

The Corps Network Opportunity Youth Outcome Evaluation – Final Report

June 7, 2023

SUBMITTED TO:

Candace Hollingsworth
The Corps Network
1275 K Street NW, Suite 1050
Washington, DC 20005

*Value of thought.
Value of solution.*

SUBMITTED BY:

JBS International, Inc.
155 Bovet Road, Suite 210
San Mateo, CA 94402



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This report was prepared by JBS International, Inc. 155 Bovet Road, Suite 210, San Mateo, CA, 94402, pursuant to a contract with The Corps Network.

Authors

Stephanie J. Smith, M.S., Research Associate

Annie Georges, Ph.D., Senior Research Associate

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Executive Summary

The Corps Network (TCN) acts as a support system for over 150 locally based organizations, referred to as Corps, across the United States by providing access to funding, project opportunities and offering expertise in Corps operations and programming. Collectively, the Corps engages young adults between the age of 16 and 24 and veterans up to age 35 in service projects that address recreation, conservation, disaster response, and community need. During the term of service, this opportunity to serve the community allows Corpsmembers to gain work experience and develop practical skillsets. This study focuses on TCN's Opportunity Youth Service Initiative (OYSI), an AmeriCorps-funded program that serves individuals between the age of 16 and 24 who are neither in school nor working. OYSI provides education and conservation service experience to individuals experiencing barriers such as poverty, unemployment, past court involvement, and physical or learning disability. Through the term of service, OYSI Corpsmembers develop job skills, earn certifications, complete their high school requirements, and receive assistance in transitioning to postsecondary education or the workforce.

This report describes the results from an outcome evaluation that examines changes in employment and education for OYSI participants at the end of their term of service. TCN administered two surveys for this evaluation. The first survey, an enrollment survey, was administered to incoming OYSI participants before the start of their term of service. TCN administered the second and final survey, the post-program survey, to individuals who completed the enrollment survey after their completion of service with TCN. This post-program survey captures individual outcomes at two different time points: three months and six months post-service.

Key Findings

The key findings of OYSI participants include the following:

- Increased educational outcome - Within six months of completing service, a higher proportion of participants had completed high school and enrolled in post-secondary education.
- Increased employment outcome - Within six months of completing service, half of graduating participants found employment.
- Increased average hourly wages – Within six months of completing service, the average hourly wage earned by participants was 21 percent higher than the average hourly wage at the time of enrollment.
- Increased confidence in ability to reach career and education goals - Following service, a higher proportion of members felt confident they could successfully manage a job interview, prepare a resume, and apply for financial aid.
- Improved life skills - A higher proportion of members felt they could deal with problems and overcome unexpected situations.
- Increased confidence in ability to solve community problems - A higher proportion of members felt they could organize and run a meeting, contact officials, and get people to care about a problem impacting their community.
- Decreased participation in community – Six months following the end of service, a

smaller proportion of participants indicated they plan to become involved in issues that impact their community.

Summary

On average, OYSI participants saw increases in educational enrollment and attainment and employment in the six months following their service. The analysis shows that, within three months following service, education, employment, and hourly wages increased. Participants reported greater confidence in self-efficacy and problem-solving skills. Civic engagement did not change after completing OYSI. There was no change in the proportion of members who are aware of the needs of their communities, and there was no change in the proportion of members who believe in the value of voting in elections. The proportion of Corpsmembers who planned to become involved in their own communities decreased post-service.

The study uses a pre-post design to examine change in outcome; it does not use a control group. The pre-post design does not control for extraneous factors that could have influenced outcomes such as for example maturation effect or selection bias. Maturation effect occurs with the passage of time and is independent of external events. It is possible that participants would have improved in their education and employment outcomes due to their own personal growth that occur with time. The selection bias may be present if the individuals who chose to join OYSI were more motivated to further their education and employment goals compared to nonparticipating individuals of similar background and characteristics. These limitations restrict the study's ability to determine causal impacts of the OYSI program.

Introduction

The Corps Network is an association of more than 150 locally based organizations, referred to as Corps, that engage young adults in service projects that address recreation, conservation, disaster response, and community needs. The Corps Network supports Corps through advocacy, providing access to funds and project opportunities, and offering expert guidance in operations and programming. Many Corps receive grants from AmeriCorps to support Corps participants. During the term of service that lasts from a few months to a year, Corps participants – or Corpsmembers – gain work experience and develop professional and life skills. Corps provides participants educational programming, mentoring, and access to career and personal counseling.

The Corps Network's theory of change holds that engaging young people in national service on projects that promote environmental stewardship substantially improves the natural environment (i.e., public lands, trails, and waterways) while providing them with valuable technical and workforce skills and experience that position them for meaningful careers. In 2013, TCN launched the Opportunity Youth Service Initiative (OYSI). Opportunity Youth are young adults between the ages of 16 and 24 who are neither employed in the labor market nor enrolled in school (Aspen Institute, 2014). These young adults are called “opportunity youth” to reflect their perseverance in seeking viable pathways to economic stability and as a reminder that supporting their goals is an important step toward a brighter future for employers and the nation (Aspen Institute, 2014)¹. TCN designed OYSI to provide education and conservation service experience to individuals experiencing barriers such as poverty, unemployment, past court involvement, physical or learning disability. OYSI Corpsmembers develop job skills, earn certifications, complete their high school requirements, and receive assistance in transitioning to postsecondary education or the workforce. The theory of change employed by OYSI takes that work a step further: engaging opportunity youth in Corps programs with strong supportive services and classroom- and field-based training puts them on a pathway to increased educational attainment and employment. The OYSI engages diverse youth and young adults in environmental stewardship projects that improve access to public lands and promote energy efficiency in low-income housing. Through their participation in the program, Corpsmembers connect with educational opportunities, develop valuable job skills, and are exposed to various career options.

Evaluation Design

The design is a non-experimental outcome evaluation. The sample consists of Corpsmembers who meet TCN's definition of "opportunity youth" (ages 16 to 24) serving at 14 Corps participating in OYSI. As an outcome evaluation, the analysis examines the education and employment outcomes of Corpsmembers after the completion of service. The primary objective of the evaluation is to examine whether the Corps model meets its goal of increasing employment and educational opportunity for OYSI participants. The evaluation questions examine education and employment which are the two key outcomes of the programs' theory of change. The specific evaluation questions are:

¹ Aspen Institute (2014, December). Opportunity Youth Network. Retrieved from <http://aspencommunitysolutions.org/press-release-aspens-institute-convening-explores-educational-and-employment-opportunities-for-opportunity-youth/>.

Educational Outcomes

1. Do opportunity youth who, at the time of enrollment in an AmeriCorps program, do not have a HS diploma or GED certificate, obtain one within three months of completing a term of service?
2. Do opportunity youth who, at the time of enrollment in an AmeriCorps program, do not have a HS diploma or GED certificate, obtain one within six months of completing a term of service?
3. Are opportunity youth who are not enrolled in post-secondary education at the time of enrollment in AmeriCorps programs enrolled in post-secondary education within three months of completing a term of service?
4. Are opportunity youth who are not enrolled in post-secondary education at the time of enrollment in AmeriCorps programs enrolled in post-secondary education within six months of completing a term of service?

Employment Outcomes

5. Are opportunity youth who are unemployed at the time of enrollment in AmeriCorps programs employed within three months of completing a term of service?
6. Are opportunity youth who are unemployed at the time of enrollment in AmeriCorps programs employed within six months of completing a term of service?
7. Do opportunity youth who were employed within three months of completing a term of service remain employed within six months of completing a term of service?

Benchmark Employment Outcomes

8. Within six months of completing a term of service, how does the employment rate of opportunity youth in AmeriCorps programs compare to the average rate of employment for similar youth in the geographic area?

