGANIZATION
  17. SOME OTHER TYPE OF ORGANIZATION (ENTER VERBATIM RESPONSE)
- \_\_\_\_\_

PRIME: I'm going to ask you some questions about (ORGANIZATION).

8. During how many weeks in the last year did you do volunteer activities for (ORGANIZATION)? (ENTER NUMBER OF WEEKS, 1-52)

Less than one week (GO TO Q10)

\_\_\_\_\_ # weeks

9. IF ONE WEEK OR MORE: In those (ENTER NUMBER FROM ABOVE) weeks that you volunteered for (ORGANIZATION), how many hours per week did you do volunteer activities?

Varies

\_\_\_\_\_ # Hours (1-168)

10. How many hours did you do volunteer activities for (ORGANIZATION) in the last year?

\_\_\_\_\_ # Hours (1-8736)

11. Now I'm going to ask you about activities you might have done for (ORGANIZATION) in the last year. For each activity that I mention, please tell me—yes or no—whether you did that activity for that organization in the last year. In the last 12 months did you... (IF HELP IS REQUESTED, READ EXAMPLES.)

	Yes	No
a. <b>Coach, referee, or supervise sports teams?</b>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Tutor or teach</b> (includes reading to children or adults, assisting teachers, helping with homework or school projects)	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Mentor youth</b> (includes being a Boy Scout/Girl Scout Leader, Big Brother/Big Sister, or engaging in other mentoring activities)	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Be an usher, greeter, or minister</b> (includes showing people to their seats, giving directions, handing out programs and other materials)	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Collect, prepare, distribute, or serve food</b> (includes serving meals in shelters, packaging meals for distribution)	<input type="checkbox"/>	<input type="checkbox"/>
f. <b>Collect, make or distribute clothing, crafts, goods other than food</b> (includes gathering clothes for a clothing drive, producing handmade items such as quilts, collecting furniture)	<input type="checkbox"/>	<input type="checkbox"/>
g. <b>Fundraise or sell items to raise money</b> (includes manning concession booths, working in thrift stores, or at events for which the purpose is to raise money)	<input type="checkbox"/>	<input type="checkbox"/>
h. <b>Provide counseling, medical care, fire/EMS, or protective services?</b>	<input type="checkbox"/>	<input type="checkbox"/>
i. <b>Provide general office services</b> (includes clerical, administrative activities, running errands, manning information booths)	<input type="checkbox"/>	<input type="checkbox"/>
j. <b>Provide professional or management assistance including serving on a board or committee (DOES NOT INCLUDE MEDICAL OR EMERGENCY CARE BUT INCLUDES PROVIDING LEGAL, COMPUTER, OR ACCOUNTING SERVICES)</b>	<input type="checkbox"/>	<input type="checkbox"/>
k. <b>Engage in music, performance, or other artistic activities</b> (includes choir, musical, dance, theatrical performances, fine arts)	<input type="checkbox"/>	<input type="checkbox"/>
l. <b>Engage in general labor; supply transportation for people</b> (includes building, repairing, or cleaning indoors or outdoors, driving school teams to games or practices, driving people to a political rally)	<input type="checkbox"/>	<input type="checkbox"/>
m. <b>Other (SPECIFY)</b> (includes campaigning, registering people to vote, political activities, and any other activities which do not belong in one of the above categories)	<input type="checkbox"/>	<input type="checkbox"/>

12. Which of the activities that you performed did you spend the most time doing for (ORGANIZATION) last year? (INTERVIEWER CAN RE-READ LIST IF NECESSARY.) (CODE FROM ABOVE.)
- \_\_\_\_\_

13. Did you live in the community where you did most of your volunteer activity for (ORGANIZATION)? (CODE ONE)

- Yes, for all of the volunteer activities  
 Yes, for most of the volunteer activities  
 Yes, for some of the volunteer activities  
 No

14. Now I'd like to ask you how you first became a volunteer for (ORGANIZATION). Did you approach the organization yourself, did someone ask you, or did you become involved in some other way?

- Approached the organization  
 Was asked  
 IF YES: Who asked you to become a volunteer for this organization?

- Friend  
 Relative  
 Co-worker  
 Someone in the organization/school  
 Boss or employer  
 Someone else (SPECIFY) \_\_\_\_\_

- Some other way

IF YES: Please describe how you became involved with this organization. (READ LIST IF NECESSARY.)

- Court-ordered community service  
 Family member's involvement in the organization  
 Friend's, co-worker's, or roommate's involvement in the organization  
 Own involvement in organization/school  
 Public housing requirement  
 Referred to by volunteer organization  
 Responded to public appeal in newspaper/radio/TV/flyer/Internet  
 School requirement  
 Other (SPECIFY) \_\_\_\_\_ (ENTER VERBATIM RESPONSE)

15. Are you satisfied with the amount of volunteering you did in the last 12 months?

- Yes (GO TO Q16)  
 No

15a. IF NO: What single most important reason best describes why you haven't performed more volunteer service in the last 12 months? (CODE ONE)

- Personal schedule too full
- Unable to honor volunteer commitment
- Health problems, physically unable
- No interest
- Took a second job/ need to work more hours
- Don't know how to become involved
- I already volunteer as much as I can
- My age
- Don't have necessary skills
- Don't have transportation
- People should be paid for their work
- No one I know personally asked me
- No organization contacted me and asked me to volunteer
- I've volunteered enough in the past
- My past volunteering experience
- My AmeriCorps experience
- Other (SPECIFY) \_\_\_\_\_

16. How likely is it that you will volunteer in the future? Would you say you will... (READ LIST)

- Definitely be involved in volunteer activities
- Probably be involved in volunteer activities
- Probably not be involved in volunteer activities

17. In the last 12 months, have you asked your friends, parents, children, or other family members to volunteer with you in any activities? (CODE ONE)

- YES
- NO (GO TO Q18)

17a. IF YES: Have your friends, parents, children, or other family members volunteered with you in any activities because you asked? (CODE ONE)

- YES
- NO

18. Have you in the last 12 months attended any public meeting in which there was discussion of community affairs? (CODE ONE)

- YES
- NO (GO TO Q19)

18a. IF YES: About how many times in the past twelve months did you do this?

\_\_\_\_\_ Number of times

19. Have you in the last 12 months worked with other people in your neighborhood to fix or improve something? (CODE ONE)

- YES
- NO (GO TO Q20)

19a. IF YES: About how many times in the past twelve months did you do this?

\_\_\_\_\_ Number

20. Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?

- Most people can be trusted
- You can't be too careful in dealing with people

PRIME: Now think about any organizations you have made a donation to in the last 12 months. Charitable organizations include religious or non-profit organizations that help those in need or that serve and support the public interests. They range in size from national organizations like the United Way and the American Red Cross down to local community organizations. They serve a variety of purposes such as religious activity, helping people in need, health care and medical research, education arts, environment, and international aid.

Donations include any gifts of money, assets, or property made directly to the organizations, through payroll deduction, or collected by other means on behalf of the charity. This interview is limited to donations made during the last 12 months.

21. In the last 12 months, did you or anyone in your family donate money, assets, or property with a combined value of more than \$25 to religious or charitable organization? (CODE ONE)

- YES
- NO (GO TO Q22)

21a. IF YES: (READ LIST) Please note that some organizations address multiple issues. Please choose only one organization for each donation.

