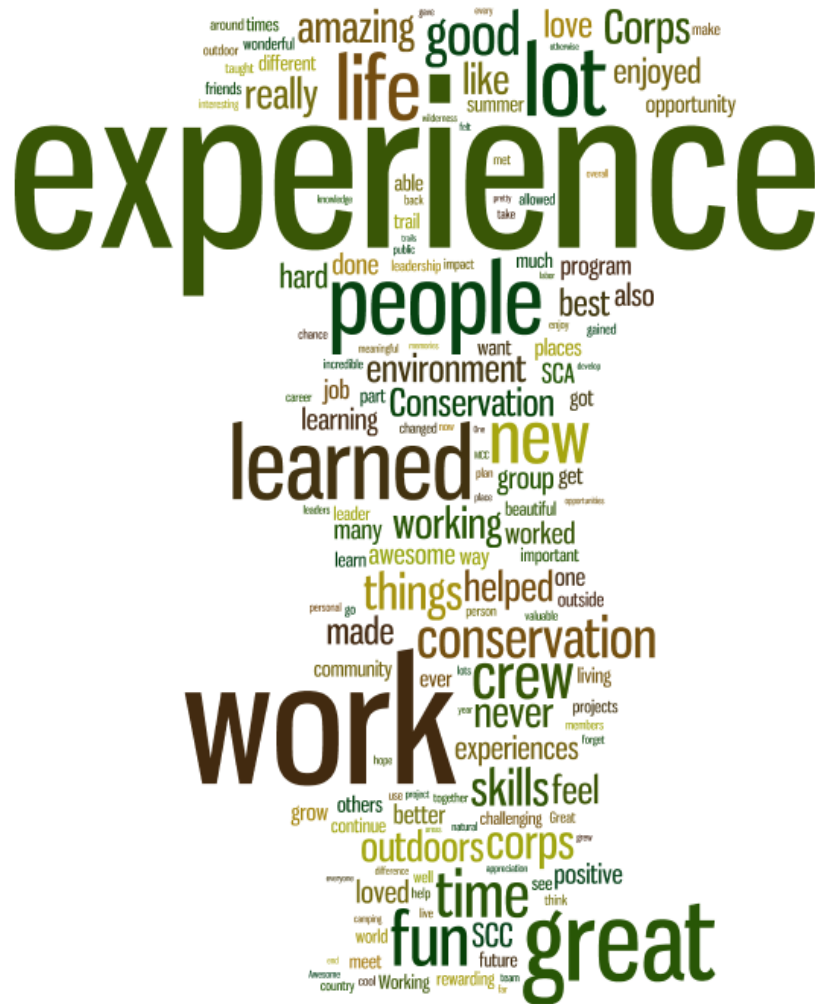


2011 PLSC EVALUATION REPORT



MAT DUERDEN, MICHAEL EDWARDS, & ROBIN LIZZO

CONTENTS

Executive Summary.....	1
Acknowledgements.....	2
Evaluation Overview	2
Evaluation Procedures	2
Findings.....	3
Description of the Sample	3
Program Components and Processes.....	6
Importance/Performance Analysis	6
Crew Dynamics.....	7
Program Impacts.....	8
Outdoor Recreation Participation Intentions	8
Outdoor Recreation Related Purchasing Intentions	9
Natural Resource Related Education and Career Intentions	10
Targeted Program Outcomes.....	12
Limitations.....	17
Conclusions	17
References	18
Appendix A: PLSC Survey	19

Cover Page Note: On the cover page is a word cloud produced by Wordle.net that provides a graphical representation of survey respondents' open-ended comments about the conservation corps experience. The larger the word the more often it occurred.

Tables

Table 1. Sample Demographics.....	3
Table 2. Educational Attainment	3
Table 3. Household of Origin Income	4
Table 4. Concurrent Involvement In Outdoor/Service Learning Programs	4
Table 5. Participants by Program	5
Table 6. Crew Dynamic Scores	7
Table 7. Outdoor Recreation Activities.....	8
Table 8. Evaluation Measures and Definitions	12

Figures

Figure 1. Outcome Change Scores	1
Figure 2. Importance/Performance Chart	6
Figure 3. Average # of O.R. Activities.....	9
Figure 4. Estimated O.R. Related Purchases.....	9
Figure 5. Natural Resource Management Education.....	10
Figure 6. Outdoor Industry Education	11
Figure 7. Natural Resource Management Careers	11
Figure 8. Outcome Change Scores	13
Figure 9. Community Engagement	14
Figure 10. Attitude Towards Public Lands	14
Figure 11. Environmental Activism	15
Figure 12. Teamwork	15
Figure 13. Leadership.....	16
Figure 14. Self-Responsibility.....	16

EXECUTIVE SUMMARY

This evaluation was commissioned by member organizations of the Public Lands Service Coalition. The evaluation strategy was developed collaboratively by leaders from the involved corps organizations and researchers at Texas A&M University. The purpose of the evaluation was to build upon previous corps related evaluation efforts by assessing the impact of the corps experience on participants both in terms of targeted outcomes (e.g., civic engagement, leadership, etc.) and their intentions to pursue natural resource education and career paths and participate in outdoor recreation activities.

Significant increases were observed across all outcome measures in contrast to the comparison group (see Figure 1). In terms of community and conservation efforts, participants reported significantly increased community engagement, positive attitudes toward public lands, and environmental activism. Corps participation was also associated with significantly increased developmental outcomes, with participants reporting increases in their ability to work in teams, leadership skills, and self-responsibility.

While corps participants entered programs with higher intention to pursue education and careers related to natural resource management than non-participants did, corps participation intensified this commitment. Finally, participants were more likely to report intentions to engage in outdoor recreational activities and purchase related equipment and gear.

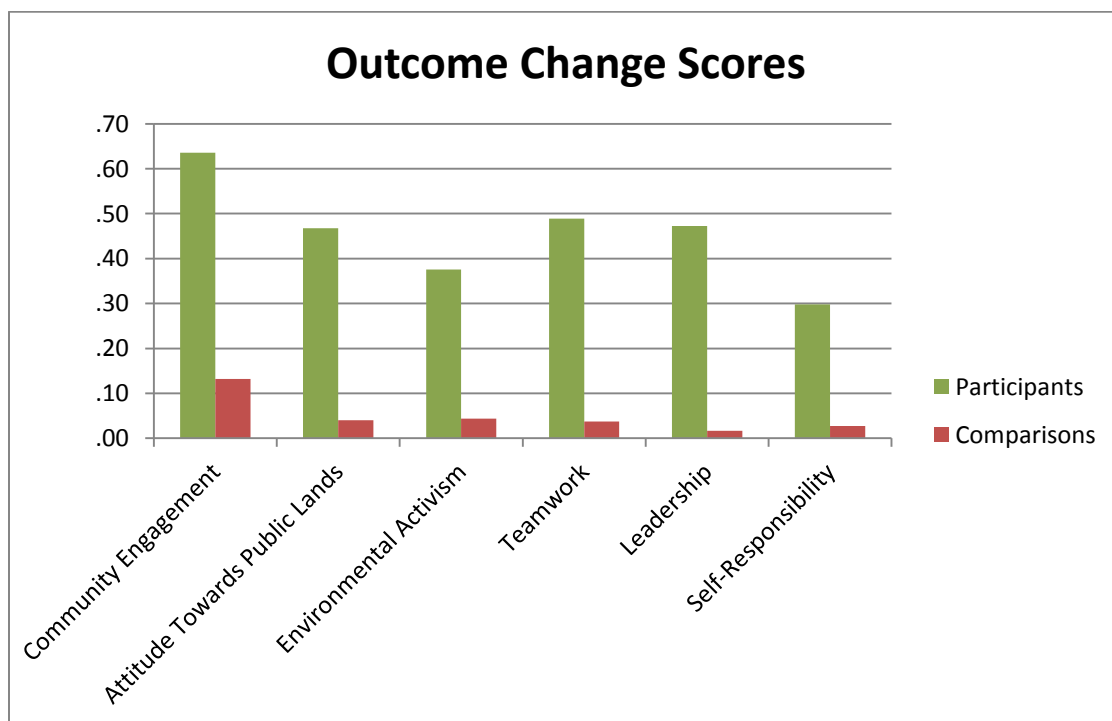


FIGURE 1. OUTCOME CHANGE SCORES

ACKNOWLEDGEMENTS

We would like to thank all participating PLSC organizations for their assistance in the development of the survey and subsequent collection of survey data.