Survey Administration

TCN administered the initial enrollment survey between October 2020 and November 2021 using the survey platform Form Assembly. JBS staff trained three Corps Network staff in survey administration in November 2020 following a train-the-trainer model. TCN provided the survey link to each of the fourteen participating OYSI programs. OYSI staff distributed the survey link to incoming members at the time of enrollment. The enrollment survey collected demographic data such as age, gender, and race/ethnicity; baseline data on education and employment; and data on self-efficacy, problem solving skills, and community and civic engagement.

Changes in Survey Administration

The initial evaluation plan included the enrollment survey and three surveys after the term of service: (1) an exit/satisfaction survey administered upon completion of the program; (2) a 3-month post program survey and (3) a 6-month post program survey. In July 2021, after monitoring the response rates for the three surveys, JBS and TCN agreed that it was not viable to administer three separate post-program surveys. TCN submitted a request to AmeriCorps to change the data collection to combine the 3-month and 6-month post program survey. TCN

received approval to administer one post-survey that includes questions to capture 3-month post-program and the 6-month post-program outcomes. In an effort to secure a high response rate, TCN offered a \$50 incentive to participants who complete the updated post-program survey.

JBS and TCN administered the updated post-program survey between November 2022 and February 2023. Using contact information from the enrollment stage, JBS staff sent individualized survey links to participants. TCN sent JBS daily survey response reports that JBS used to track respondents and send incentives to participants. JBS staff sent at least three email reminders and made one phone call to nonrespondents.

Sample Size and Response Rate

The Corps Network affiliates that offer OYSI programming administered the enrollment survey to OYSI incoming Corpsmembers between October 2020 and November 2021. JBS and TCN administered the post-program survey between November 2022 and February 2023. Table 1 shows the number of respondents for both surveys. Four hundred OYSI participants completed the enrollment survey. Of the 400 participants, 263 completed the post-program survey, resulting in a response rate of 66 percent.

Table 1: Survey response rates

	Enrollment Respondents	Post-Program Respondents	Response Rate
Participants	400	263	66%

Non-Response Bias Analysis

Due to the response rate being below 80 percent, we completed a non-response bias analysis to determine the potential for bias, and if any bias was present, describe its direction and magnitude. The non-response bias analysis indicates none to minimal bias. Appendix A provides a full list of the variables and a full description of the non-response analysis. The variable with the highest relative bias was negative two percent for female participants, indicating female participants were slightly less likely to respond to the post-program survey. Additionally, the Hispanic or Latino indicator also had a relative bias of negative two percent. We ran logistic regressions to examine the effects of each variable on non-response. The logistic regression results showed that there were no groups that were significantly more likely to respond to the survey.

Overview of Sample Characteristics of OYSI Participants

This section provides an overview of the characteristics of OYSI participants who completed both the enrollment survey and the post-program survey. These characteristics include demographics, government resources used, and perceived barriers to employment.

Demographics

Table 2 shows the sample’s demographic characteristics of the sample that responded to the enrollment survey and the sample that responded to the post-program survey. More than half (57%) of the participants who completed the post-program survey identify as male, followed by

female at 37 percent and non-binary at six percent. The average age of a participant is 22 years old, with 70 percent of participants in the 21 to 24 years-old range. Almost half (49%) identify as White, followed by Hispanic/Latino participants (18%) and Black/African American participants (15%). About 11 percent identify as American Indian/Alaskan Natives, 7 percent identify as multiracial, and one percent identify as Asian.

Additional characteristics shown in Table 2 include participant's military status, voter registration status, if the participant is a primary caregiver, criminal conviction history, and if there are any physical or mental limitations. OYSI participants did not serve in the military (98%). More than two-thirds (70%) of participants are registered to vote; however only 58 percent reported having voted in the last presidential election. About 4 percent indicated they were a primary caregiver of a child or another adult.

About five percent of participants have been convicted in a civilian court as an adult or a juvenile of any offense. There is a similar distribution when participants were asked if they were currently facing charges for any offense or if they were on probation or parole, with 99 percent stating, 'no they are not' and one percent stating, 'yes they are.' Most (80%) participants do not feel limited in any activities because of physical, emotional, or mental barriers.

Table 2: Demographic characteristics at enrollment and post-program

Demographic	N at enrollment	Percentage – enrollment respondents	N at post program	Percentage – post program respondents
Gender				
Male	364	55%	235	57%
Female	364	39%	235	37%
Non-Binary	364	6%	235	6%
Age				
Ages 18 and under	400	15%	263	11%
Ages 19-20	400	20%	263	19%
Ages 21-24	400	65%	263	70%
Race & Ethnicity				
Asian	400	1%	261	1%
Multiracial	400	5%	261	7%
American Indian or Alaskan Native	400	10%	261	11%
Black or African American	400	14%	261	15%
Hispanic or Latino	400	18%	261	18%
White	400	52%	261	49%
Other Characteristics				
Served in the military - Yes	398	2%	262	2%
Registered to vote - Yes	391	69%	256	70%
Voted in the last presidential election - Yes	392	56%	256	58%
Primary caregiver of a child - Yes	399	2%	263	5%
Primary caregiver of an adult - Yes	399	2%	263	4%
Convicted of an offense by a court of law – Yes	390	5%	258	5%
Currently facing charges or on parole - Yes	391	3%	258	1%
Limited by physical, mental, or emotional barriers - Yes	391	16%	256	20%

Table 3 shows the local services (e.g., job center, employment development, adult school/community college, health clinic, housing support) and government supports (e.g., food assistance, housing assistance, health care assistance) that participants reported accessing. At post program, 29 percent (N = 77) of participants reported using one or more local services. Of that 29 percent, 18 percent reported visiting job centers, and 20 percent reported visiting food banks. Other local resources used are community health clinics (10%), homeless shelters (9%), and crisis centers (3%).

At enrollment about 28 percent (N = 110) reported receiving government supports; at post program, the percentage of the participants who reported receiving government supports was

higher at 36 percent (N = 94). Food assistance and healthcare assistance were the most frequent types of government support (Table 3).

Table 3: Resources used by OYSI participants at enrollment and post-program

Resource	Percentage – enrollment respondents	Percentage – post program respondents
Local Services		
Job center	27%	18%
Local employment development division	22%	21%
Housing center	18%	13%
Adult school/Community college extension program	17%	12%
Food bank	25%	20%
Mutual support or other assistance programs	13%	21%
Community health clinic	10%	10%
Crisis center	5%	3%
Homeless shelter	3%	9%

The sample size at enrollment is 60, the sample size at post-program is 77.

Federal & State Supports		
Food assistance (WIC, SNAP)	59%	53%
Healthcare assistance (Medicaid or other health insurance)	52%	48%
Housing assistance (housing vouchers)	15%	12%
Other financial or practical assistance (TANF, childcare assistance)	9%	13%

The sample size at enrollment is 110, the sample size at post-program is 94.

Perceived Barriers to Employment

The enrollment survey included several statements to gauge participants’ perceptions of barriers to employment. Each statement was on a three-point Likert scale: not a barrier to employment, a barrier that can be overcome, or a large barrier to employment. The post-program survey included the same statements to gauge change in participants’ perception of the same types of barriers to employment.

Table 4 shows that the proportion of participants who perceived barriers to employment decreased. At the time of enrollment, participants indicated that not having enough work experience and not having enough education for a desired job were the biggest personal barriers for them to gain employment. After completing their term of service, 37 percent did not perceive work experience as a barrier compared to 24 percent at enrollment, and 40 percent indicated that education level was not a barrier to employment compared to 32 percent at enrollment. Participants also demonstrated more confidence in their interview and resume skills with nearly three-fourths stating that these skills are not a barrier to employment.