21b. FOR EACH ORGANIZATION DONATED TO: How much did you give to that organization?

a. CODE ALL THAT APPLY.	b. TOTAL DONATION AMOUNT
<input type="checkbox"/> College or institution for higher learning	\$
<input type="checkbox"/> Religious organizations/ purposes	\$
<input type="checkbox"/> Hospital, clinic, healthcare organization, or medical research organizations	\$
<input type="checkbox"/> Children's education, sports, or recreational group	\$
<input type="checkbox"/> Youth and family services	\$
<input type="checkbox"/> Arts, culture, and ethnic awareness	\$
<input type="checkbox"/> International aid or world peace	\$
<input type="checkbox"/> Environmental, conservation, or wildlife conservation	\$
<input type="checkbox"/> Labor union, business, or professional organization	\$
<input type="checkbox"/> Political party, political candidate or advocacy group	\$
<input type="checkbox"/> Public safety organization	\$
<input type="checkbox"/> Social organization	\$
<input type="checkbox"/> Disaster relief	\$
<input type="checkbox"/> Other (SPECIFY) _____	\$

22. In response to Hurricane Katrina, did you donate any of the following to a charity or nonprofit organization? (READ LIST)

	Yes	No
a. Money	<input type="checkbox"/>	<input type="checkbox"/>
b. Blood	<input type="checkbox"/>	<input type="checkbox"/>
c. Time	<input type="checkbox"/>	<input type="checkbox"/>
d. Clothing, food, water or similar supplies	<input type="checkbox"/>	<input type="checkbox"/>
e. Your professional skills (e.g. work with evacuees)	<input type="checkbox"/>	<input type="checkbox"/>
f. Other contribution (SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>

23. Did you donate any of the following items to a charity or non-profit organization for national or international disaster in the past 12 months? (READ LIST)

	Yes	No
a. Money	<input type="checkbox"/>	<input type="checkbox"/>
b. Blood	<input type="checkbox"/>	<input type="checkbox"/>
c. Time	<input type="checkbox"/>	<input type="checkbox"/>
d. Clothing, food, water or similar supplies	<input type="checkbox"/>	<input type="checkbox"/>
e. Your professional skills	<input type="checkbox"/>	<input type="checkbox"/>
f. Other contribution (SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>

PRIME: Now I'm going to ask you about voting.

24. Are you currently registered to vote?

- YES  
 NO

25. Did you vote in the most elections last November? (CODE ONE)

- I voted (GO TO Q26)  
 No, I did not vote

- 25a. IF NO: In talking to people about elections, we often find that a lot of people were not able to vote because they weren't registered, or they were sick, or they just didn't have the time. Which of the following statements best describe why you did not vote in the elections last November? (READ LIST. CODE ALL THAT APPLY.)

- Not registered (although 18 years or older)  
 I thought about voting, but didn't  
 Out of country/state  
 I was new to the area/ I just moved  
 Elections don't affect me  
 Feel vote won't make a difference  
 Inconvenient  
 Not interested in participating in State/local elections  
 My party was not represented  
 Other (SPECIFY) \_\_\_\_\_



26. Did you vote in the 2004 presidential election?

- Yes, I voted (GO TO Q27)
- No, I did not vote

26a. IF NO: Which of the following statements best describe why you did not vote in the 2004 presidential election? (READ LIST. CODE ALL THAT APPLY.)

- Not registered (although 18 years or older)
- I thought about voting, but didn't
- Out of country/state
- I was new to the area/ I just moved
- Elections don't affect me
- Feel vote won't make a difference
- Inconvenient
- Not interested in participating in national elections
- My party was not represented
- Other (SPECIFY) \_\_\_\_\_

PRIME: Now I'm going to ask you HOW OFTEN you do certain things. Please answer if you do these things **never**, **not very often**, **sometimes**, **very often**, or **always**.

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

	Never	Not Very Often	Some-Times	Very Often	Always
a. We discuss issues and problems and share ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We involve everyone and avoid favoritism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We can disagree and be different from one another without fear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. We take time to work out any conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Join organizations that support issues that are important to you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Write or e-mail newspapers or organizations to voice your views on an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Vote in local elections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Try to learn as much as you can about candidates or ballot questions before voting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Keep informed about local or national news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. In the last 12 months how often have you ...

	Never	Not very Often	Some-times	Very Often	Always
a. Expressed your opinions using the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Expressed your opinions through radio call-ins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Talked to other people to persuade them to vote for a particular party or candidate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Contacted a government official to express your opinion on a local or national issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked as a volunteer for a political party or candidate running for national, state, or local office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29a. In general, how much influence did your (INSERT EXPERIENCE 1999-2000) experience have on your decision to participate in activities like the ones we just discussed? (CODE ONE)

No Influence	A little bit of influence	Some Influence	Quite a bit of influence	A Lot of Influence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You try to present your ideas without criticizing the ideas of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You encourage different points of view without worrying about agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You try to consider all points of view or possible options before forming an opinion or making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You encourage the participation of other team members and support their right to be heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. You help find solutions when unexpected problems arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRIME: Now we are going to switch gears, where I am going to read you some statements. Please answer whether you **strongly disagree**, **disagree**, **neither agree nor disagree**, **agree**, or **strongly agree**.

31. Thinking of all 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 disagree, disagree, neither agree nor disagree, agree, or strongly agree?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
g. You felt that you made a contribution to the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. You re-examined your beliefs and attitudes about yourself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. You were exposed to new ideas and ways of seeing the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. You felt like part of a community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. You learned more about the “real” world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. You felt you made a difference in the life of at least one person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. You did things you never thought you could do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. You changed some of your beliefs and attitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Please indicate how strongly you agree with each of the following statements about your community. (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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. You often discuss and think about how larger political and social issues affect your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. You are aware of what can be done to meet the important needs in your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. You feel you have the ability to make a difference in your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. You try to find the time or a way to make a positive difference in your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If people from different backgrounds took the time to understand each other, there wouldn't be so many social problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Some of your friends are of different backgrounds from you: racial, cultural, ethnic, or language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Racism affects everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
i. You feel comfortable belonging to groups where people are different from you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Diverse viewpoints bring creativity and energy to a work group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Multicultural teams can be stimulating and fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. People are more motivated and productive when they feel they are accepted for who they are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Diversity improves the work of organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Diversity brings many perspectives to problem-solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. You are comfortable interacting with people from a different racial or ethnic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Thinking about your (INSERT EXPERIENCE 1999-2000) experience, please indicate how much you agree with each of the following statements. 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. (INSERT EXPERIENCE 1999-2000) had an influence on my commitment to volunteer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. (INSERT EXPERIENCE 1999-2000) had an influence on my personal and family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. (INSERT EXPERIENCE 1999-2000) had an influence on my interest in current events and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. On a scale of 1 to 5 where 1 = not very interested and 5 = very interested, how would you describe your **interest** in forming friendships with people who come from a different race or ethnicity from you? (CONFIRM RESPONSE)

Not very interested						Very interested
1	2	3	4	5		

PRIME: Now we are going to ask you a few questions on how satisfied you are. Please rate on the following scale: **not at all satisfied, not too satisfied, somewhat satisfied, and very satisfied.**

35. Please tell me overall, how satisfied you are with each of the following areas of your life. Are you very satisfied, somewhat satisfied, not too satisfied or not at all satisfied with your...

	Not at all Satisfied	Not too satisfied	Somewhat satisfied	Very satisfied
a. Work or career overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Personal financial situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Personal relationships with family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Religious or spiritual life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRIME: Now I'm going to ask you how important things are to you. Please answer whether they are **not important, somewhat important, or very important.**

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

	Not Important	Somewhat Important	Very Important
a. Working to correct social and economic inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Having a job that involves working with other people as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working in a job where you are of direct service to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making a difference in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reporting a crime that you may have witnessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participating in neighborhood organizations (school, religious, community, recreational organizations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Voting in elections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Keeping informed about news and public issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Helping to keep the neighborhood safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Helping to keep the neighborhood clean and beautiful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Helping those who are less fortunate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Getting the local government to build an addition to the community center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Organizing an event to benefit a charity or religious organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Getting an issue on the ballot for a statewide election. (Assume your state allows this.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Starting an after-school program for children whose parents work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Organizing an annual cleanup program for the local park.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. 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	1	2	3	4	Know a Great Deal
		1	2	3	4	5
g. The environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Public health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Lack of civic involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRIME: Now I'm going to ask you about your current regular job(s) in more detail.