EVALUATION OVERVIEW

Although previous evaluations have examined outcomes and impacts of conservation corps programs (Jastrzab, Blomquist, Masker, & Orr, 1997; Kellert & Derr, 1998), important questions remain. For example, what types of lasting impacts do these experiences have on participants? Do they influence career paths, conservation ethics and behavior, and subsequent time spent on public lands? These and other questions require further inquiry in order to provide answers robust enough to influence external funders and policy makers.

While PLSC members are well positioned to address key national issues (e.g., youth disengagement with nature) and circumstances (e.g., record youth unemployment, pending mass retirements in federal public lands agencies, etc.), the current economic climate makes attempts to secure both federal and private funds tenuous. Organizations that can explain and support program impacts with evaluation data possess a strategic advantage.

Therefore the purpose of the evaluation was to assess the impact of participating in a conservation corps program on natural resource management education and career intentions, outdoor recreation participation intentions, and key targeted program outcomes (e.g., teamwork, leadership, etc.). Efforts were also made to assess the perceived quality of importance of core program components and processes.

EVALUATION PROCEDURES

Each PLSC organization oversaw data collection from their participants. This occurred by organizations either providing participants with a link to an online version of the survey or an actual hard copy of the survey. Comparison group data was collected through an online research firm, Zoomerang, who facilitated the collection of data from individuals, ages 18-25, from a variety of Western states.

FINDINGS

DESCRIPTION OF THE SAMPLE

Data were collected from 847 corps participants and 308 comparison group members. Table 1 provides a summary of sample demographics for both participants and comparisons. Although the mean age across the groups was fairly similar, gender differences existed with more females responding in the comparison group.

TABLE 1. SAMPLE DEMOGRAPHICS

Group	Mean Age	Gender	
		Male	Female
Participant	20.82	524 (62.1%)	320 (37.9%)
Comparison	21.87	69 (22.8%)	233 (77.2%)

Table 2 provides an overview of the current educational status and overall educational attainment of both groups.

TABLE 2. EDUCATIONAL ATTAINMENT

Group	Current Educational Status		Educational Attainment				
	No Longer in School	Continuing in School	Less than High School	High School Graduate	Some College	College Graduate	Post-College/ Graduate School
Participant	401 (47.5%)	444 (52.5%)	162 (19.1%)	150 (17.8%)	267 (31.6%)	251 (29.7%)	15 (1.8%)
Comparison	106 (34.8%)	199 (65.2%)	10 (3.3%)	64 (21.1%)	155 (51.2%)	70 (23.1%)	4 (1.3%)

Table 3 provides information about household of origin income levels for each group.

TABLE 3. HOUSEHOLD OF ORIGIN INCOME

		Annual Household Income for the Household in Which You Grew Up				
Group	\$0 to \$25,000	\$25,001 to \$50,000	\$50,001 to \$75,000	\$75,000 to \$100,000	\$100,000 or more	
Participant	103 (13.5%)	194 (25.6%)	198 (23.4%)	135 (15.9%)	130 (15.3%)	
Comparison	63 (21.1%)	84 (28.1%)	72 (24.1%)	41 (13.7%)	29 (13%)	

Participants were asked to indicate their involvement in activities and organizations similar to conservation corps programs in order to assess the presence of potential confounding activities. Table 4 displays the result of this question for both groups.

TABLE 4. CONCURRENT INVOLVEMENT IN OUTDOOR/SERVICE LEARNING PROGRAMS

		How involved have you been over the last year in programs or service learning projects where you work in the outdoors or learn about the environment?				
Group	Not at All Involved	Minimally Involved	Somewhat Involved	Very Involved	Heavily Involved	
Participant	104 (12.3%)	202 (23.8%)	261 (30.8%)	203 (24%)	77 (9.1%)	
Comparison	164 (53.2%)	75 (24.4%)	46 (14.9%)	12 (3.9%)	11 (3.6%)	

Table 5 provides a breakdown of corps participants involved in the evaluation by organization.

TABLE 5. PARTICIPANTS BY PROGRAM

Group	#	%
Montana Conservation Corps	241	28%
Southwest Conservation Corps	190	22%
Student Conservation Association	82	10%
Rocky Mountain Youth Corps	79	9%
SAGA	65	8%
Western Colorado Conservation Corps	56	7%
Utah Conservation Corps	51	6%
Canyon Country Youth Corps	38	4%
Coconino Rural Environmental Corps	30	4%
Larimer County Youth Conservation Corps	15	2%

PROGRAM COMPONENTS AND PROCESSES

Understanding program components and processes was a key evaluation objective. In order to address this objective efforts were made to assess participants' perceptions of important program components as well as the interpersonal dynamics within the program.

IMPORTANCE/PERFORMANCE ANALYSIS

Participants were asked to indicate the importance they ascribed to corps program components (Figure 2) as well as their perceptions of performance in each of these areas. The analysis of this data allows for the identification of not only how well organizations are doing across a variety of domains but also how important each of the domains is to participants. It should be noted high mean ratings were received by all importance (> 3.93) and performance (> 3.77) items. This finding indicated a high degree of quality performance across all components. At the same time, important insights can be gained from this analysis.