Table 4: Percent of participants responding 'Not a barrier'

Barrier	At Enrollment	Post-Program
Not enough work experience	24%	37%
Not enough education	32%	40%
No jobs available where I live	45%	51%
Not good at interviews or do not know how to create resumes	61%	72%
Have family or other responsibilities that interfere	60%	60%
Do not have transportation	59%	62%
Can make more money not in an “official” job	66%	64%
Illness or injury make it challenging to find a job	78%	76%
Credit issues make it hard	83%	84%
Criminal record makes it hard	85%	87%

The sample size at enrollment is 388, the sample size at post-program is 263.

Findings

The evaluation examines the change in employment and educational outcomes for TCN OYSI participants. The following sections examines outcomes for the 263 participants who completed both the enrollment survey and the post-program survey, focusing first on educational attainment and enrollment and employment attainment and retention. Additionally, we examine changes in life skills, self-efficacy, and civic engagement. We organize the findings by evaluation questions.

Changes in Participant Education After Completing Service

By providing educational support, OYSI develops pathways for opportunity youth who are having educational difficulties. During their service, participants are able to complete their high school requirements and receive assistance in transitioning to post-secondary education. This section describes the changes in participants’ educational attainment from the time of enrollment to three months after graduation, and then six months after graduation.

Completion of High School Education

This section focuses on the following research questions:

- Do opportunity youth who, at the time of enrollment in an AmeriCorps program, do not have a HS diploma or GED certificate, obtain one within three months of completing a term of service?
- Do opportunity youth who, at the time of enrollment in an AmeriCorps program, do not have a HS diploma or GED certificate, obtain one within six months of completing a term of service?

At the time of enrollment, more than one-third (36%) had already obtained a high school diploma/GED, 28 percent had completed some college, and 25 percent had completed a degree beyond high school diploma or GED, with bachelor’s degree being most common (19%) followed by an associate degree (4%) and a graduate degree (2%). The percentage of enrolled

participants who did not have a high school diploma or GED is 10 percent, with 9 percent having completed some amount of high school and 1 percent of participants having completed middle school as their highest level of education (Table 5).

Table 5: Highest level of education completed

Level of Education Completed	At Enrollment	3-Month Post	6-Month Post
Middle School	1%	0%	0%
Some High School	9%	3%	2%
High School Diploma or GED	36%	35%	33%
Technical School / Apprenticeship	1%	1%	2%
Some College	28%	35%	37%
Associate Degree	4%	3%	3%
Bachelor's Degree	19%	21%	21%
Graduate Degree	2%	2%	2%

The sample size at enrollment and 3-month post is 263, the sample size at 6-month post is 185.

Participants were asked to report the highest level of education completed three months after they had completed their AmeriCorps service. At three months post service, the percentage of participants without a high school diploma or GED decreased from 10 percent to 3 percent at three months, and 2 percent at 6 months. The proportion with some college increased from 28 percent to 35 percent; and the proportion who completed a bachelors' degree increased from 19 percent to 21 percent. Between the 3-month and 6-month post-service, there are no differences in the completion of postsecondary education. There is a movement toward college enrollment. At the six months post program, 70 percent of participants reported they completed high school (33%) and have started college (37%).

At the time of enrollment, 10 percent of participants reported that they did not have a high school diploma or GED certificate. Table 6 shows the cumulative percentage of the participants who obtained a diploma at any time after completing their service, with 81 percent of participants obtaining a high school diploma or GED and 4 percent indicating they had completed some college. Overall, 85 percent of participants who did not have a high school diploma at the time of enrollment obtained one within three to six months after completing their term of service.

Table 6: OYSI participants completed high school after service

Level of Education Completed	Post-Program
High School Diploma or GED	81%
Some College	4%
Total:	85%

The sample size is 26.

Table 7 further examines changes in attainment within the three-month post program period. Among the participants with no high school diploma or GED certificate at the time of enrollment, 69 percent obtained a high school diploma or a GED certificate within three months of completing their service, while a quarter of participants (27%) were still completing high school.

Table 7: Percentage of OYSI participants who obtained a HS diploma 3-months after service

Level of Education Completed	3-Month Post
Some High School	27%
High School Diploma or GED	69%
Some College	4%

The sample size is 26.

Table 8 shows that over half of the participants (57%) who had not yet obtained a high school diploma or GED certificate at both enrollment and the 3-month mark obtained one by six months after their service completion.

Table 8: Percentage of OYSI participants who obtained a HS diploma 6-months after service

Level of Education Completed	6-Month Post
Some High School	43%
High School Diploma or GED	57%

The sample size is 7.

Enrollment in Post-Secondary Education

This section focuses on the following research questions:

- Are opportunity youth who are not enrolled in post-secondary education at the time of enrollment in AmeriCorps programs enrolled in post-secondary education within three months of completing a term of service?
- Are opportunity youth who are not enrolled in post-secondary education at the time of enrollment in AmeriCorps programs enrolled in post-secondary education within six months of completing a term of service?

Post-secondary education includes universities, colleges, and trade schools and certification courses. For participants who did not already have either an associate degree, bachelor's degree, or graduate degree at the time of enrollment, 76 percent reported they were not enrolled in post-secondary education (Table 9).

Table 9: Percentage of OYSI participants enrolled in post-secondary education at enrollment

	At Enrollment
Not enrolled in any post-secondary education	76%
Completed post-secondary education	24%

The sample size is 194.

Table 10 shows the cumulative percentage of participants who reported they were enrolled in post-secondary education after completing their service. Of the 76 percent (N = 147) who were not enrolled in post-secondary at enrollment, one quarter of participants (24%, N = 36) enrolled within 3-months of completing their service, and 12 percent (N =17) enrolled after the 6-month mark.

Table 10: OYSI participants enrolled in post-secondary education after service

	Post-Program
Enrolled in post-secondary education at 3-month post program	24%
Enrolled in post-secondary education at 6-month post program	12%
Total:	36%

The sample size is 147.

Once enrolled in post-secondary education, the majority remained in school. Of the 47 participants who were enrolled but had not yet completed their post-secondary education, 57 percent were still enrolled at both the 3-month post program mark and the 6-month post program mark. Additionally, of the 36 participants who were newly enrolled at the 3-month mark, 61 percent (N = 22) were still enrolled in post-secondary education at the 6-month mark.

Changes in Participant Employment After Completing Service

TCN's theory of change is to facilitate OYSI participants' career development by providing opportunities to build careers through on-the-job training, certifications, skill development, and career guidance. As such, OYSI bridges the gap between its Corpsmembers and the employment opportunities they seek.

Employment Status

This section focuses on the following research questions:

- Are opportunity youth who are unemployed at the time of enrollment in AmeriCorps programs employed within three months of completing a term of service?
- Are opportunity youth who are unemployed at the time of enrollment in AmeriCorps programs employed within six months of completing a term of service?
- Do opportunity youth who were employed within three months of completing a term of service remain employed within six months of completing a term of service?

After completion of service, close to half (49%) of participants were looking for work or continuing their education (28%), as seen in Table 11. None of the participants indicated that their place of employment closed due to the Covid-19 pandemic, and only a small proportion (2%) of them reported being on furlough due to the pandemic.

Table 11: OYSI participants want to find employment

	At Enrollment	Post-Program
Looking for work	35%	49%
Pursuing school or training instead of work	16%	28%
Engaged in a full-time volunteer position, internship, or apprenticeship	15%	9%
Not looking for work	24%	5%
Disabled, not able to work	1%	5%
Engaged in a part-time volunteer position, internship, or apprenticeship	9%	2%
On layoff or furlough, including because there is not enough work due to Covid-19	-	2%
Place of employment is closed due to Covid-19	-	0%

The sample size at enrollment is 259, the sample size at post-program is 257.

At the time of enrollment, 85 percent of participants indicated that they were not employed. (Table 12).