40. IF YES TO Q.1 WORKING: Thinking about all your current regular jobs, how many hours in total do you work in a typical week?

\_\_\_\_\_ # Hours per week

41. IF YES TO Q.1 WORKING: To what extent do all your current regular jobs allow you to: (READ ITEM) (CODE RESPONSE)

	Never	Not very often	Some times	Very often	Always
a. Work to correct social and economic inequalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work with other people as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide direct service to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Make a difference in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Think of the activities you did in 1999 to 2000 (INSERT ACTIVITIES FROM 1999–2000). Please tell me how these activities and experiences in 1999-2000 influenced your career choices. (READ LIST. CODE ALL THAT APPLY)

- The activities in 1999-2000 affected the career I chose
- The activities in 1999-2000 gave me exposure to new career options
- My priorities in what I wanted in a job changed
  - If YES to this option: How did your priorities change?
    - I wanted financial security
    - I decided to devote my career to a cause/issue I became passionate about through my activities and experiences in 1999-2000
    - I realized I could be more effective in making change by doing a different kind of work.
    - I decided I wasn't interested in the career I thought I wanted
    - I became more realistic about my career choices
- The activities in 1999-2000 gave me connections that helped me get a job
- The activities in 1999-2000 put me at an advantage when trying to find a job
- My activities in 1999-2000 had no effect on my career choices
- Any other ways your activities in 1999-2000 have influenced your career choices?  
(SPECIFY) \_\_\_\_\_

PRIME: We are almost done. Now I just need to ask you some background information, like your education.

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

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

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

- 8<sup>th</sup> grade or less
- Some high school, no diploma
- High school diploma
- High school equivalency, or GED
- Vocational, trade, or business school after high school (not for a BA for MBA)
- Some college credit, but less than 1 year
- One or more years of college, no degree
- Associate degree
- Bachelor's degree
- Master's degree
- Ph.D., M.D., or other professional degree

45. Thinking of the activities you did in 1999-2000 (INSERT ACTIVITIES FROM 1999–2000), please tell me how these activities and experiences in 1999-2000 shaped your education choices. (READ LIST. CODE ALL THAT APPLY.)
- These activities in 1999-2000 affected the degree/major I chose  
IF YES: How did your (INSERT EXPERIENCE 1999-2000) experience affect the degree/major you chose? (ENTER VERBATIM. CODE AFTER FIRST 100 RESPONSES.)
  - These activities in 1999-2000 affected the concentration/focus I chose  
IF YES: How did your these activities affect the concentration/focus you chose? (ENTER VERBATIM. CODE AFTER FIRST 100 RESPONSES.)
  - These activities in 1999-2000 made me more interested in the topic I pursued in school
  - These activities in 1999-2000 helped me see the importance of education
  - My personal goals for educational attainment increased
  - I decided not to pursue further education
  - The money I made while doing these activities made continuing my education possible
  - These activities in 1999-2000 had no effect on my education
  - Any other ways your activities in 1999-2000 have influenced your education choices? (SPECIFY)
- 

PRIME: Now I want you to think back to when you first accomplished some major milestones in your life. Please remember the best you can the year.

46. IF NOT CURRENTLY IN SCHOOL FULL-TIME IN Q.1: When was the last time you were in school full-time?

\_\_\_\_\_ YEAR

47. When was the first time you were employed full-time?

\_\_\_\_\_ YEAR

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

- Single, never married
- Married
- In a committed long-term relationship  
IF YES: Have you ever been married?
  - YES (GO TO Q48a)
  - NO
- Widowed
- Divorced
- Separated

- 48a. IF EVER MARRIED: When did you first get married?

\_\_\_\_\_ YEAR

49. Do you have any children?

- YES
- NO (GO TO Q50)

- 49a. IF YES: How many children do you have? \_\_\_\_\_

- 49b. IF YES: What age is your oldest child? \_\_\_\_\_



50. How many years have you lived in your present community?

- Less than 1 year
- 1 to 2 years
- 3 to 4 years
- 5 or more years

51. Do you or anyone else in your household (READ ITEM)?

	Yes	No
a. Live in public housing or projects	<input type="checkbox"/>	<input type="checkbox"/>
b. Receive public assistance, welfare, food stamps, or WIC	<input type="checkbox"/>	<input type="checkbox"/>
c. Receive other housing assistance, such as Section 8, housing vouchers, or other subsidies	<input type="checkbox"/>	<input type="checkbox"/>

52. What kind of jobs did your parents have growing up? (USE OCCUPATION CODES FROM Q.1)

52a. Mother's Occupation \_\_\_\_\_

52b. Father's Occupation \_\_\_\_\_

53. How often do you attend religious services, excluding weddings and funerals?

- Never
- Rarely
- Once or twice a month
- Once a week or more

54. How important is religion in your life?

- Not important
- A little important
- Pretty important
- Very important

55. 55a. Which of the following best represents the total annual income in 2005 for you **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (READ LIST. CODE ONE.)

55b. Which of the following best represents the total annual income in 2005 for your immediate family living in your household **before taxes**. Please include wages, salaries, interest, dividends, social security, and other forms of income. (READ LIST. CODE ONE.)

55a. <b>Your own</b> 2005 income (before taxes)	55b. <b>Total for the family</b> in your household (before taxes)
<input type="checkbox"/> Under \$5,000	<input type="checkbox"/> Under \$5,000
<input type="checkbox"/> \$5,000 – less than \$10,000	<input type="checkbox"/> \$5,000 – less than \$10,000
<input type="checkbox"/> \$10,000 – less than \$15,000	<input type="checkbox"/> \$10,000 – less than \$15,000
<input type="checkbox"/> \$15,000 – less than \$20,000	<input type="checkbox"/> \$15,000 – less than \$20,000
<input type="checkbox"/> \$20,000 – less than \$25,000	<input type="checkbox"/> \$20,000 – less than \$25,000
<input type="checkbox"/> \$25,000 – less than \$30,000	<input type="checkbox"/> \$25,000 – less than \$30,000
<input type="checkbox"/> \$30,000 – less than \$40,000	<input type="checkbox"/> \$30,000 – less than \$40,000
<input type="checkbox"/> \$40,000 – less than \$50,000	<input type="checkbox"/> \$40,000 – less than \$50,000
<input type="checkbox"/> \$50,000 – less than \$60,000	<input type="checkbox"/> \$50,000 – less than \$60,000
<input type="checkbox"/> \$60,000 – less than \$70,000	<input type="checkbox"/> \$60,000 – less than \$70,000
<input type="checkbox"/> \$70,000 – less than \$80,000	<input type="checkbox"/> \$70,000 – less than \$80,000
<input type="checkbox"/> \$80,000 – less than \$90,000	<input type="checkbox"/> \$80,000 – less than \$90,000
<input type="checkbox"/> \$90,000 – less than \$100,000	<input type="checkbox"/> \$90,000 – less than \$100,000
<input type="checkbox"/> \$100,000 or more	<input type="checkbox"/> \$100,000 or more
<input type="checkbox"/> Don't Know	<input type="checkbox"/> Don't Know

**Part II: Ask only if missing from prior waves of the survey**

NOTE TO CATI/ INTERVIEWER: Questions in this section marked ASK ONLY IF MISSING are asked only if respondents did not answer at baseline 1999 or post-program supplemental 2003. CATI to flag missing variables.

56. ASK ONLY IF MISSING: What is your race? Are you: (READ LIST. MULTIPLE RESPONSES ALLOWED.)

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Other (SPECIFY) \_\_\_\_\_

57. ASK ONLY IF MISSING: Are you Hispanic or Latino?

- YES
- NO

58. ASK ONLY IF MISSING: What is your gender?

- Male
- Female

59. ASK ONLY IF MISSING: What is your date of birth?

\_\_\_\_ / \_\_\_\_ / 19\_\_ \_\_  
 Month      Day

PRIME: The next set of questions asks you about your experiences while growing up, your motivation for inquiring about AmeriCorps, your experiences since then. 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.