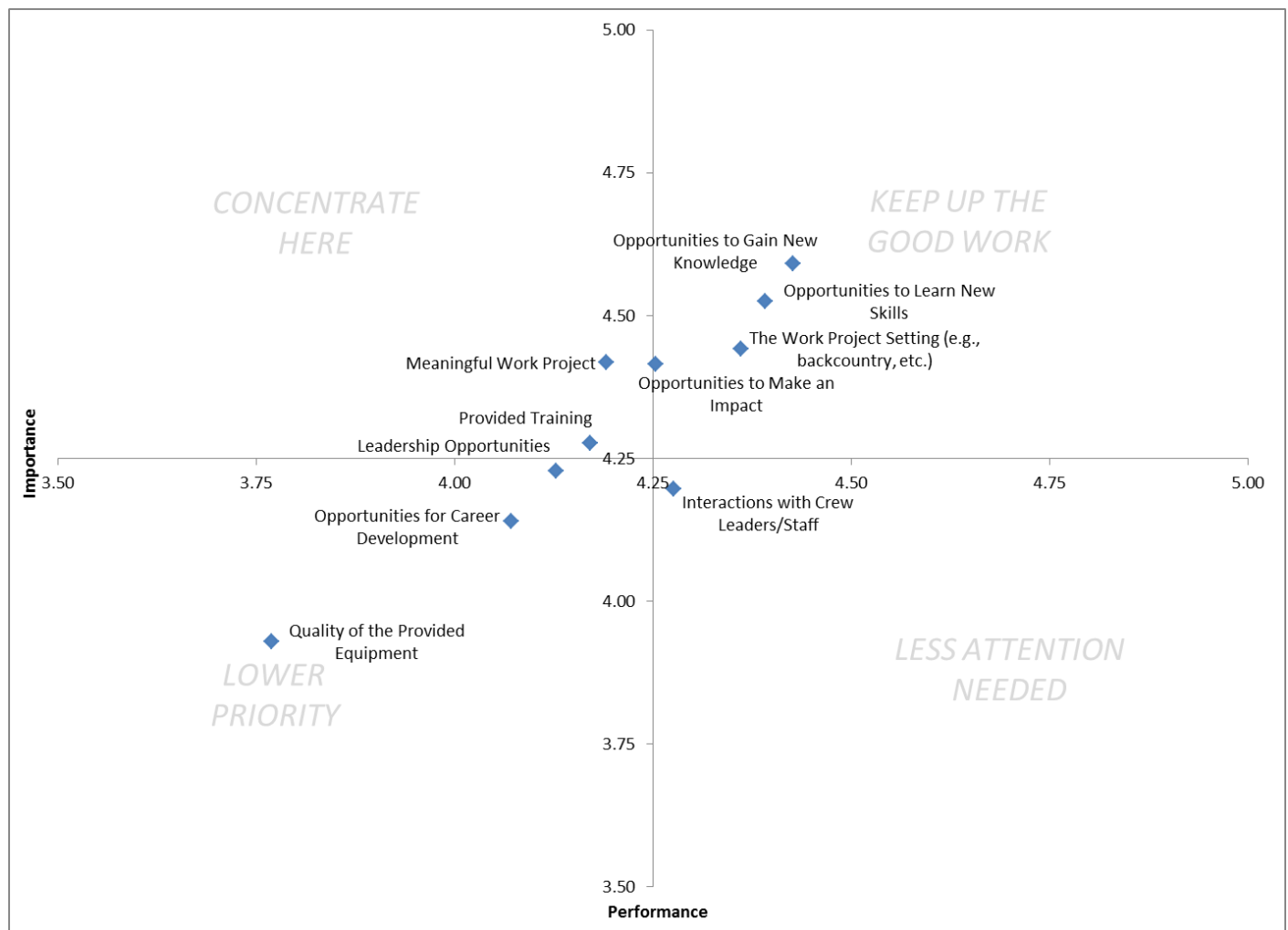


FIGURE 2. IMPORTANCE/PERFORMANCE CHART

Each quadrant of the importance/performance chart is labeled based upon the attention potentially needed in each area. Based upon this breakdown, focus should be given to improving *Meaningful Work Projects*, *Provided Training*, and *Leadership Opportunities*. The most important and best performing program components included *Opportunities to Gain New Knowledge and Skills*, *The Work Project Setting*, and *Opportunities to Make an Impact*.

CREW DYNAMICS

All items on the crew dynamic scale employed a 1 (very untrue) to 5 (very true) response scale. The mean score for the seven-item scale was 4.35 out of 5.0 indicating a high level of perceived positive group functioning. Table 6 provides the mean scores for each individual item on the crew dynamic scale.

TABLE 6. CREW DYNAMIC SCORES

Crew Dynamic Scale Items	Mean Scores
Our crew is united	4.21
Our crew members like to spend time together	4.24
Our crew is committed to its objectives	4.39
Our crew can resolve problems	4.27
Our crew does not give up easily	4.49
Our crew keeps working to reach our goals	4.50
Our crew members work well together	4.37

PROGRAM IMPACTS

OUTDOOR RECREATION PARTICIPATION INTENTIONS

Respondents were provided with a list of different outdoor recreation (O.R.) activities and asked if they planned to participate in these activities during the next year. Table 7 provides a summary of responses by displaying the percentage of comparison group members and corps participants who indicated they planned to participate in each activity.

TABLE 7. OUTDOOR RECREATION ACTIVITIES

Activity Type*	% Who Planned on Participating in the Named Activity During the Next Year		
	Participant	Comparison	Part - Comp Difference
Hiking (Day)	95.4%	50.0%	45.4%
Backpacking Overnight - More Than 1/4 Mile From Vehicle/Home	89.6%	22.9%	66.7%
Camping (Within 1/4 Mile of Vehicle/Home)	88.1%	33.3%	54.8%
Bicycling (Road/Paved Surface)	85.8%	31.8%	54.0%
Running/Jogging	85.3%	53.8%	31.5%
Climbing (Sport/Indoor/Boulder)	71.7%	20.1%	51.6%
Canoeing	67.5%	16.6%	50.9%
Trail Running	62.9%	20.3%	42.6%
Fishing (Freshwater/Other)	61.8%	25.7%	36.1%
Rafting	60.9%	15.0%	45.9%
Bicycling (Mountain/Non-Paved Surface)	60.4%	17.5%	42.9%
Snowboarding	50.4%	24.8%	25.6%
Skiing (Alpine/Downhill)	49.0%	12.0%	37.0%
Snowshoeing	48.8%	7.3%	41.5%
Climbing (Traditional/Ice/Mountaineering)	48.2%	11.7%	36.5%
Skiing (Cross-Country)	42.0%	6.6%	35.4%
Fishing (Fly)	37.9%	9.0%	28.9%
Snorkeling	34.5%	16.6%	17.9%
Bird Watching - More Than 1/4 Mile From Home/Vehicle	34.0%	11.3%	22.7%
Fishing (Saltwater)	33.6%	14.8%	18.8%
Kayaking (White Water)	33.4%	10.0%	23.4%
Sailing	33.2%	10.0%	23.2%
Skateboarding	31.6%	11.7%	19.9%
Kayaking (Sea/Touring)	30.9%	10.7%	20.2%

*Activities with < 30% response rate were not listed in the table

As can be seen in the far right column of Table 7 a higher percentage of participants planned to engage in all listed activities. The greatest participation differences occurred across for *Backpacking*, *Biking*, *Camping*, and *Climbing* (e.g., sport, indoor, and bouldering). On average corps participants planned to engage in, on average, almost 12 more O.R. activities than

comparison group members (see Figure 3). More than half of the corps participants indicated their corps experience strongly influenced their intention to participate O.R. activities.

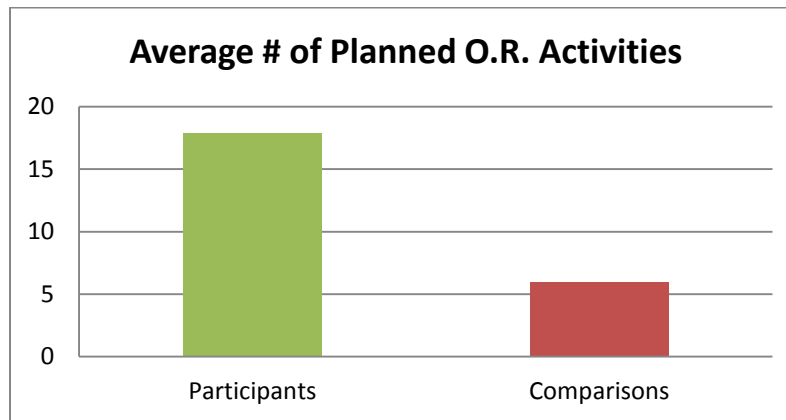


FIGURE 3. AVERAGE # OF O.R. ACTIVITIES

OUTDOOR RECREATION RELATED PURCHASING INTENTIONS

Significantly more participants (91%) than comparison group members (60%) indicated that they planned to purchase gear or apparel related to O.R. activities in which they intended to participate over the next year. Figure 4 provides a summary of the amount of money individuals estimated they would spend over the next year on O.R. gear and apparel. Corps participants planned on spending a significantly greater amount of money on O.R. gear than comparison group members.