Table 12: Percentage of OYSI participants employed at enrollment

	At Enrollment
Not currently employed	85%
Currently employed	15%

The sample size is 260.

Table 13 shows the cumulative percentage of participants who reported they were newly employed after completing their service. Of the 85 percent of participants who were not employed at enrollment, 54 percent of them were employed within 3- to 6-months of completing their terms of service. Nearly half of participants (42%, N=93) were employed within 3-months of completing their service, and 12 percent (N=27) found employment after the 3-month mark.

Table 13: OYSI participants found employment after service

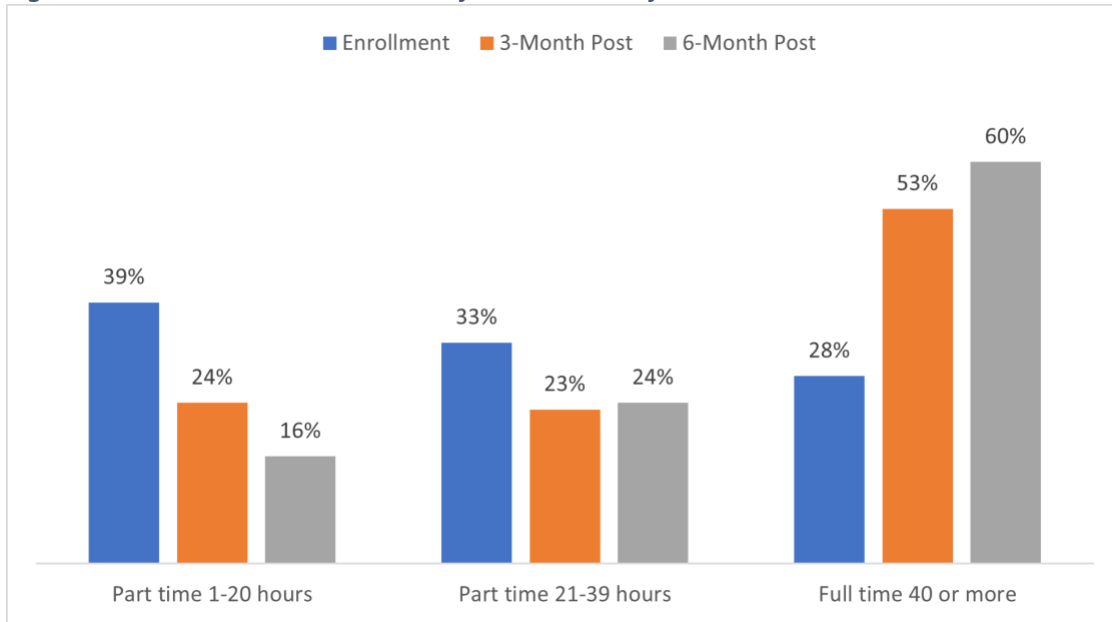
	Post-Program
Employed at 3-month post program	42%
Employed at 6-month post program	12%
Total:	54%

The sample size is 221.

Once employed, participants remained employed, as 60 percent of those who were working at the six-month mark were at the same place of employment as three months prior.

Hours worked increased following the term of service (Figure 1). At the time of enrollment over three-fourths of employed participants worked either 1-20 hours a week (39%) or 21-39 hours a week (33%). Three months after graduation, half of employed OYSI participants worked a full-time job for 40 hours or more a week. This proportion increased to 60 percent by six months after graduation. The average hourly wage increased from \$14.49, to \$16.16 three months after service, and increased to \$17.48 to six months after service.

Figure 1: Hours worked increased after the term of service



Comparison of Employment Rates to Other Youth

This section addresses the following research question:

- Within six months of completing a term of service, how does the employment rate of opportunity youth compare to the average rate of employment for similar youth in the geographic area?

Table 14 shows the employment rate² for the states with the highest concentration of participants. The highest rates of employment are in Michigan (100%), Montana (100%), Mississippi (80%), Minnesota (67%), and Ohio (67%).

² The OYSI employment rate was constructed using the number of employed participants in the state divided by the number of participants living in the state and looking for work.

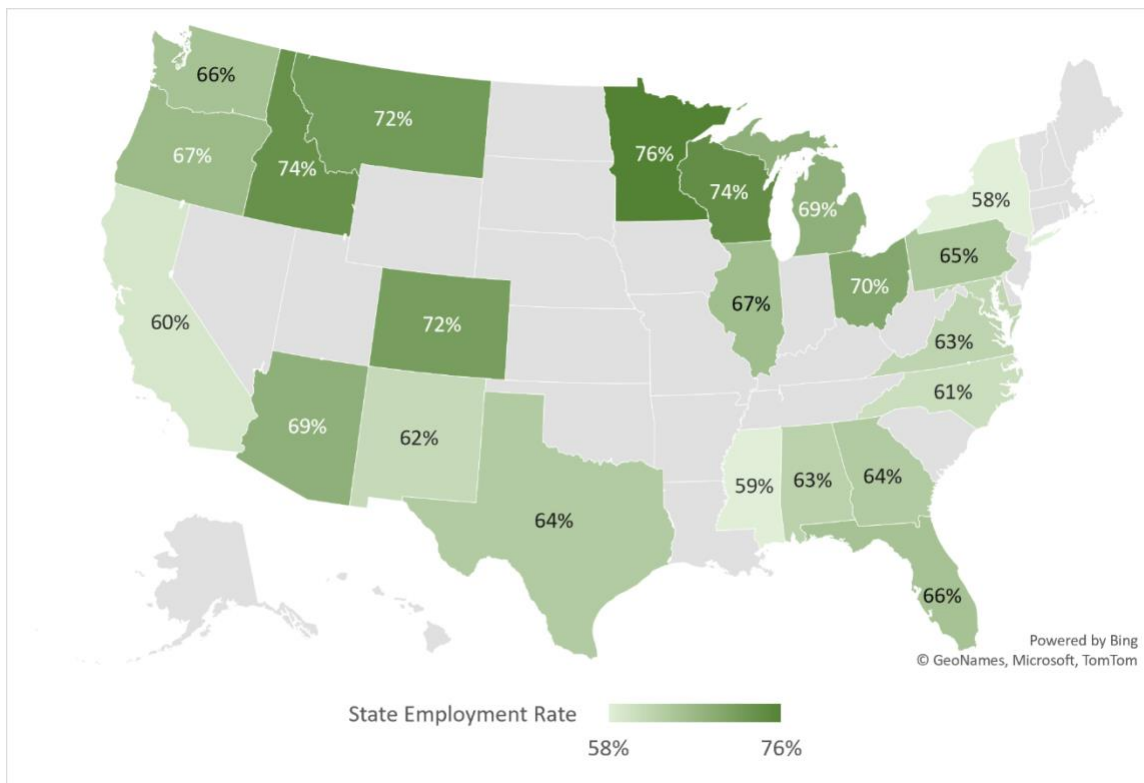
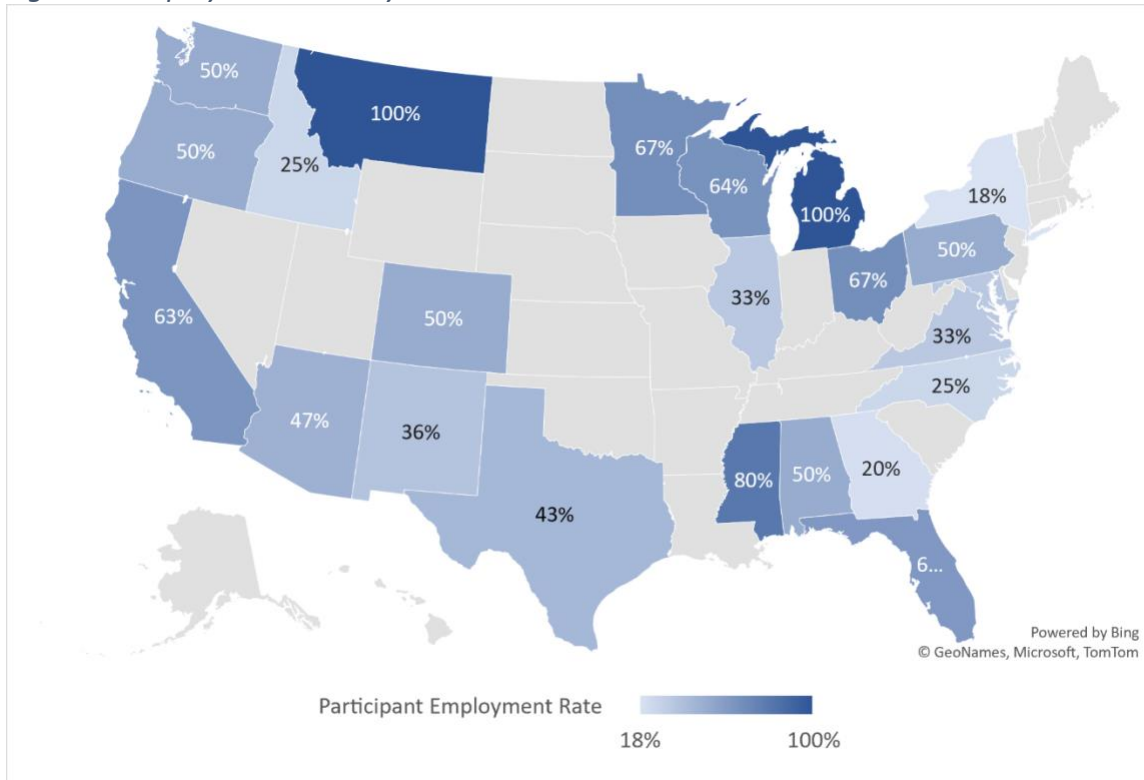
Table 14: OYSI participant employment rates