60. ASK ONLY IF MISSING: Which of these categories indicates the kind of place or places where you spent most of your youth?

	<b>Yes</b>	<b>No</b>	<b>RF</b>	<b>DK</b>
Rural areas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Urban areas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Suburban areas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

61. ASK ONLY IF MISSING: Before the age of 18, how many times did you move to a new house or apartment?

- \_\_\_\_\_ Times
- REFUSED
  - DON'T KNOW

62. ASK ONLY IF MISSING: During your youth, what language did you usually speak at home—English or something else?

- English
- English and a different language
- A different language
- REFUSED
- DON'T KNOW

63. ASK ONLY IF MISSING: 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: \_\_\_\_\_

64. ASK ONLY IF MISSING: Please give me the name, city, state, and country of the high school that you attended at this time.

HIGH SCHOOL: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

65. ASK ONLY IF MISSING: Was this high school located in the neighborhood that you were living in at the time?

- YES
- NO
- REFUSED
- DON'T KNOW

66. ASK ONLY IF MISSING: Did you do any of the following things when you were younger?

- |   | <b>Yes</b>                            | <b>No</b>                             |
|---|---------------------------------------|---------------------------------------|
| a. Saw someone in your family help others                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| b. Personally saw someone you admire (not a family member) helping others | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

PRIME: 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.

67. ASK ONLY IF MISSING: During your youth, which primary caretakers contributed most to your upbringing? (CODE ALL THAT APPLY.)

- Mother
- Father
- Stepmother/father's partner
- Stepfather/mother's partner
- Grandmother
- Grandfather
- Aunt
- Uncle
- Other (SPECIFY AS MANY AS NECESSARY:) \_\_\_\_\_
- REFUSED
- DON'T KNOW

68. ASK ONLY IF MISSING: 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
- High school graduate
- High school diploma or the equivalent, for example, GED
- Some college, no degree
- Associate's or Bachelor's degree
- Master's degree
- Ph.D., M.D., or other professional graduate degree
- REFUSED
- DON'T KNOW

69. ASK ONLY IF MISSING: 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

70. ASK ONLY IF MISSING: 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

71. ASK ONLY IF MISSING: 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

PRIME: Now I'm going to ask you what you were doing **before** you started (INSERT EXPERIENCE 1999-2000). This would be prior to your inquiring about AmeriCorps and (INSERT EXPERIENCE 1999-2000) in 1999.

72. ASK ONLY IF MISSING: In the twelve months before your (INSERT EXPERIENCE 1999-2000), what were you doing? (CODE ALL THAT APPLY.)

- Working outside the home
- Attending school
- Taking care of my children at home
- Looking for a job
- Volunteering/voluntary community service
- Other (SPECIFY) \_\_\_\_\_

73. ASK ONLY IF MISSING: Before you started (INSERT EXPERIENCE 1999-2000), had you **ever** participated in voluntary community service or a volunteer activity?

- Yes
- No

PRIME: Now I'd like to ask a question about your reasons for inquiring about AmeriCorps and your alternatives to AmeriCorps.

74. ASK ONLY IF MISSING: What other options did you seriously consider when you inquired about AmeriCorps? (CODE ALL THAT APPLY.)

- HIGH SCHOOL/GED
- COLLEGE
- VOCATIONAL SCHOOL/JOB TRAINING
- GRADUATE OR PROFESSIONAL SCHOOL
- JOB IN PRIVATE SECTOR
- JOB IN PUBLIC OR NON-PROFIT SECTOR
- MILITARY SERVICE
- OTHER FULL-TIME SERVICE ACTIVITY
- TRAVEL
- DID NOT CONSIDER OTHER AVAILABLE OPTIONS0
- NO OTHER OPTIONS AVAILABLE
- OTHER (SPECIFY) \_\_\_\_\_
- REFUSED
- DON'T KNOW

**Part III: Contact Information**

PRIME: We are done with the survey part. Now we just want to make sure we have the correct contact information. We may want to talk with you again in the future. 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.

- 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 \_\_\_\_\_

***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 2 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: \_\_\_\_\_

ASK ONLY IF NOT COLLECTED: 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?

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

AmeriCorps is interested in continuing to follow AmeriCorps members over time, and may hire a different contractor for future follow-up studies. If this happens, will you allow your past survey responses and contact information to be transferred to another contractor?

- Yes
- No

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 study team at [servicestudy@abtassoc.com](mailto:servicestudy@abtassoc.com) or 1-888-735-8598.

ONLY 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.

ONLY IF NECESSARY: If the respondent feels they need to speak with someone at CNCS, they can contact Lillian Dote at 202-606-6984. If respondent asks about the education award, provide the phone number to the National Service Trust at 1-888-507-5962.



## References and Documents Consulted

- Abadie, A., and G. W. Imbens. Large sample properties of matching estimators for average treatment effects. *Econometrica*, 74(1), 235-267, 2006.
- Abt Associates Inc. (*Items originally intended as new questions on the follow-up interview.*)
- Abt Associates Inc. *Evaluation of the Head Start Family Service Center Demonstration Projects*. 2000.
- Abt Associates Inc. Lifelong Learning Demonstration Follow-up Survey.
- Abt Associates Inc. *Long-Term Impacts on Service Participants: Follow-up Interview*. (Draft, August 4, 2000.) *These questions were considered for inclusion in the original instrument and omitted. (They were marked with asterisks.)*
- Abt Associates Inc. National Evaluation of the Comprehensive Child Development Program, 1997.
- Abt Associates Inc. National Study of Child Care for Low-Income Families.
- Abt Associates Inc. Study of Arizona Households Who Leave the Food Stamp Program.
- Abt Associates Inc. VISTA Goal Accomplishments and Community Effects Evaluation. Cambridge, MA. July 1987.
- Abt Associates Inc. and the Center for Human Resources, Brandeis University. An Early Look at National and Community Service Act Programs. January 1994.
- Abt Associates Inc. and the Center for Human Resources, Brandeis University. Evaluation of National and Community Service Programs: Briefing for the Corporation for National and Community Service on the Evaluation Information System. February 1, 1994.
- Adolescent Risk Taking Scale. Alexander, Cheryl S. et al. "A Measure of Risk Taking for Young Adolescents: Reliability and Validity Assessments." *Journal of Youth and Adolescence*, vol. 19, no. 6, 1990: 559-569.
- Agodini, R., & Dynarski, M. Are experiments the only option? A look at dropout prevention programs. *The Review of Economics and Statistics* 86(1), 180-194, 2004.
- Aguirre International. AmeriCorps State/National Program Impact Evaluation: First Year Report. San Mateo, CA, June 12, 1997.
- Aguirre International. AmeriCorps Impact on Members' Life Skills. Draft. San Mateo, CA, September 21, 1998.
- Aguirre International. AmeriCorps Members Life Skills Inventory.
- Aguirre International. An Analysis of 1996/97 AmeriCorps Tutoring Outcomes. Susan Gabbard, Project Director. Nicole Vicinanza, Task Manager. San Mateo, CA, 1997.