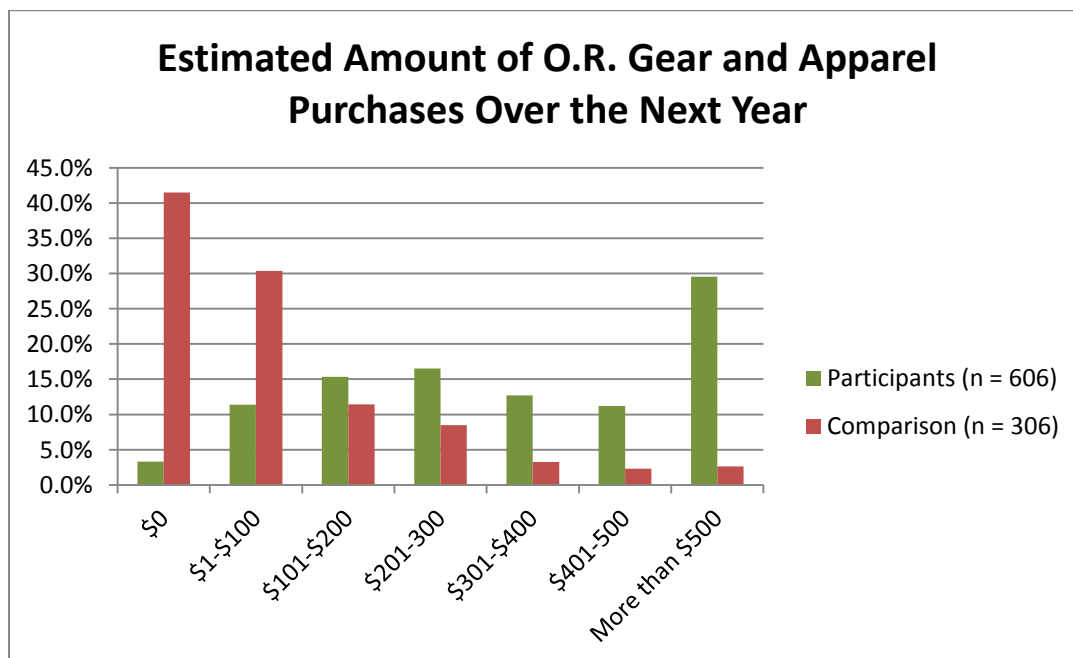


FIGURE 4. ESTIMATED O.R. RELATED PURCHASES

Forty-two percent of corps participants indicated they believed their corps experience had strongly influenced their future OR purchasing intentions.

NATURAL RESOURCE RELATED EDUCATION AND CAREER INTENTIONS

Survey respondents were asked about their intentions to pursue natural resource management related education and careers. Higher scores on the 1 to 5 scale signify higher levels of positive intentions. The following figures provide summaries of responses broken down by corps participants and comparison group members. To assess the changes on outcome measures from pre- to post-corps participation, participant scores across the two periods were compared with comparison scores measured across a similar time-period. Results indicated that corps participant intentions significantly increased across all three questions when compared to comparison group responses.

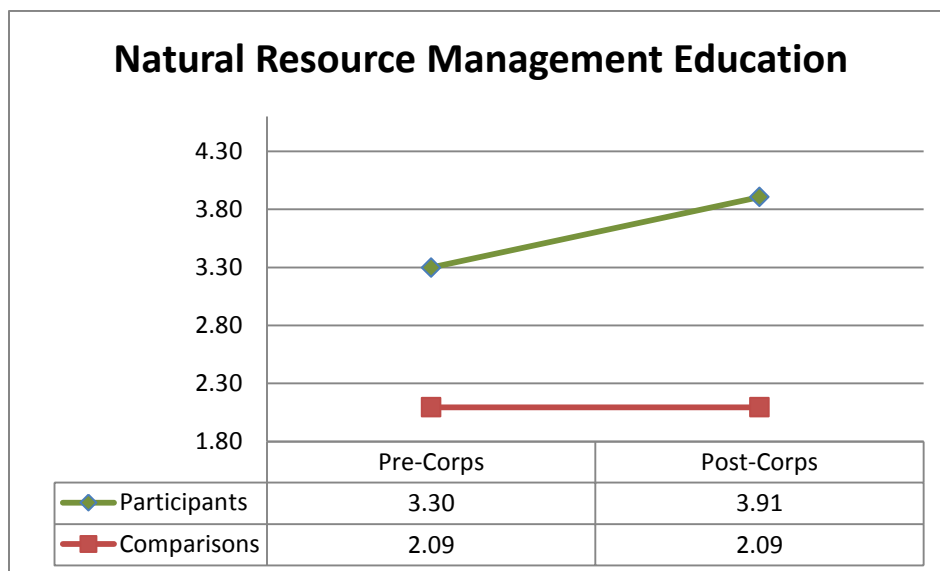


FIGURE 5. NATURAL RESOURCE MANAGEMENT EDUCATION

While participants' intention scores related to obtaining additional natural resource management education increased by .61, comparison group scores did not change from pre- to post-survey administrations.

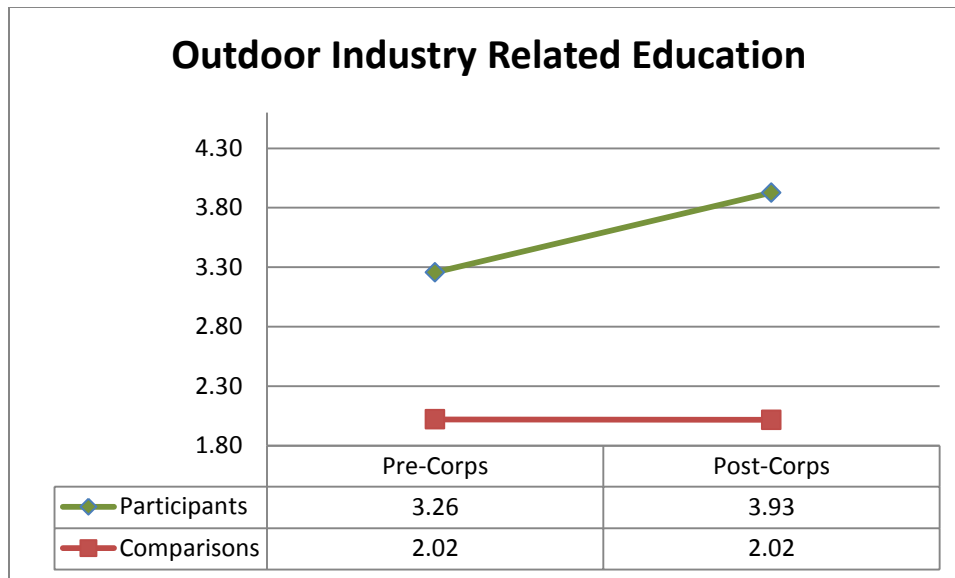


FIGURE 6. OUTDOOR INDUSTRY EDUCATION

Participants' intention scores related to obtaining additional outdoor industry related education increased by .67, comparison group scores did not change from pre- to post-survey administrations.