State	Employment Rate
Michigan	100%
Montana	100%
Mississippi	80%
Minnesota	67%
Ohio	67%
Wisconsin	64%
California	63%
Florida	61%
Alabama	50%
Colorado	50%
Oregon	50%
Pennsylvania	50%
Washington	50%
Arizona	47%
Texas	43%
New Mexico	36%
Illinois	33%
Maryland	33%
Virginia	33%
Idaho	25%
North Carolina	25%
Georgia	20%
New York	18%

To compare employment rates of participants to other youth we use state level Census Bureau employment statistics.³ Figure 2 displays the percentage of participants who are employed by state, as well as the average employment-to-population ratio by state. Participants in California, Mississippi, and Montana have higher employment rates compared to other youth in their state. More than three-fourths of the participants in Mississippi are employed (80%), compared to their state’s employment rate of 59 percent. Participants in Idaho and Georgia have employment rates far below their state’s average. For example, one quarter of the participants in Idaho are employed, compared to the state’s average of 74 percent.

³ The employment statistics are taken from the 2021 5-year estimates from the American Community Survey conducted by the U.S. Census Bureau. The 2021 5-year estimate takes the average from the years 2009-2021. We utilized state level employment-to-population ratios. The employment-to-population ratio shows the number of people currently employed as a share of the total working-age population. For this comparison we look specifically at employment-to-population ratios for individuals aged 20-24 only. In our comparison we only include participants aged 20-24, which makes up 90 percent of the sample.

Figure 2: Employment rates by state



Change in work and earnings due to Covid-19 Pandemic

The Covid-19 pandemic has had a widespread and persistent impact on the labor market. According to the U.S. Bureau of Labor Statistics, over 23 million jobs were lost due to the pandemic starting in April 2020. While 60 percent of jobs lost have returned, employment is still down compared to pre-pandemic levels.⁴

Table 15: Percentage of employed participants responding 'Yes'

	Percentage
I stopped working for an employer (voluntarily or involuntarily)	20%
I started working for a new employer	23%
My hours decreased	14%
My hours increased	6%
My earnings, including any overtime pay, tips and commissions, decreased	8%
My earnings, including any overtime pay, tips and commissions, increased	13%
I did not experience any changes in my work or earnings due to the coronavirus pandemic	51%

The sample size is 249.

Table 15 shows the change in work and earnings reported due to Covid-19 of participants who were employed at any time after completing their term of service. Half of the employed participants reported they did not experience any changes in hours or earnings due to the pandemic. Participants most frequently reported change in employer, whether beginning work for a new employer (23%) or ending a working relationship with an employer (20%). Additionally, 14 percent of participants reported their work hours decreased, yet 13 percent reported an increase in earnings due to the pandemic.

Changes in Participant Skills and Confidence After Completing Service

An important goal of the OYSI is to prepare participants to transition to postsecondary education or the workforce. The following section examines the changes in participants' education and career plans, self-assessment of problem-solving skills, confidence in achieving career and education goals, and community engagement from the time of enrollment to six months following service.

Education and Career Plans

Participants in OYSI responded to several statements about their general plans pertaining to career and education. There were no changes in the proportion of participants who plan to pursue postsecondary education from the time of enrollment to six months after graduation, with 77 percent of participants agreeing this is one of their goals. Table 16 shows the differences in the proportion of participants who agree with specific career goal statements. After completing their service, a higher proportion of participants agree that they have clear career goals (68%), and career plans (66%).

⁴ *The Employment Situation: April 2021*, USDL-21-0816 (U.S. Department of Labor, May 7, 2021), https://www.bls.gov/news.release/archives/empsit_05072021.htm.

Table 16: Participants gained clarity in their career plans

	At Enrollment	Post-Program
I have a clear idea of what my career goals are.	67%	68%
I have a plan for my career.	63%	66%
I know what to seek and what to avoid in developing my career path.	67%	66%

The sample size at enrollment is 256, the sample size at post-program is 263.

Self-Efficacy and Life Skills

Table 17 shows several statements that tap into the ability to deal with problems and overcome unexpected situations. Some of the statements also tap into self-efficacy by reflecting perceived ability to exert control over one’s own behavior and environment. A higher proportion of participants were more confident in their self-efficacy and life skills following the completion of the term of service. For six out of ten statements, there was an increase in the proportion of participants that agreed with the statement. For example, after service, 47 percent of participants agreed that they could overcome opposition to get what they want, compared to just 38 percent at the time of enrollment, and 88 percent of participants agreed they could handle unforeseen situations compared to 81 percent at the time of enrollment.

Table 17: Percentage of responding 'Agree' to self-efficacy and life skills statements

	At Enrollment	Post-Program
I can solve most problems if I invest the necessary effort	91%	93%
If I am in trouble, I can usually think of a solution	87%	90%
Thanks to my resourcefulness, I know how to handle unforeseen situations	81%	88%
I can always manage to solve difficult problems if I try hard enough	91%	88%
I can usually handle whatever comes my way	85%	86%
I am confident that I could deal efficiently with unexpected events	84%	84%
When I am confronted with a problem, I can usually find several solutions	81%	82%
I can remain calm when facing difficulties because I can rely on my coping abilities	77%	82%
It is easy for me to stick to my aims and accomplish my goals	78%	74%
If someone opposes me, I can find the means and ways to get what I want	38%	47%

The sample size at enrollment is 258, the sample size at post-program is 263.

Reaching Career & Education Goals

The survey included several statements to gauge the level of confidence in reaching career and education goals (Table 18). There was an increase in the proportion of participants ‘much confidence’ in their ability to apply for financial aid (70%), ability to pass a college course (77%) and ability to obtain a technical certification (78%). There was no change in the proportion of participants with ‘much confidence’ in completing a college or trade school application (75%).