- Aguirre International. Making a Difference: Impact of AmeriCorps\*State/National Direct on Members and Communities 1994-95 and 1995-96. 1999.
- AIM-F:8-97. (from Susan Labin, Corporation for National Service. Original source unknown.)
- Alt, Martha and Elliott Medrich. Student Outcome from Participation in Community Service. Berkeley, CA: MPR Associates. June 1994. 11 December 1998. <<http://www.quest.edu/slarticle13.html>>
- Ambrose, Stephen E. Preserve the Citizen Service Tradition. The Wall Street Journal, October 23, 1998.
- American College Testing (ACT) Materials. Educational Planning and Assessment System.
- American Youth Policy Forum. More Things Do Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices. Washington, DC. June, 1999.
- American Youth Policy Forum. Some Things Do Make a Difference for Youth: A compendium of Evaluations of Youth Programs and Practices. Washington, DC. 1997.
- AmeriCorps News. Vol. 2, No. 2, Winter 2000.
- Artis, E., Bernstein, L., Braat-Campbell, S., Locke, G. & Jastrzab, J. *Development of the baseline survey: Assessment of long-term impacts on service participants*. Cambridge, MA: Abt Associates Inc., 2000.
- Bang, H., and Robins, J. M. Doubly robust estimation in missing data and causal inference models. *Biometrics* 61, 962-972, 2005.
- Benson, Peter L. et al. An Initial Look at America's Promise. Minneapolis, MN: Search Institute, 1999.
- Bentler, P. M. *EQS: Structural equations program manual*. Los Angeles: BMDP Statistical Software, Inc., 1989.
- Berger, Debra et al. The City Volunteer Corps: An Analysis of the Value of Service Provided. New York: New School for Social Research, October 27, 1986.
- Berkeley Policy Associates (with Institute for Survey Research at Temple University and University of Denver Graduate School of Social Work). Colorado Works Evaluation Year 2 Survey. Study #49-1893-291. Prepared for Office of the Colorado State Auditor, 1999.
- Bloomquist, John. Measures of Attitudes and Personal Development Outcomes: An Annotated Summary. Cambridge, MA: Abt Associates Inc. December 15, 1992.
- Brandeis University Center for Human Resources and Abt Associates Inc. Learn and Serve America School and Community-Based Programs: Executive Briefing for the Corporation for National Service. April 11, 1997.
- Brudney, Jeffrey et al. Community Service Survey. 1996-97 and 1997-98.

- Caliendo, M., & Kopeining, S. Some practical guidance for the implementation of propensity score matching. *Journal of Economic Surveys* 22(1), 31-72, 2008.
- Cavanaugh, Chris. City Year FY97: End -of-Year Corps Member Survey: Overall Report. Research and Systematic Learning. October 1997.
- Census 2000. Bureau of the Census. United States Department of Commerce.
- Center for Community Service at John Carroll University. *Undergraduate College Students' Experiences in Community Service and Volunteering*.
- Center for Democracy and Citizenship. By the People. ed. Harry Boyte.
- Charles Stewart Mott Foundation. America's Tattered Tapestry: Can We Reclaim Our Civility through Connectedness? Flint, MI, 1995.
- Charles Stewart Mott Foundation. Philosophy, Programs & Procedures. Flint, MI, December 1999.
- Chinman, Matthew J. and Abraham Wandersman. What's In It for Me? The Benefits and Costs of Volunteering in Community Organizations. 1997.
- Chou, C. P., Bentler, P. M., & Pentz, M. A. A two-stage approach to multilevel structural equation models: Application to longitudinal data. In T. D. Little, K.-U. Schnabel & J. Baumert (Eds.), *Modeling longitudinal and multilevel data: Practical issues, applied approaches, and specific examples* (Chapter 3 ed., pp. 33-49). Mahwah, NJ,: Lawrence Erlbaum Associates, Inc., 2000.
- City Volunteer Corps. Stipends and Youth Service Corps. Youth Service America.
- City Year. City Year 1998: Alumni Longitudinal Survey.
- Civil Society. Brookings Review, Fall 1997 (special issue).
- Cohen, Carolyn. What Service Teaches about Citizenship and Work: The Case of AmeriCorps. 1997
- Communication: A Self-Assessment Exercise. (From M. Karnopp, original source unknown.)
- Community Service Self-Efficacy Scale. Reeb, Roger N. et al. "The Community Service Self-Efficacy Scale: Evidence of Reliability, Construct Validity, and Pragmatic Utility." *Michigan Journal of Community Service Learning*. Fall 1998, pp. 48-57.
- Comprehensive Adult Student Assessment System Assessment Instruments. 1992.
- Connell, James P, Jean B. Grossman, and Nancy Resch.. The Urban Corps Assessment Package. Public/Private Ventures: Philadelphia PA. September 1995.
- Conrad, Daniel and Diane Hedin. Social and Personal Responsibility Scale. In Bloomquist, John, Measures of Attitudes and Personal Development Outcomes: An Annotated Summary. Cambridge, MA: Abt Associates Inc. December 1992.

- Conrad, Daniel and Diane Hedin. The Impact of Experiential Education on Adolescent Development. Child and Youth Services. Vol. 4, 1982. pp 57-76.
- Constitutional Rights Foundation. A Guide to Effective Citizenship through National Service.
- Constitutional Rights Foundation. The Role of Youth in the Governance of Service Programs. Washington, DC: Youth Service America.
- Cook Ethnic Interaction Scale. In Bloomquist, John, Measures of Attitudes and Personal Development Outcomes: An Annotated Summary. Cambridge, MA: Abt Associates Inc. December 1992.
- Corporation for National Service. 1999 Guide to Programs and Grants. Washington, DC, August 1998.
- Corporation for National Service. Next Steps: Life After AmeriCorps.
- Corporation for National and Community Service, Office of Research and Policy Development. *Serving Country and Community: A Longitudinal Study of Service in AmeriCorps*. Washington, D.C., 2004.
- Corporations in the Community: An Evaluation of the General Mills Employee/Retiree Volunteer Program. Minneapolis, MN: General Mills, Inc.,
- Cortina, JM. What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology and Aging*, 78, 98-104, 1993.
- Cox, Taylor. Cultural Diversity in Organizations. San Francisco. 1994.
- Dahlstrom, Kathy. Replicating Youthbuild. @mott.now [newsletter], vol. 1, no. 6, November 1998.
- Dawkins, Andy, Bruce P. Corrie and Dr. James Kielsmeier. The Economics of the Forgotten Half: A Cost-Benefit Analysis of the Minnesota Youth Works Proposal (House File 2). Minnesota State House of Representatives.
- Dehejia, R., & Wahba, S. Propensity score matching methods for non-experimental causal studies. *Review of Economics and Statistics* 84, 151-61, 2002.
- Depression Scale (as it appears in FTP).
- Diaz & Furco. (Used in Oregon; from M. Karnopp)
- Dillman, D. A. *Mail and Internet surveys: The tailored design method* (2<sup>nd</sup>. ed.). New York: Wiley, 2000.
- Dillman, D. A., & Bowker, D. K. The web questionnaire challenge to survey methodologists. In R. Ulf-Dietrich & M. Bosnjak (Eds.), *Dimensions of Internet science*. Lengerich, Germany: Pabst Science Publishers, 2001.