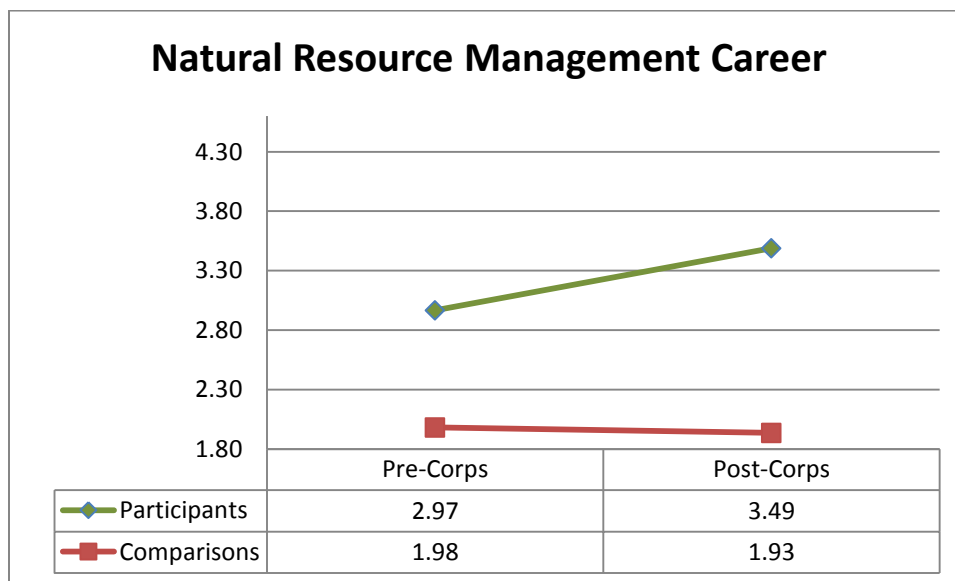


FIGURE 7. NATURAL RESOURCE MANAGEMENT CAREERS

Finally, intentions to pursue a career related to natural resource management increased by .52 for corps participants but declined by .05 by comparison group members.

TARGETED PROGRAM OUTCOMES

Working with PLSC Corps Administrators, six constructs were identified as targeted outcomes across all participating organizations. Table 8 provides an overview of the constructs and their associated definitions. Previously validated survey scales were selected to measure each construct.

TABLE 8. EVALUATION MEASURES AND DEFINITIONS

Measure	# of Items	Definition
Community Engagement	4	Community engagement focuses on local and community involvement rather than on political activism.
Attitude Towards Public Lands	9	Attitude towards the importance of public lands
Environmental Activism	10	Personal readiness to actively support or get involved in organized action for environmental protection, versus disinterest in or refusal to support or get involved in organized action for environmental protection.
Teamwork	8	Beliefs that one can be an effective and productive group member
Leadership	6	Beliefs that the respondent can be assertive, can organize a group or team, and can be action oriented.
Self-Responsibility	6	Habit of owning and accepting consequences of personal actions

All items on each scale employed a 1 (very untrue) to 5 (very true) response scale. Mean scores were calculated for each scale. To assess the changes on outcome measures from pre- to post-corps participation, participant scores across the two periods were compared with comparison scores measured across a similar time-period.

Results indicated that participants saw statistically significant increases across all measures in contrast to comparison group members who experienced no significant changes across a similar period of time. The results indicated that corps participation was associated with significant positive change in participants across all measured outcomes. Figure 8 provides a summary of participant and comparison change scores (post-corps minus pre-corps score) across all measures.

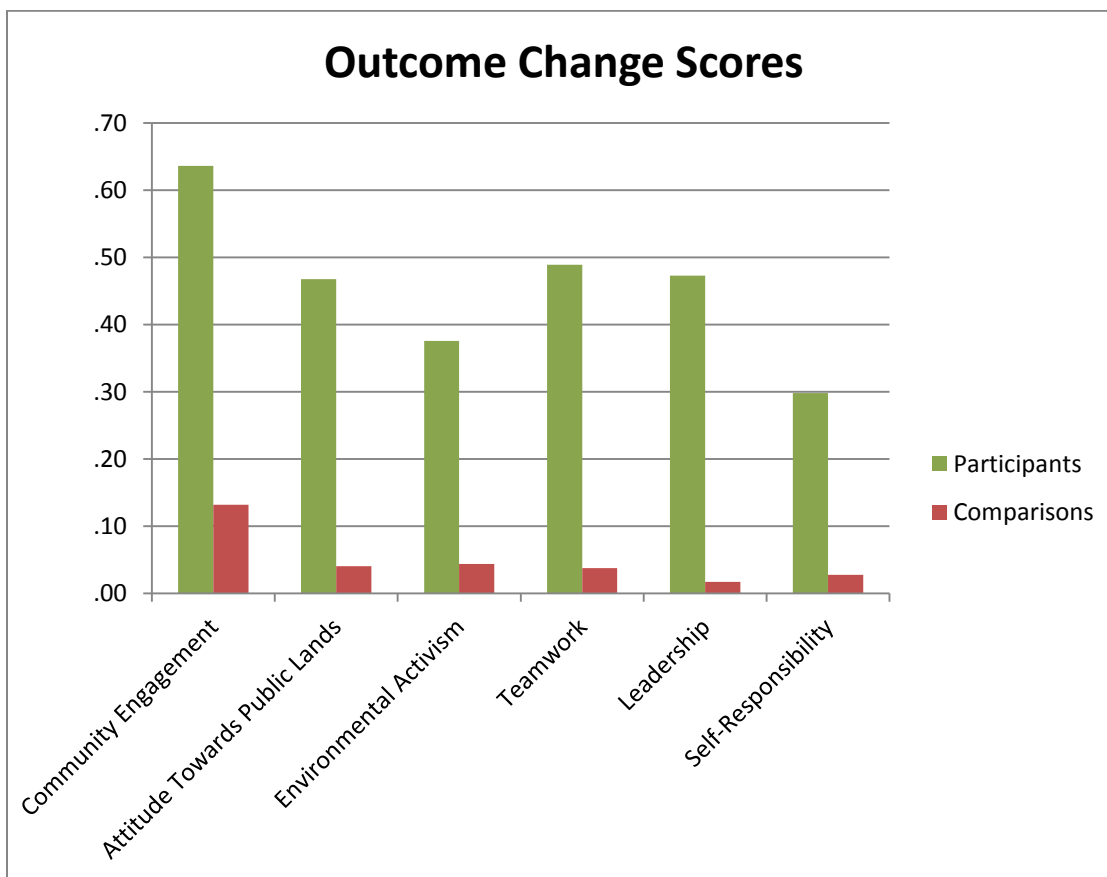


FIGURE 8. OUTCOME CHANGE SCORES

The following figures provide graphical summaries of scores for each targeted outcome.

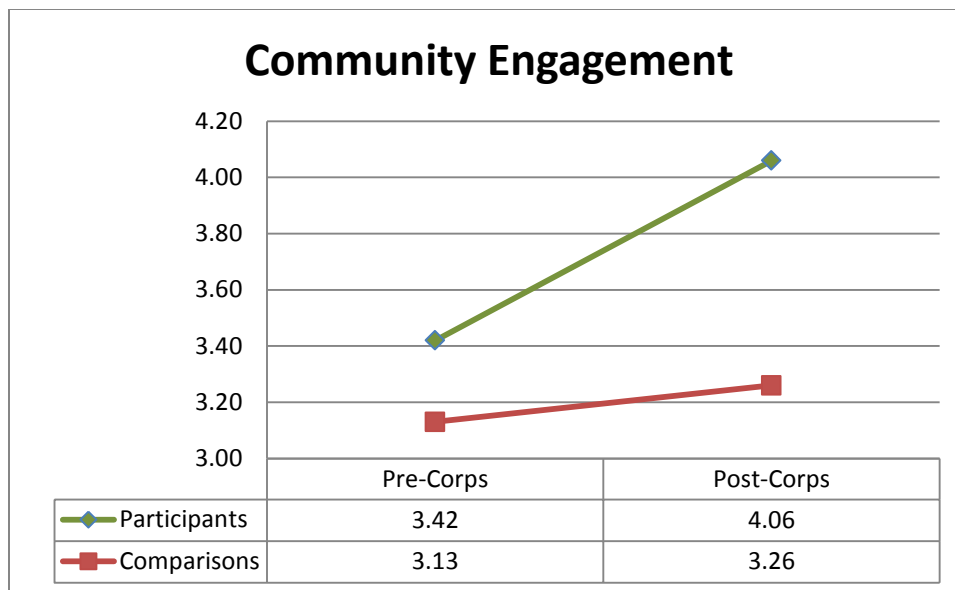


FIGURE 9. COMMUNITY ENGAGEMENT

Corps participants exhibited significantly more growth (.64) on the *community engagement* scale than comparison group members (.13).