Table 18: Percentage of participants responding 'Much confidence' to career and education goals statements

	At Enrollment	Post-Program
Career Related Items		
Use the internet to find information about occupations that interest you	79%	83%
Successfully manage the job interview process	66%	80%
Obtain formal training needed to support your career goals	74%	77%
Decide what you value most in an occupation	71%	75%
Select one occupation from a list of potential occupations you are considering	62%	74%
Identify some reasonable career alternatives if you are unable to get your first choice	69%	71%
Identify employers, firms, and institutions relevant to your career possibilities	66%	70%
Prepare a good resume	65%	70%
Find out about the average yearly earnings of people in an occupation	63%	69%
Determine what your ideal job would be	52%	62%
Sign up for health care	54%	57%
Education Related Items		
Obtain a certification in a technical or vocational field	74%	78%
Pass a college course	76%	77%
Complete a college or trade school application	75%	75%
Apply for financial aid to further your educational goals	65%	70%
Determine the steps to take if you are having academic trouble	68%	68%

The sample size at enrollment is 257, the sample size at post-program is 263.

Table 18 shows increases in the proportion of participants with 'much confidence' in career related statements. The proportion of participants with 'much confidence' in their ability to successfully manage the job interview process increased from 66 percent to 80 percent. Similarly, the proportion of participants who reported 'much confidence' in ability to prepare a good resume increased from 66 percent to 70 percent. The proportion of participants with confidence in other career related activities also increased, including the ability to select favorite occupation from a list (74%), determine ideal job (62%), and identify relevant employers, firms, and institutions (70%).

Community Engagement and Problem Solving

Participants responded to several statements about their engagement in communities. Table 19 displays the percentage of participants who responded 'agree' with statements on community engagement. There was an increase in the proportion of participants who agreed they felt a personal obligation to contribute to their communities (74%) and agreed that voting is an important obligation (71%). The biggest increase was in the proportion of participants who agreed they have a strong and personal attachment to a community, which increased from 58

percent to 64 percent. Despite increases in the proportion of participants who value voting and grew attachments to community, there was a decrease in the proportion of participants who were active or planned to be active in their own communities.

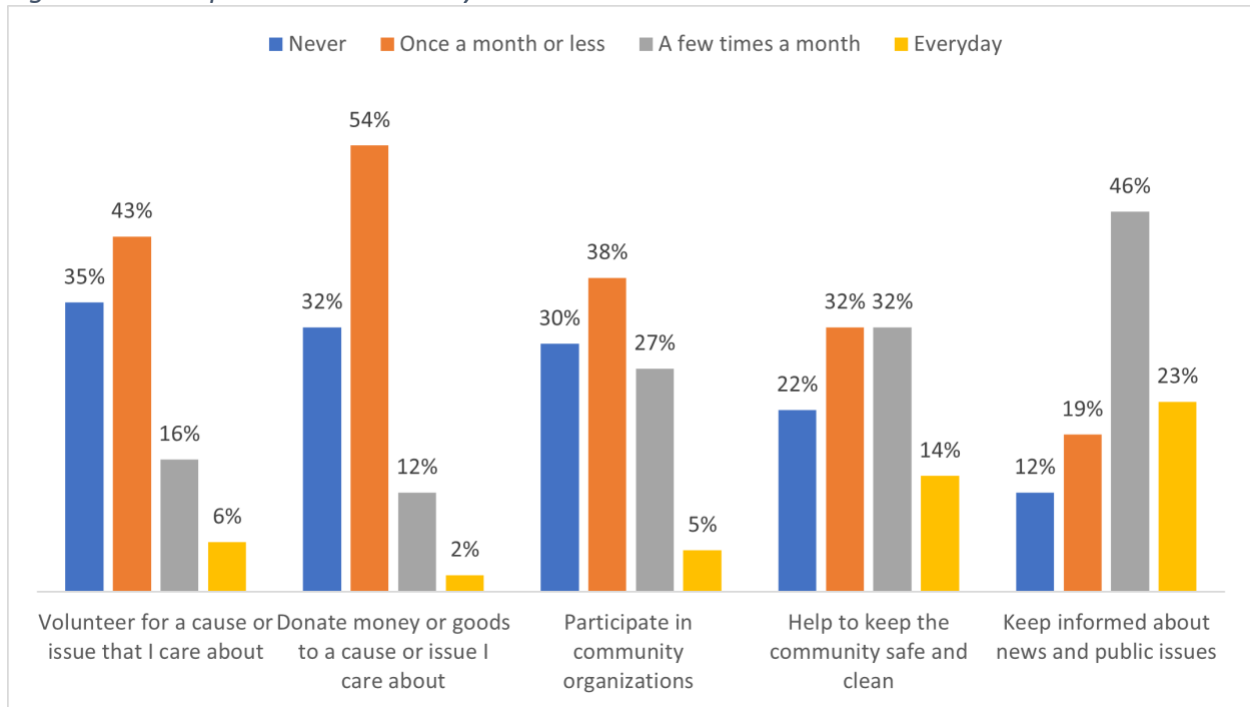
Table 19: Participants grew personal attachment to communities

	At Enrollment	Post-Program
I feel a personal obligation to contribute in some way to the community	75%	74%
I believe that voting in elections is a very important obligation that a citizen owes to the country	73%	71%
I am aware of the important needs in the community	70%	69%
I am or plan to become actively involved in issues that positively affect the community	75%	68%
I have a strong and personal attachment to a particular community	58%	64%

The sample size at enrollment is 257, the sample size at post-program is 263.

Figure 3 shows the frequency participants engaged in community activities following their service. The activity that the highest proportion of participants did every day was to keep informed about news and public issues at 23 percent. The activity that the lowest proportion of participants engaged in was to volunteer for a cause or issue that they care about with 35 percent indicating they never do this, and 43% indicating they do this once a month or less.

Figure 3: Participation in community activities



The sample size at enrollment is 263.

The survey collects information on participants' perceptions of their ability and participation in solving community problems. OYSI participants responded to several statements about how well they would be able to do certain tasks with the goal of dealing with a problem in their

community. This was measured on a scale of ‘I definitely could not do this’ to ‘I definitely could do this’ (Table 20).

Across all statements, there was an increase in the proportion of participants who felt they had the ability to solve community problems. Specifically, the proportion of participants who felt they could ‘call someone on the phone you had never met before to get their help’ increased from 73 percent to 85 percent; the proportion of participants who felt they could ‘Express your views on the internet or through social media’ increased from 66 percent to 81 percent.

Table 20: Percentage of OYSI participants responding 'I could do this'

	At Enrollment	Post-Program
Identify individuals or groups who could help you with the problem	83%	90%
Create a plan to address the problem	86%	88%
Express your views in front of a group of people	77%	87%
Call someone on the phone you had never met before to get their help with the problem	73%	85%
Express your views on the internet or through social media	66%	81%
Organize and run a meeting	67%	79%
Get other people to care about the problem	69%	76%
Contact an elected official about the problem	70%	76%

The sample size at enrollment is 256, the sample size at post-program is 263.

Summary of Key Evaluation Results

These findings are based on an analysis of the enrollment survey administered prior to the start of service and a post-program survey that captured outcomes at the 3-month and the 6-month after service. We examined changes in educational attainment, employment, and life skills using the sample of participants who completed both surveys. The response rate was 66 percent, and there is minimal to no effect of non-response bias.

On average, OYSI participants saw increases in educational enrollment and attainment and employment in the six months following their service. OYSI participants reported greater clarity in reaching career goals and felt more confident in important aspects of the employment attainment process, such as selecting potential occupations, identifying employers, and managing the job interview process. From the time of enrollment to six months after service, half of participants found employment and had higher earnings following service. Additionally, participants made progress in their education, as over three-fourths of Corpsmembers without a high school diploma were able to obtain one within six months of completing service. Participants pursued higher education, with one-third of them indicating they were enrolled in post-secondary education within six months of service ending. There was no change in how the OYSI participants responded to questions about civic and community engagement; however, OYSI participants demonstrated an increase in problem solving abilities and life skills.