- Dillman, D. A., Phelps, G., Tortora, R., Swift, K., Kohrell, J., & Berck, J. *Response rate and measurement differences in mixed mode surveys using mail, telephone, interactive voice response, and the Internet* [Electronic Version]. Retrieved November 30, 2006 from [http://www.sesrc.wsu.edu/dillman/papers/Mixed%20Mode%20ppr%20with%20Gallup\\_%20POO.pdf](http://www.sesrc.wsu.edu/dillman/papers/Mixed%20Mode%20ppr%20with%20Gallup_%20POO.pdf), 2001.
- Dillman, D. A., Tortora, R., & Bowker, D. K. *Principals for constructing web surveys: An initial statement* (No. Technical Report 98-50). Pullman, WA: Washington State University, 1998.
- Dingwall, M. and T. Flaherty. Findings from the 1996 Survey of AmeriCorps Members. Westat: Rockville, MD. 1997.
- Diversity Commitment Questionnaire. City of San Diego. 1996.
- Effective Learning, Effective Teaching, Effective Service. Washington, DC: Youth Service America.
- Evaluation of Service Learning. Batchelder, Thomas H. and Susan Root. "Effects of an undergraduate program to integrate academic learning and service: cognitive, pro-social cognitive, and identity outcomes." *Journal of Adolescence*. Vol. 17, 1994. pp. 341-355.
- Eyler, Janet et al. Report of a National Study Comparing the Impacts of Service-Learning Program Characteristics on Post-Secondary Students. Presented at the Annual Meeting of the American Educational Research Association. Chicago, IL. March 1997.
- Falbo, Mark and Nicholas Santilli. Undergraduate College Students' Experiences in Community Service and Volunteering. Center for Community Service at John Carroll University
- Federal Interagency Forum on Children and Family Statistics. America's Children: Key National Indicators of Well-being. Washington, DC: U.S. Department of Management and Budget. 1997.
- Fenzel, L. Mickey and Stephen Hamilton. Impact of Volunteer Experience on Adolescent Development Social Development: Evidence of Program Effects. *Journal of Adolescent Research*, vol 3, 1988. pp 65-80.
- Fenzel, L. Mickey and Timothy Leary. Evaluating Outcomes of Service-Learning Courses at a Parochial College. Presented at the Annual Meeting of the American Research Association. Chicago, IL. March 1997.
- Ferguson, Ronald F. and Philip L. Clay. YouthBuild in Developmental Perspective: A Formative Evaluation of the YouthBuild Demonstration Project. Cambridge, MA. 1996.
- Flannagan, Connie. *Importance of Future Achievement*.
- Follman, Joe and Kate Muldoon. Florida Learn and Serve 1995-96: What Were the Outcomes? Bulletin. October 1997.

- Furco, Andrew, Parisa Muller, & Mary Sue Ammon. "Civic Responsibility Survey." Service-Learning Research & Development Center. Graduate School of Education. University of California at Berkeley. 1998.
- Gambone & Associates and the Institute for Research and Reform in Education. *The Community Action for Youth Project*.
- Gardenswartz, Lee and Anita Rowe. *The Managing Diversity Survival Guide*. Irwin Professional Publisher. 1994.
- Gorlow and Noll Empirically Derived Value Constructions. In Bloomquist, John. *Measures of Attitudes and Personal Development Outcomes: An Annotated Summary*. December 1992.
- Grantmaker Forum on Community and National Service. *Who Gives: Who Gets. A Dialogue on Community and National Service*. Berkeley, CA, 1998.
- Gray, M.J., et al. *Evaluation of Learn and Serve America, Higher Education*, RAND: Santa Monica, CA. 1996.
- Greater Philadelphia Urban Affairs Coalition. *Application Career Assessment Form*.
- Greenberger, Sarah. *State of Long Term Research on the Impact of Intensive Service on the Political Involvement and Career Choices of Participants*. Ford Foundation.
- Groves, R. M. Nonresponse rates and nonresponse bias in household surveys. *Public Opinion Quarterly*, 70(5), 646-675, 2006.
- Hall, McClellan. *Gadugi: A Model of Service-Learning for Native American Communities*. Phi Delta Kapan, June 1991.
- Hamilton, Stephen, and Fenzel, L. Mickey. "The Impact of Volunteer Experience on Adolescent Social Development: Evidence of Program Effects." *Journal of Adolescent Research*. 1988. Vol. 3. No. 1, pp. 65-80.
- Hartzell, Nedra Klee. *Preparing Members for Life After the Service Year*. The Resource Connection, Vol. 3, No. 1, Summer 1997.
- Heckman, J. J., Ichimura, H., & Todd, P. Matching as an econometric evaluation estimator: Evidence from evaluating a job training programme. *Review of Economic Studies*, 64:605-54, 1997.
- High School & Beyond: 1980-86 Seniors*. National Education Longitudinal Studies of the National Center for Education Statistics.
- Higher Education Research Institute. Graduate School of Education at the University of California – Los Angeles. Cooperative Institutional Research Program Freshman Survey.
- Ho, D. E., Imai, K., King, G., & Stuart, E. A. (2006). *Matching as nonparametric preprocessing for reducing model dependence in parametric causal inference* [Electronic Version]. Retrieved November 30, 2006 from <http://gking.harvard.edu/files/matchp.pdf>.



- Hong, G., & Raudenbusch, S. W. Effects of Kindergarten retention policy on children's cognitive growth in reading and mathematics. *Educational Evaluation and Policy Analysis* 27(3): 205-224, 2005.
- Imbens, G. W. Nonparametric estimation of average treatment effects under exogeneity: A review. *Review of Economics and Statistics* 86(1), 4-29, 2004.
- Independent Sector. *A Survey of Charitable Giving After September 11, 2001*. Prepared by Wirthlin Worldwide. October 2001.
- Independent Sector. *Giving and Volunteering in the United States: Findings from a National Study: 1996 edition*. Washington, DC, 1996.
- Independent Sector. *Giving and Volunteering in the United States: Findings from a National Study: 2001 edition*. Washington, DC, 2001.
- Independent Sector. *Overview and Executive Summary: Trends Emerging from the National Survey of Volunteering and Giving Among Teenagers*.  
<http://www.indepsec.org/programs/research/teenvolunteering.html>.
- Independent Sector. *Volunteering and Giving Among Teenagers 12 to 17 years of Age*. 1996.
- Institute for the Study of Government and the Nonprofit Sector. *A Review of Service-Related Research 1990-1999*. Draft Final Report. Bloomington, IN, August 19, 1999.
- Intili, Jo Anne, Edward Kissam, and Heide Wrigley. *AmeriCorps Impact on Members' Life Skills*. San Mateo, CA: Aguirre International. September 1998.
- Jackson, Susan and Marian Ruderman, ed. *Diversity in Work Teams: Research Paradigms for a Changing Workplace*. Washington, DC: American Psychological Association. 1995.
- James Irvine Foundation. *Report on a Statewide Dialogue on Service and Volunteerism in California*. San Francisco, CA.
- Jaruzel, Maggie. *A Civil Action*. @mott.now [newsletter], Vol. 2, No. 3, March 1999.
- Jastrzab, J., Bernstein, L., Litin, L., Braat-Campbell, S., Stickney, E., Artis, E., & Giordano, L. *Serving country and community: A study of service in AmeriCorps. A profile of AmeriCorps members at baseline*. Cambridge, MA: Abt Associates Inc., 2003.
- Jastrzab, JoAnn, John Bloomquist, Julie Masker, and Larry Orr. *Youth Corps: Promising Strategies for Young People and Their Communities*. Cambridge, MA: Abt Associates Inc., February 1997.
- Kaufman, Leslie. P.C. Corps. *The Washington Monthly*, October 1993.
- KRA Corporation. *Evaluation of the Service Coordinator Program, Volume I: Study Findings*. Silver Spring, MD., August 1996.
- Labor Notes*. Number 82, April 15, 1993. Special issue on state community service initiatives.

- Landrum, Roger. *National Service: Roots and Flowers*. Youth Service America, 1992.
- Lewis, Anne. *Facts and Faith: A Status Report on Youth Service*. Washington, D.C.: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988.
- Lewis, Anne. *Youth Serving the Young*. Washington, DC: Youth Serve America, May 1987.
- Lissitz, R. W. (Ed.). *Value added models in education: Theory and application*. Maple Grove, MD: Journal of Applied Measurement Press, 2005.
- Long, David. Abt Associates Inc. *Montana survey of social networks*.
- Luellen, J. K., Shadish, W. R., & Clark, M. H.. Propensity scores: An introduction and experimental test. *Evaluation Review* 29(6): 530-558, 2006.
- Lundy, James. *Teams: How to Develop Peak Performance Teams*. Chicago, IL, 1994.
- Macro International. *Practical Applications: Strategies for Supporting a Diverse Corps*. Washington, DC.
- Macro International. *Study of Race, Class, and Ethnicity in AmeriCorps Programs*. Washington, DC, November 1997.
- Markus, Gregory, Howard, J., King, D. *Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment: Educational Evaluation and Policy Analysis*. Winter 1993, Vol. 15, No. 4, pp. 410-419.
- Maruyama, G. M. *Basics of structural equation modeling*. Thousand Oaks, CA: Sage Publications, 1998.
- Maton. *Meaningful Involvement Scale*.
- McAdam, Doug, Chris Bourg, and Cynthia Brandt. 2001. *Teach for America Applicant Survey*. Unpublished survey. Department of Sociology. Stanford University. Stanford, CA.
- McGuire, J., & Gamble, W. *Community service for youth: The value of psychological engagement over the number of hours spent* *Journal of Adolescence*, 29, 289-298, 2006.
- McMahon, Joyce S. *Memorandum: Considerations Based on Trip to City Year, Boston*, 21 September 1993 [discussion of random assignment]. Institute for Public Research, September 21, 1993.
- MDC, Inc. *America's Shame, America's Hope: Twelve Million Youth at Risk*. Chapel Hill, NC, 1988.
- Melchior, Allen. *National Evaluation of Learn and Serve America School and Community-Based Programs*. Center for Human Resources. Waltham, MA: Brandeis University. May 1998.
- Mesch, Debra, Mary Tschirhart, James Perry and Geunjoo Lee. *Altruists or Egoists? Retention in Stipended Service*. *Nonprofit Management & Leadership*. Vol. 9, no. 1, Fall 1998.