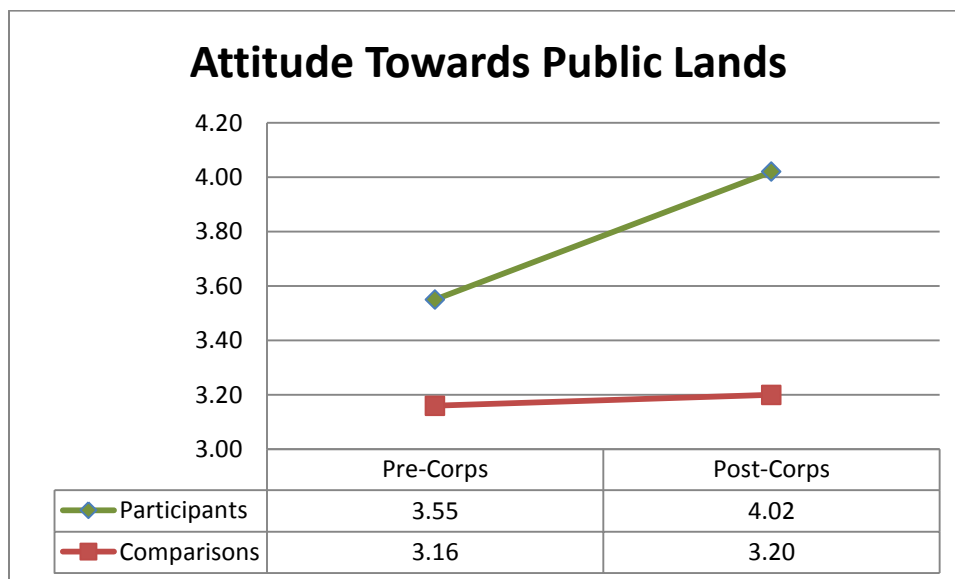


FIGURE 10. ATTITUDE TOWARDS PUBLIC LANDS

In terms of *attitude towards public lands*, corps participants reported significantly more growth (.47) on the community engagement scale than comparison group members (.04).

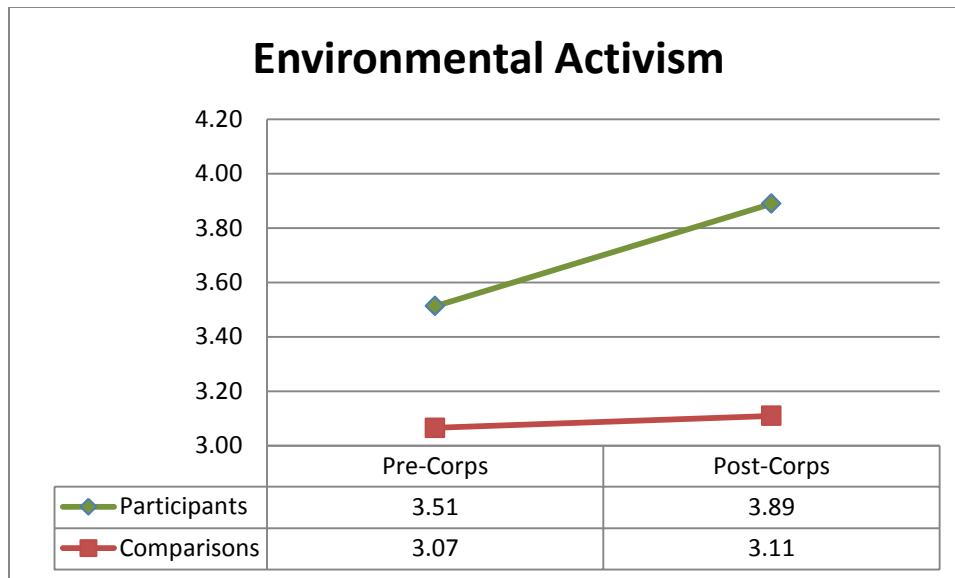


FIGURE 11. ENVIRONMENTAL ACTIVISM

Whereas comparison group member environmental scores increased by .04, corps participants reported significant gains of .38.

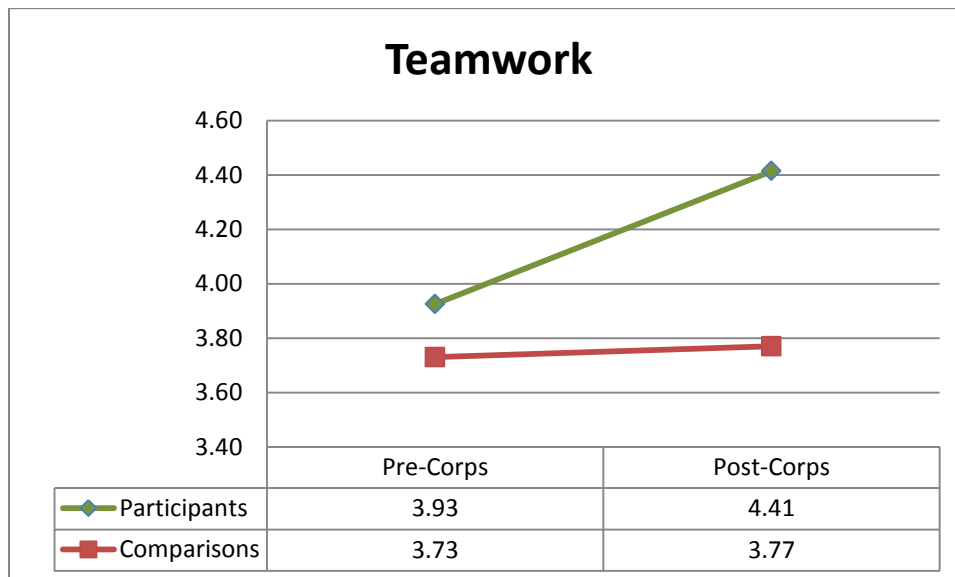


FIGURE 12. TEAMWORK

Corps participants also showed significantly greater (.48 vs. .04) teamwork scale growth than comparison group members.

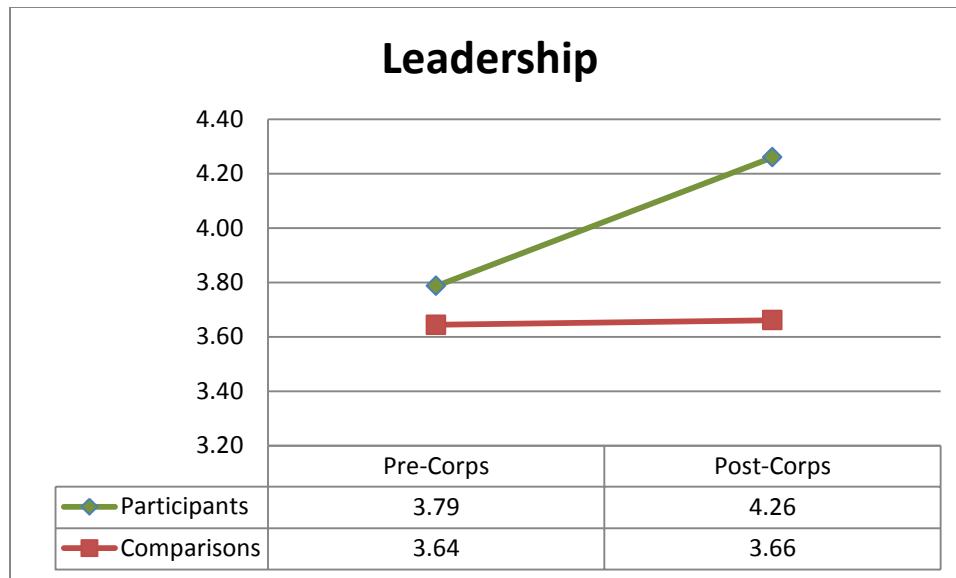


FIGURE 13. LEADERSHIP

Leadership scores grew significantly for corps participants (.47) but remained almost unchanged (.02) for comparison group members.