Limitations

The study uses a pre-post design to examine change in education and employment outcomes. A pre-post design does not control for extraneous factors that could influence outcomes such as, for example, maturation effect or selection bias⁵. Maturation effect occurs with the passage of time and is independent of external events. It is possible that participants would have improved in their education and employment outcomes due to their own personal growth that occur with time. The selection bias may be present if the individuals who chose to join OYSI were more motivated to further their education and employment goals compared to nonparticipating individuals of similar background and characteristics. These limitations restrict the study's ability to determine causal impacts of the OYSI program.

⁵ Kirk, Roger. (2003). Encyclopedia of Research Methods in the Social Sciences.

Appendix A: Survey Non-Response Bias Analysis

The purpose of the non-response analysis is to identify the potential for bias and, if any bias is present, describe its direction and magnitude. A non-response bias analysis determines if the non-response is random or if there are systematic differences in characteristics between respondents and non-respondents. The non-response bias analysis examines whether, at baseline, respondents differed systematically from the target population. We used the relative non-response bias formula as defined by the Office of Management and Budget (OMB). The relative non-response bias is:

$$B(\bar{Y}_r) = \bar{Y}_r - \bar{Y}_t = \left(\frac{n_{nr}}{n}\right)(\bar{Y}_r - \bar{Y}_{nr})$$

where:

\bar{Y}_t = the mean based on all sample cases;

\bar{Y}_r = the mean based only on respondent cases;

\bar{Y}_{nr} = the mean based only on nonrespondent cases;

n = the number of cases in the sample; and

n_{nr} = the number of nonrespondent cases.

We used available descriptive data that was captured in the enrollment survey that was administered to all participating OYSI opportunity youth.

Respondents and non-respondents can have similar demographic distributions and significant bias may still exist. On the other hand, differences between respondents and non-respondents on a few demographic characteristics may suggest that non-respondents are not “missing at random,” and there may be similar differences on key survey variables. But, there may be little or no bias after all if the key variables are not related to those demographics. In each instance, we compare differences between respondents and non-respondents to assess the presence or absence of response bias and calculate the size and direction of the bias by applying the OMB formula.

The enrollment survey captured the following characteristics: gender, age, whether the participant identified as a Non-Hispanic White, whether the participant identified as Hispanic or Latino, whether the participant had prior criminal convictions, whether the participant had limitations due to physical, mental, or emotional barriers, and whether the participant had a high school diploma or GED. Using these defined variables, we conducted relative non-response bias using the formula for non-response bias defined by the Office of Management and Budget (OMB). JBS calculated non-response for all respondents (Table A1). The results show that individuals who identified as female were less likely to participate in the study. However, bias was low for all variables, which indicates that there were only small differences between respondents and non-respondents.

Non-Response Bias in the Full Sample. We assessed the differences in response patterns for all respondents. Table A1 shows the relative bias for each variable. No variable has a relative bias greater than two percent. The variables with the largest relative bias are the ‘Female’ variable at -0.02 and the ‘Hispanic or Latino’ variable at -0.02. This indicates that female individuals were

less likely to participate in the study, and Hispanic or Latino identifying participants were less likely to participate in the study.

Table A1. Non-Response Bias

Variable	Mean -all	Mean-respondents	Mean-nonrespondents	Total	Total respondents	Total nonrespondents	Difference in means	Relative bias
Female	0.39	0.37	0.42	361	235	126	-0.05	-0.02
Hispanic or Latino	0.19	0.17	0.22	398	261	137	-0.05	-0.02
Non-Hispanic White	0.63	0.62	0.64	387	255	132	-0.02	-0.01
Prior convictions	0.07	0.07	0.07	390	256	134	0.00	0.00
Limited ability	0.15	0.16	0.14	389	256	133	0.01	0.00
High school diploma	0.91	0.90	0.91	400	263	137	-0.01	0.00
Age	2.16	2.17	2.14	400	263	137	0.03	0.01

To examine the effects of each variable on non-response when all other variables tested were held constant, we ran a logistic regression model (Table A2). No variable exhibited statistically significant differences. This indicates that there was no group that was significantly more or less likely to respond.

Table A2. Likelihood of Non-Response Based on Participant Characteristics

Variable	B	S.E.	Wald	Df	Sig.	Exp(B)
Female	0.07	0.12	0.35	1	0.55	1.15
Hispanic or Latino	0.16	0.15	1.10	1	0.29	1.36
Non-Hispanic White	0.08	0.12	0.49	1	0.48	1.18
Prior convictions	0.04	0.22	0.03	1	0.86	1.08
Limited ability	-0.07	0.15	0.18	1	0.67	0.88
High school diploma	0.10	0.20	0.24	1	0.62	1.22
Age	-0.84	0.55	2.34	1	0.13	0.43

Appendix B: Data Collection Tools

Youth Employment and Education Survey (Post-Program Survey)

You are helping the Corps Network improve services for Corpsmembers. A few months ago, you completed a survey for a study on the benefits of participating in service. At this time, we invite you to complete a “follow-up” survey. In appreciation for your time, you will receive \$50.00 if you complete the survey.

Whether you completed your service with, your input is valuable to understand how to make the service better for future Corpsmembers.

Your responses to this survey will be kept confidential and your responses will be summarized with other responses.

This is **not** a test.

There are no right or wrong answers to the questions, so please choose the responses that best apply to you.

This survey will take approximately 20 minutes to complete.

1. Printed Name: _____

2. Corps/Organization: _____

3. Member ID: _____

4. Email Address: _____

5. Are you a parent or primary caregiver of a child?

- No
- Yes, and all of my children live with me
- Yes, and some of my children live with me
- Yes, and none of my children live with me

6. Are you a primary caregiver of a parent or other adult (e.g., disabled or sick relative)?

- No
- Yes

7. Do you have a permanent place of residence?

- No
- Yes

Where do you currently live?

7a. City or town _____

7b. Zip code _____

8. As of [THREE MONTHS POST GRADUATION DATE], what was the highest level of education you completed?

- Middle School → Go to question 8a
- Some High School → Go to question 8a
- High School Diploma or GED → Go to question 8b
- Technical School/Apprenticeship → Go to question 9
- Some College → Go to question 8c
- Associate's Degree → Go to question 9
- Bachelor's Degree → Go to question 9
- Graduate Degree → Go to question 9
- Other → Go to question 8d

IF QUESTION 8 IS “MIDDLE SCHOOL”, “SOME HIGH SCHOOL”, THEN ASK:

8a. As of [SIX MONTHS POST GRADUATION DATE], what was the highest level of education you completed?

- No Change
- Some High School
- High School Diploma or GED
- Technical School/Apprenticeship

IF QUESTION 8 IS “HIGH SCHOOL DIPLOMA OR GED”, THEN ASK:

8b. As of [SIX MONTHS POST GRADUATION DATE], what was the highest level of education you completed?

- No Change
- Technical School/Apprenticeship
- Some College

IF QUESTION 8 IS “SOME COLLEGE”, THEN ASK:

8c. As of [SIX MONTHS POST GRADUATION DATE], what was the highest level of education you completed?

- No Change
- Associate’s Degree
- Bachelor’s Degree
- Graduate Degree

IF QUESTION 8 IS “OTHER”, THEN ASK:

8d. Please specify: _____

9. As of [THREE MONTHS POST GRADUATION DATE], were you enrolled in college, trade school or a certification course?

- No
- Yes

10. As of [SIX MONTHS POST GRADUATION DATE], were you enrolled in college, trade school or a certification course?

- No
- Yes

11. As of [THREE MONTHS POST GRADUATION DATE], were you employed?
(AmeriCorps service does not qualify as employment?)

- No → Go to question 12
- Yes → Go to question 11a

IF QUESTION 11 IS “YES”, THEN ASK:

11a. How many hours did you work?