- Michalopoulos C., Bloom, H.S. , & Hill, C. J.. Can propensity-score methods match the findings from a random assignment evaluation of mandatory welfare-to-work programs. *Review of Economics and Statistics* 86(1):156-179, 2004.
- Miller, Delbert C. Handbook of Research Design and Social Measurement. Fifth ed. Newbury Park, CA: Sage Publications Inc. 1991
- Minnesota Evaluation Team. YouthWorks AmeriCorps Evaluation Project: Third Year Report - 1996-1997. Department of Work, Community, and Family Education. College of Education and Human Development. University of Minnesota. January 1998.
- Montebello, Anthony R., Work Teams that Work. Best Sellers Publishing, Minneapolis, 1994. Marin, Gerardo. Research with Hispanic Populations. Applied Social Research Methods Series. Volume 23. 1991.
- Montei, Matthew, Gary Adams, Leigh Eggers. Validity of Scores on the Attitudes toward Diversity Scale. Educational and Psychological Measurement, Vol. 56 No. 2. P. 293-303. April 1996.
- Morgan, S. L., & Harding, D. J. Matching estimators of causal effects: Prospects and pitfalls in theory and practice. *Sociological Methods and Research*, 35(1), 3-60, 2006.
- Morgan, S.L., & Winship, C. *Counterfactuals and causal inference: Methods and principles for social research*. New York: Cambridge University Press, 2007.
- Mueller, R. O. Structural equation modeling: Back to basics. *Structural Equation Modeling*, 4(4), 353-369, 1997.
- Munter, Judith. Experiencing AmeriCorps: The Beginning of a Journey that will Change Lives Forever. Corporation for National Service. 12 Nov. 1998. <[http://www.cns.gov/research/fellows\\_reports/munter.html](http://www.cns.gov/research/fellows_reports/munter.html)>
- Nakatani, Laura. "Examining A Life of Service: A Study of AmeriCorps Leaders Program Alumni's Civic Involvement." Corporation for National Service, June 1998.
- National Association of Service and Conservation Corps. Youth Corps Wellness Guide. Washington, DC, 1998.
- National Educational Longitudinal Study: 1988/94. (NELS:88). National Education Longitudinal Studies of the National Center for Education Statistics.
- National Election Survey. Center for Political Studies. Institute for Social Research. University of Michigan.
- National Health Interview Survey. National Center for Health Statistics. Center for Disease Control and Prevention.
- National Longitudinal Study of the High School Class of 1972. (NLS-72). National Education Longitudinal Studies of the National Center for Education Statistics.
- National Opinion Research Center. *General Social Survey*. 2000.

National Opinion Research Center. *General Social Survey*. 1972-1993. <http://www.soc.qc.edu/cgi-bin/qserve/qserve.perl?PROCID=id1022084194.38215.1&DATASET=gss&iconbar=no&icontravel.codebk9.x=go&Index=h260>

“National Service: What’s the Movement Perspective?” *Social Policy*, Fall 1993 (special issue).

National Youth Employment Coalition's Study to Develop Indicators of Youth Development for the Annie E. Casey Foundation. Youth Opinion Survey. Washington, DC, 1999.

Network for Youth Development. Handbook of Positive Youth Outcomes. New York, New York. 1998

New Approaches to Evaluating Community Initiatives: Volume 2—Theory, Measurement, and Analysis. Fullbright-Anderson, K., et al., eds. Washington, D.C., 1998.

Newmann, Fred and Robert Rutter. The Effects of High School Community Service Programs on Students Social Development. Center for Education Research. Madison, WI: University of Wisconsin. 1983.

Northern California Grantmakers. Getting Things Done in Northern California: A Comprehensive Assessment of Northern California Grantmakers’ National Service Task Force - Funded AmeriCorps Programs. San Francisco, CA. 1998.

Organizational Assessment: BP in America.

Paglin, Catherine, Carolyn Cohen, Changhua Wang, and Brenda Parker. A Close Look at Four AmeriCorps Programs in the Pacific Northwest (Oregon, Washington, Montana, and Idaho). Northwest Regional Education Laboratory. March 15, 1999.

Parsons, Cynthia. SerVermont: The Little Initiative that Could. Phi Delta Kappan, June 1991.

Patterson, Thomas E. The Vanishing Voter: Public Involvement in an Age of Uncertainty. New York: Alfred A. Knopf. 2002.

Penn, Mark. Blueprint Citizenship Poll. Blueprint: Ideas for a New Century, Spring 1999. <http://www.dlc.org/blueprint/spring99/poll.html>.

Pennsylvania Conservation Corps. FY 1989-90 Annual Report, Executive Summary.

Perry, James, Ann Marie Thimson, Mary Tschirhart, Debra Mesch, and Geunjoon Lee. Inside a Swiss-Army Knife: An Assessment of AmeriCorps. Annual Conference of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Indianapolis, IN. December 1997.

Perry, James. Antecedents of Public Service Motivation. *Journal of Public Administration: Research and Theory*. Vol. 7, No. 2. 1997.

Perry, James. Literature Review on the Relationship between Service and Citizenship. Grantmakers' Forum, June 1999.

- Perry, James. Measuring Public Service Motivation: An Assessment of Construct Reliability and Validity. *Journal of Public Administration: Research and Theory*. Vol. 6, No. 1. January 1996.
- Peter D. Hart Research Associates. *New Leadership for a New Century: Key Findings from a Study on Youth, Leadership, and Community Service*. Conducted for Public Allies. Funded by the Surdna Foundation. August, 1998.
- Pew Partnership, *Ready, Willing, and Able*, administered by the Campaign Study Group, 2000.
- Princeton Survey Research Associates. *Young People's Community Involvement Survey*.
- Proactive Attitude Scale. Ralf Schwarzer. [http://www.fu-berlin.de/gesund/skalen/pro\\_act.htm](http://www.fu-berlin.de/gesund/skalen/pro_act.htm). June 3, 1999.
- Project Star/Service to Community Central Oregon Community College. *Learning Life Skills Through Service Assessment*.
- Public/Private Ventures. *Safe Havens: The Contributions of Youth Organizations to Healthy Adolescent Development*. Philadelphia, April 1997.
- Public/Private Ventures. *The California Conservation Corps: Assessing the Dollar Value of Its Work*. Philadelphia, PA, October 1985.
- Public/Private Ventures. *Tolerance for Diversity*.
- Public/Private Ventures. *Urban Corps Expansion Project*. Philadelphia, October 1990.
- Public/Private/Abt Associates Inc. *Summer Career Exploration Program (SCEP) Baseline Survey*.
- Putnam, Robert D. *Bowling Alone: The Collapse and Revival of American Community*. New York: Schuster and Schuster. 1999.
- Quick, Thomas, *Successful Team Building*. American Management Association, New York, 1992.
- Quinn, Jane. Positive Effects of participation in youth organizations. (Ed) Rutter, M. *Participation in youth organizations*.
- Raudenbush, S. W. What are value-added models estimating and what does this imply for statistical practice? *Journal of Educational and Behavioral Statistics*, 29(1), 121-129, 2004.
- Raudenbush, S. W., & Bryk, A. S. *Hierarchical linear models: Applications and data analysis methods* (2<sup>nd</sup> Ed.). Newbury Park: Sage, 2002.
- Raudenbush, S. W., & Chan, W. S. Growth curve analysis in accelerated longitudinal designs. *Journal of Research in Crime & Delinquency*, 29(4), 387-411, 1992.
- Reed, V., Jernstedt, G. C., Hawley, J., Reber, E., & DuBois, C. Effects of a small-scale, very short term service-learning experience on college students. *Journal of Adolescence*, 28, 359-368, 2005.