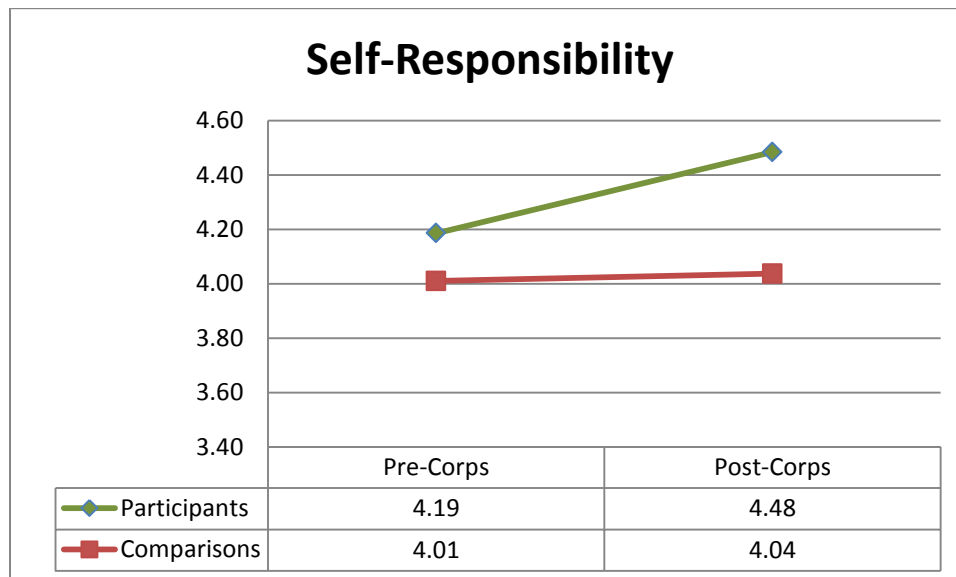


FIGURE 14. SELF-RESPONSIBILITY

Corps participants also reported significantly more growth (.29) in terms of self-responsibility than comparison group members (.03).

LIMITATIONS

As with any program evaluation, results of this evaluation should be interpreted in light of its methodological limitations. In particular, females were overrepresented as respondents in the comparison sample and may not have been reflective of a matched sample to respondents who participated in corps programs. However, despite limitations, results of this evaluation indicated numerous positive outcomes resulted from individuals' participation in conservation corps programs.

CONCLUSIONS

Participating in a PLSC sponsored conservation corps program appears to have produced a variety of benefits from increases in targeted outcomes (e.g., leadership, self-responsibility, etc.) to intentions to pursue education and career paths related to natural resource management and other outdoor recreation industries. Participants also reported high levels of satisfaction with interpersonal aspects of the experience (e.g., crew dynamics) and various components of the corps programming model (Figure 2).

The data from this evaluation provide PLSC member organizations with a good baseline from which to assess the impact of future programming innovations or management changes. Continued evaluation work will facilitate the ongoing assessment of program impacts and the identification of key programming processes.

REFERENCES

- Jastrzab, J., Blomquist, J., Masker, J., & Orr, L. (1997). Youth corps: Promising strategies for young people and their communities. Cambridge, MA: Abt. Associates Inc.
- Kellert, S. R., & Derr, V. (1998). *A national study of outdoor wilderness experience*. Unpublished Paper for Yale School of Forestry and Environmental Studies.

APPENDIX A: PLSC SURVEY

Public Lands Service Coalition Evaluation

Name: _____

Corps Name: _____

Where you part of a "River Restoration Watershed Program"? No _____ Yes _____

Section 1a - Please indicate if you plan on participating in any of these activities over the next year.

Activity Categories	NO	YES	Activity Categories	NO	YES
EXAMPLE: Fishing	X		Kayaking (Recreational)		
Adventure Racing			Kayaking (Sea/Touring)		
Backpacking Overnight - More Than 1/4 Mile From Vehicle/Home			Kayaking (White Water)		
Bicycling (BMX)			Rafting		
Bicycling (Mountain/Non-Paved Surface)			Running/Jogging		
Bicycling (Road/Paved Surface)			Sailing		
Bird Watching - More Than 1/4 Mile From Home/Vehicle			Scuba Diving		
Boardsailing/Windsurfing			Skateboarding		
Camping (RV)			Skiing (Alpine/Downhill)		
Camping (Within 1/4 Mile of Vehicle/Home)			Skiing (Cross-Country)		
Canoeing			Skiing (Freestyle)		
Climbing (Sport/Indoor/Boulder)			Snorkeling		
Climbing (Traditional/Ice/Mountaineering)			Snowboarding		
Fishing (Fly)			Snowshoeing		
Fishing (Freshwater/Other)			Stand Up Paddling		
Fishing (Saltwater)			Surfing		
Hiking (Day)			Telemarking (Downhill)		
Hunting (Bow)			Trail Running		
Hunting (Handgun)			Triathlon (Non-Traditional/Off Road)		
Hunting (Rifle)			Triathlon (Traditional/Road)		
Hunting (Shotgun)			Wakeboarding		
Kayak Fishing			Wildlife Viewing More Than 1/4 Mile From Home/Vehicle		
			Other: _____		

Section 1b

1. What type of influence did your corps experience have on your plans to participate in the previously listed activities?

- a. No influence
- b. Minimal influence
- c. Some influence
- d. Strong influence
- e. Very strong influence

2. Over the next year, do you plan on purchasing gear and/or apparel related to any of the activities listed in the previous question?

- a. No
- b. Yes

3. How much do you estimate you will spend on outdoor recreation gear and/or apparel over next year?

- a. \$0
- b. \$1-\$100
- c. \$101-\$200
- d. \$201-\$300
- e. \$301-\$400
- f. \$401-\$500
- g. More than \$500

4. What type of influence did your corps experience have on your plans to purchase outdoor recreation gear and/or apparel?

- a. No influence
- b. Minimal influence
- c. Some influence
- d. Strong influence
- e. Very strong influence

5. Other than your involvement in this conservation corps, how involved have you been **over the last** year in programs or service learning projects where you work in the outdoors or learn about the environment?

- a. Not at all involved
- b. Minimally involved
- c. Somewhat involved
- e. Very involved
- d. Heavily involved

Section 1c

1. Please use the following scale to respond to each statement. Circle the number that best describes how true each statement is for you. Only circle one number.

1	2	3	4	5
Very Untrue				Very True

1	Our crew is united	1	2	3	4	5
2	Our crew members like to spend time together	1	2	3	4	5
3	Our crew is committed to its objectives	1	2	3	4	5
4	Our crew can resolve problems	1	2	3	4	5
5	Our crew does not give up easily	1	2	3	4	5
6	Our crew keeps working to reach our goals	1	2	3	4	5
7	Our crew members work well together	1	2	3	4	5

Section 2

1. We would like to get your feedback on various aspects of your Conservation Corps experience. For each of the following items indicate, using the scale below, how **important** each component was for you?