- Part-Time 1-20 hours per week
- Part-Time 21-39 hours per week
- Full-Time 40 or more house per week

11b. What was your hourly pay rate (in dollars)?: _____

12. As of [SIX MONTHS POST GRADUATION DATE], were you employed? (AmeriCorps service does not qualify as employment?)

- No → Go to question 13
- Yes → Go to question 12a

IF QUESTION 12 IS “YES”, THEN ASK:

12a. Is this the same position you had as of [THREE MONTHS POST GRADUATION DATE]?

- No
- Yes
- I was not working at the time

12b. How many hours did you work?

- Part-Time 1-20 hours per week
- Part-Time 21-39 hours per week
- Full-Time 40 or more house per week

12c. What was your hourly pay rate (in dollars)?: _____

13. Please describe your current employment status:

- Currently working
- Looking for work
- Not looking for work
- Disabled, not able to work
- Pursuing school or training instead of work
- Engaged in part-time volunteer position, internship, or apprenticeship
- Engaged in full-time volunteer position, internship, or apprenticeship
- I am on layoff or furlough, including because there is not enough work due to Covid-19
- My place of employment is close due to Covid-19

14. At any point in the last 12 months, did you experience any of the following changes to your work or earnings due to the Coronavirus pandemic? Select all that apply

- I stopped working for an employer (voluntarily or involuntarily)
- I started working for a new employer
- My hours decreased

- My hours increased
- My earnings, including any overtime pay, tips, and commissions, decreased
- My earnings, including any overtime pay, tips, and commissions, increased
- I did not experience any changes in my work or earnings due to the Coronavirus pandemic

15. How much do you agree or disagree that each of the following statements describes you?

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can always manage to solve difficult problems if I try hard enough.					
If someone opposes me, I can find the means and ways to get what I want.					
It is easy for me to stick to my aims and accomplish my goals.					
I am confident that I could deal efficiently with unexpected events.					
Thanks to my resourcefulness, I know how to handle unforeseen situations.					
I can solve most problems if I invest the necessary effort.					
I can remain calm when facing difficulties because I can rely on my coping abilities.					
When I am confronted with a problem, I can usually find several solutions.					
If I am in trouble, I can usually think of a solution.					
I can usually handle whatever comes my way.					

16. If you found out about a problem in your community that you wanted to do something about, how well do you think you would be able to do each of the following.

Problem	I definitely could do this	I probably could do this	Not sure	I could not do this	I definitely could not do this
Create a plan to address the problem					
Get other people to care about the problem					
Organize and run a meeting					
Express your views in front of a group of people					
Identify individuals or groups who could help you with the problem					
Express your views on the Internet or through social media					
Call someone on the phone you had never met before to get their help with the problem					
Contact an elected official about the problem					

17a. How much confidence do you have that you could:

Statement	No confidence at all	Very little confidence	Moderate confidence	Much confidence	Complete confidence
Use the internet to find information about occupations that interest you					

Select one occupation from a list of potential occupations you are considering					
Determine what your ideal job would be					
Prepare a good resume					
Decide what you value most in an occupation					
Find out about the average yearly earnings of people in an occupation					
Identify employers, firms, and institutions relevant to your career possibilities					
Successfully manage the job interview process					
Identify some reasonable career alternatives if you are unable to get your first choice					

17b (Continued). How much confidence do you have that you could:

Statement	No confidence at all	Very little confidence	Moderate confidence	Much confidence	Complete confidence
Determine the steps to take if you are having academic trouble					
Complete a college or trade school application					
Apply for financial aid to further your educational goals					
Obtain formal training needed to support your career goals					

Statement	No confidence at all	Very little confidence	Moderate confidence	Much confidence	Complete confidence
Pass a college course					
Obtain certification in a technical or vocational field (e.g., construction, landscaping, health)					
Sign up for health care					
Obtain housing vouchers or other housing assistance					
Find community resources that address your needs					

18. How much do you agree or disagree with the following.

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have a strong and personal attachment to a particular community					
I am aware of the important needs in the community					
I feel a personal obligation to contribute in some way to the community					
I am or plan to become actively involved in issues that positively affect the community					
I believe that voting in elections is a very important obligation that a citizen owes to the country					

19. Generally speaking, would you say that you can trust *none of the people, some of the people, most of the people, or all of the people* in your neighborhood?

- All of the people
- Most of the people
- Some of the people
- None of the people

20. Please indicate how much you agree or disagree with the following statements.

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have a clear idea of what my career goals are					
I have a plan for my career					
I intend to pursue education beyond high school (e.g., college, trade school)					
I know what to seek and what to avoid in developing my career path					

21. Since completing your AmeriCorps program have you looked for any of the following?

Check all that apply.

- Internship or Apprenticeship
- Volunteer Position (Does not include AmeriCorps)

22. Please assess if the following factors are barriers to employment for you personally:

Factor	Not a barrier to employment	A barrier but can be overcome	Large barrier to employment
No jobs available where I live			
Do not have enough work experience for the job I want			
Do not have enough education for the job I want			

Factor	Not a barrier to employment	A barrier but can be overcome	Large barrier to employment
Have family or other responsibilities which interfere			
Do not have transportation			
Not good at interviews or do not know how to create a resume			
Can make more money not in an "official" job			
Criminal record makes it difficult to find a job			
Credit issues make it hard to find a job			
Illness or injury makes it challenging to find a job			

23. Are you currently using or visiting any of the following? Check all that apply.

- Local employment development division (for unemployment insurance or for help with finding a job)
- Housing center (for help with finding housing)
- Job center
- Crisis center
- Homeless shelter
- Food bank
- Community health clinic
- Adult school / community college extension programs
- Mutual support or other assistance programs (e.g., AA, NA, AlAnon, grief support groups)

24. Are you currently accessing any of the following federal or state government supports? Check all that apply.

- Food assistance (e.g., WIC, SNAP)
- Health care assistance (e.g., Medicaid or other health insurance)
- Housing assistance (e.g., housing vouchers)
- Other financial or practical assistance (e.g., TANF, child care assistance programs)

25. Have you ever been convicted as an adult, or adjudicated as a juvenile offender, of any offense by either a civilian or military court, other than minor traffic violations?

- No
- Yes

26. Are you currently facing charges for any offense or on probation or parole?

- No
- Yes

27. Are you limited in any way in any activities because of physical, mental, or emotional problems?

- No
- Yes

28. How many times have you moved in the last 12 months?

- I have not moved
- Once
- Two or more times

29. Since completing your AmeriCorps program, how often did you participate in the following activities?

Activity	Not at all	Less than once a month	Once a month	A few times a month	A few times a week	Basically every day
Participate in community organizations (school, religious, issue-based, recreational)						
Keep informed about news and public issues						
Help to keep the community safe and clean						
Volunteer for a cause or issue that I care about						
Donate money or goods to a cause or issue that I care about						

30. What programs are you participating in or services are you receiving? Check all that apply.

- AmeriCorps or similar national or community service program (e.g., Job Corps, YouthBuild, City Year, Public Allies, Year Up)
- Employment supports, other than AmeriCorps (e.g., job training)
- Educational supports, other than AmeriCorps (e.g., tutoring, GED classes, college enrollment assistance)

Thank you for your participation in the Youth Employment and Education Survey. Please click "Submit" to record your responses.

You will receive a \$50.00 gift card to the email you provided. Please confirm the email we should send your gift card to:

Email Address: _____