- Rees, Fran. How to Lead Work Teams: Facilitation Skills.
- Rokeach Values Survey. In Bloomquist, John. Measures of Attitudes and Personal Development Outcomes: An Annotated Summary. December 1992.
- Rosenbaum, P. R., & Rubin, D. B. The Central role of the propensity score in observational studies for causal effects. *Biometrika* 70, 41-55, 1983.
- Sagawa, Shirley and Samuel Halperin, eds. Visions of Service: The Future of the National and Community Service Act. Washington, DC: National Women's Law Center and American Youth Policy Forum, 1993.
- Sagawa, Shirley. Ten Years of Youth Service in America. Washington, DC: American Youth Policy Forum, 1998.
- Saguaro Seminar: Civic Engagement in America Kennedy School of Government, Harvard University DL14407/14408. *Social Capital Community Benchmark (Survey) Final Version*. August 4, 2000.
- Sampson, R. J., & Laub, J. H. *Shared beginnings, divergent lives: Delinquent boys to Age 70*. Cambridge, MA: Harvard University Press, 2004.
- Scheier, Ivan. *The Reasons That I Volunteer: A Checklist*. ([www.regis.edu/spsmmm/dovia/ivan/Sect15/sect15f.htm](http://www.regis.edu/spsmmm/dovia/ivan/Sect15/sect15f.htm))
- Schmeigelow, Toni. National Service: Not Just Another Job Training Program. New York, NY: City Volunteer Corps, 1993 (draft).
- Schochet, P. Z., McConnell, S., & Burghardt, J. *National Job Corps Study: Findings using administrative earnings data. Final report*. Princeton: Mathematica Policy Research, 2003.
- Schwarzer, Ralf and Matthias Jerusalem. General Self-Efficacy Scale. [http://www.fu-berlin.de/gesund/skalen/g\\_se.htm](http://www.fu-berlin.de/gesund/skalen/g_se.htm). 1993
- Schwarzer, Ralf. Proactive Attitude Scale.. [http://www.fu-berlin.de/gesund/skalen/pro\\_act.htm](http://www.fu-berlin.de/gesund/skalen/pro_act.htm). June 3, 1999.
- Scott Personal Values Scales. In Bloomquist, John, Measures of Attitudes and Personal Development Outcomes: An Annotated Summary. December 1992.
- Search Institute. Forty Developmental Assets. <http://www.search-institute.org/assets/forty.htm>.
- Selected Research on Work Team Diversity. Ruderman, Marian et al., eds. American Psychological Association Center for Creative Leadership. Washington, D.C., 1996.
- Simon, Christopher A. and Changhua Wang. Impact of AmeriCorps on Members' Political and Social Efficacy, Social Trust, Institutional Confidence, and Values in Idaho, Montana, Oregon, and Washington. Portland, OR: Northwest Regional Educational Laboratory, January 25, 1999.

- Switzer, G.E., Roberta G. Simmons, Mary Dew, Jeanne Regalski, and Chi-Hsein Wang. The Effect of a School-Based Helper Program on Adolescent Self-Image, Attitudes, and Behavior. *Journal of Early Adolescence*. Vol. 15 No. 4, November 1995. pp 429-455.
- Tabori, John Rogard, I. Margarita Gordon and Ron L. Martinez. The Sustainability of AmeriCorps\*Vista Programs and Activities. Los Angeles: PeopleWorks, Inc., August 1, 1997.
- Teens Teaching Inclusion: Entry Evaluation and Survey.*
- The Federal Domestic Volunteer Agency. (Report borrowed from the National Service Resource Center). Building Better Communities with Student Volunteer: An Evaluation Report on the Student Community Service Program. Sept. 1990.
- The NCCP Leadership and Team Effectiveness Study.* A Joint Project of the National Civilian Community Corps and the University of Maryland.
- Thompson, B. *Exploratory and confirmatory factor analysis: Understanding concepts and applications.* Washington DC: American Psychological Association, 2004.
- Thomson, Ann Marie and James L. Perry. Can AmeriCorps Build Communities? *Nonprofit and Voluntary Sector Quarterly*, Vol. 27, No. 4, December 1998.
- Tschirhart, Mary, Geunjoo Lee, Debra Mesch and James Perry. Purposeful Nature of Stipended Volunteers: Tracking AmeriCorps Members Over Time.
- Tschirhart, Mary. Understanding the Older Stipended Volunteer: Age Related Differences Among AmeriCorps Members. *Public Productivity & Management Review*. Vol. 22 No.1. September 1998. Pp 35-48.
- Tschirhart, Mary. Valuing Diversity in AmeriCorps: Does Service in Diverse Groups Change Diversity Attitudes? Annual Conference of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Indianapolis, IN. December 1997.
- U.S. Department of Education. NAEP 1998 Civics Report Card for the Nation. Office of Educational Research and Improvement, National Center for Education Statistics. Washington, DC, November 1999.
- U.S. Department of Education. National Household Education Survey: Student Participation in Community Service Activity. Office of Educational Research and Improvement, National Center for Education Statistics . Washington, DC, April 1997.
- U.S. General Accounting Office. *National Service Programs: AmeriCorps\*USA—Early Program Resource and Benefit Information.* Washington, DC, August 1995.
- UCLA. *CIRP Freshman Survey.*
- Verba, Sidney, Kay Lehman Scholzman, and Henry Brady. *Voice and Equality: Civic Voluntarism in American Politics.* Cambridge, MA: Harvard University Press. 1995.

- Vispoel, Walter, & Chen, Ping. "Measuring Self-Efficacy: The State of the Art." Paper presented at the Annual Meeting of the American Educational Research Association. Boston, MA: April 26-20, 1990. Eric Document 338 712.
- Walt Whitman Center for the Culture and Politics of Democracy. Measuring Citizenship Project Final Report.
- Wang, Changhua, Nancy Henry and Kyung-Sup Kim. Washington AmeriCorps\*State Programs, 1995-1996. Portland, OR: Northwest Regional Educational Laboratory, December 1996.
- Westat, Inc. Retired and Senior Volunteer Program: Final Report—Summary Report. Rockville, MD, March 1997.
- Wilson, Trevor. Diversity at Work. Ontario, 1997.
- Women in Community Service. WICS Youth Programs informational materials. 2000.
- Yates, Miranda and James Younis. "A Developmental Perspective on Community Service in Adolescence." *Social Development* 5(1), 1996, pp. 85-111.
- Youniss, James and Miranda Yates. Community Service and Social Responsibility in Youth. Chicago, 1997.
- Youth Risk Behavior Survey*. 2001. National Center for Chronic Disease Prevention and Health Promotion, Adolescent and School Health.  
<http://www.cdc.gov/nccdphp/dash/yrbs/2001survey.htm>.
- Zaff, Jonathan F. and Erik Michelsen. "Encouraging Civic Engagement: How Teens Are (or Are Not) Becoming Responsible Citizens." *Child Trends Research Brief*. October 2002.