	1 Very Unimportant	2 Not Important	3 Average	4 Important	5 Very Important
1	Opportunities for Career Development				1 2 3 4 5
2	Opportunities to Learn New Skills				1 2 3 4 5
3	Meaningful Work Project				1 2 3 4 5
4	Leadership Opportunities				1 2 3 4 5
5	Opportunities to Gain New Knowledge				1 2 3 4 5
6	Provided Training				1 2 3 4 5
7	The Work Project Setting (e.g., backcountry, etc.)				1 2 3 4 5
8	Interactions with Crew Leaders/Staff				1 2 3 4 5
9	Quality of the Provided Equipment				1 2 3 4 5
10	Opportunities to Make an Impact				1 2 3 4 5

2. Now think about how well your Conservation Corps organization **performed** in each of these same areas.

	1 Very Poor	2 Poor	3 Average	4 Good	5 Very Good
1	Opportunities for Career Development				1 2 3 4 5
2	Opportunities to Learn New Skills				1 2 3 4 5
3	Meaningful Work Project				1 2 3 4 5
4	Leadership Opportunities				1 2 3 4 5
5	Opportunities to Gain New Knowledge				1 2 3 4 5
6	Provided Training				1 2 3 4 5
7	The Work Project Setting (e.g., backcountry, etc.)				1 2 3 4 5
8	Interactions with Crew Leaders/Staff				1 2 3 4 5
9	Quality of the Provided Equipment				1 2 3 4 5
10	Opportunities to Make an Impact				1 2 3 4 5

Section 3: Reflective Statements

IMPORTANT INSTRUCTIONS: The following items ask you to respond to statements about your *current* and *past* attitudes, knowledge, and behavior towards a variety of topics. Each item has two parts:

1a. The first part is about your current attitudes, knowledge and behavior.

1b. The second part asks you about your attitudes, knowledge and behavior before participating in a conservation corps program.

1	2	3	4	5
Very Untrue				Very True

Section 3a

1	I plan to pursue further natural resource management related education.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
2	I plan to pursue further outdoor industry related education (e.g., leisure service management, business management, outdoor skill training, etc.).	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
3	I plan on pursuing a natural resource management related career.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5

Section 3b - Please use the scale at the top of the page to respond to each statement. Circle the number that best describes how true each statement is for you. Only circle one number.

1	I am very interested in being a part of my community.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
2	I feel I have the ability to make a difference in my community.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
3	I try to find the time to make a positive difference in my community.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
4	I am very interested in joining local groups, projects or clubs.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5

Section 3c - Please use the following scale to respond to each statement. Circle the number that best describes how true each statement is for you. Only circle one number.

1	2	3	4	5
Very Untrue				Very True

1	There is already an adequate amount of public lands in this country	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
2	Additional public lands need to be acquired	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
3	Acquiring additional public lands is a good idea	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
4	I am willing to contribute money to assist in the acquiring of public lands.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
5	The government should set aside more money for acquiring public lands	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
6	The management of public lands is an important national issue	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
7	Public lands are important to my quality of life	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
8	We need to preserve public lands to protect wildlife habitat	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
9	Federal and State governments should set aside current public lands or acquire new public lands for outdoor recreation	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5

Section 3d - Please use the following scale to respond to each statement. Circle the number that best describes how true each statement is for you. Only circle one number.

1	2	3	4	5
Very Untrue				Very True

1	If I ever get extra income I will donate some money to an environmental organization.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
2	I would like to join and actively participate in an environmental group.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
3	I don't think I would help to raise funds for environmental protection.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
4	I would not get involved in an environmental organization.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
5	I am prepared to help out in an environmental protecting fund-raising effort.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
6	I would not want to donate money to support an environmental cause.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
7	I would not go out of my way to help recycling campaigns.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
8	I often try to persuade others that the environment is important.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
9	I would like to support an environmental organization.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
10	I would never try to persuade others that environmental protection is important.	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5

Section 3e - Please use the following scale to respond to each statement. Circle the number that best describes how true each statement is for you. Only circle one number.

1	2	3	4	5
Very Untrue				Very True

1	I can be a good group leader	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
2	I can help a group be successful	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
3	I can be happy even when my group has decided to do something I don't want to do	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
4	I can appreciate opinions that are different from my own	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
5	I can place group goals above the things that I want	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
6	I can cooperate with others	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
7	I can be a team-player in a small group	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
8	I know I can get along with other people in a small group	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5

Section 3f - Please use the following scale to respond to each statement. Circle the number that best describes how true each statement is for you. Only circle one number.

1	2	3	4	5
Very Untrue				Very True

1	Once I know what needs to be done, I am good at planning how to do it.	1 2 3 4 5
	Before participating in the conservation corps, how would you have responded to this statement?	1 2 3 4 5
2	When I see something that needs to be done, I try to get my friends to work on it with me.	1 2 3 4 5
	Before participating in the conservation corps, how would you have responded to this statement?	1 2 3 4 5
3	I am pretty good at organizing a team of people to do a project.	1 2 3 4 5
	Before participating in the conservation corps, how would you have responded to this statement?	1 2 3 4 5
4	If I'm the leader of a group, I make sure that everyone in the group feels important.	1 2 3 4 5
	Before participating in the conservation corps, how would you have responded to this statement?	1 2 3 4 5
5	I feel like I can stand up for what I think is right, even if my friends disagree.	1 2 3 4 5
	Before participating in the conservation corps, how would you have responded to this statement?	1 2 3 4 5
6	When I see something that is wrong, I try to change it.	1 2 3 4 5
	Before participating in the conservation corps, how would you have responded to this statement?	1 2 3 4 5

Section 3g - Please use the following scale to respond to each statement. Circle the number that best describes how true each statement is for you. Only circle one number.

1	2	3	4	5
Very Untrue				Very True

1	I accept responsibility for my actions	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
2	I own up to my mistakes	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
3	I don't blame others for my mistakes	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
4	If I mess something up, I try to make things right	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
5	If I make a mistake, I try to fix it	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5
6	If I hurt someone's feelings, I apologize	1	2	3	4	5
	Before participating in the conservation corps, how would you have responded to this statement?	1	2	3	4	5

Section 4

1. How long did you participate in your conservation corps program?
 - a. One Month or Less
 - b. Two Months
 - c. Three Months
 - d. Four Months
 - e. Five Months
 - f. Six Months or More

2. What is your home residence **ZIP code**? _____

3. What is your date of birth? ____/____/____

4. Please indicate the highest level of school you have completed.
 - a. Less than high school
 - b. High school graduate
 - c. Some college
 - d. College graduate
 - e. Post-college/Graduate School

5. Please indicate your current education status.
 - a. No longer in school
 - b. Continuing in school

6. Sex? Female_____ Male_____

7. Which of the following best describe the household in which you grew up?
 - a. I lived with both my mother and father and they were married
 - b. I lived with both my mother and father, and they were not married
 - c. I lived with either my mother or father and a step-parent
 - d. I lived with a single parent
 - e. I lived in foster care or group residential setting
 - f. Other _____

8. What is your father's occupation? _____

9. What is your mother's occupation? _____

10. What is the annual household income for the household in which you grew up?
 - a. \$0 to \$25,000
 - b. \$25,001 to \$50,000

- c. \$50,001 to \$75,000
- d. \$75,000 to \$100,000
- e. \$100,000 or more

11. What is the highest grade your mother completed in school?

- a. Less than high school
- b. High school graduate
- c. Some college
- d. College graduate
- e. Post-college/Graduate School

12. What is the highest grade your father completed in school

- a. Less than high school
- b. High school graduate
- c. Some college
- d. College graduate
- e. Post-college/Graduate School

13. How would you describe your family's finances growing up?

- a. At the end of a typical month, we had money left over
- b. At the end of a typical month, we had just enough money to cover expenses
- c. At the end of a typical month, we didn't have enough money to cover expenses

14. How would you describe your family's standard of living compared with other families?

- a. A lot better
- b. Better
- c. About the same
- d. Worse
- e. A lot worse

15. Please share with us one or two sentences that best summarize your conservation corps experience.

Thank you for your willingness to help with this evaluation! Your insights are appreciated and will assist us in continuing to offer high quality programs.