APPENDIX A: METHODOLOGY

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Data Collection

Reading Partners Alumni Survey

Between January and May 2019, Policy Studies Associates (PSA) conducted a survey of 898 Reading Partners alumni who had completed their service between FY2010 and FY2018. This number reflects all alumni who had fully completed their service term by the end of 2018, had not opted out of email communication, and for whom Reading Partners could find a working email address.

Based on response rates for previous surveys of AmeriCorps alumni conducted by PSA[1] and by Abt Associates[2], we anticipated a response rate of 30 percent; we received completed or partial surveys from 526 individuals, for a response rate of 59 percent. After analyzing partially completed surveys, we determined that 12 individuals had completed enough of the survey (approximately 50 percent) to be included in the analyses—500 completed surveys and 12 partial surveys were included in the final analyses.

Design. The survey asked respondents questions about the extent to which participation in Reading Partners impacted their educational, career, and civic experiences following their participation in Reading Partners. To construct the survey, we drew questions from existing studies with strong validity and reliability, including the American National Election Study (ANES), the Panel Study of Income Dynamics, and the Alumni Outcomes Study of the Corporation for National and Community Service. Including these questions in the survey also facilitated the comparative analyses discussed below.

Pilot test. We conducted two rounds of survey review and revision in consultation with Reading Partners staff prior to pilot testing the instrument with six members of the Reading Partners Alumni Advisory Group. Working with Reading Partners staff, we invited alumni to test the online draft survey instrument, which involved taking the online survey and responding to follow-up questions regarding the survey's relevance, clarity, logic, and relative burden. Once pilot testers submitted their online feedback, a PSA interviewer followed up (by phone or email) to discuss their feedback and the overall strengths and weaknesses of the survey. The results of the pilot test informed final revisions to the instrument.

Administration. For four months prior to the January launch of the online survey, Reading Partners engaged in an alumni outreach campaign intended to raise awareness about the impending survey and encourage robust participation. The campaign included announcements in

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[1] Anderson, L.M., and Fabiano, L. "The City Year Experience: Putting Alumni on a Path to Lifelong Civic Engagement." Washington, DC: Policy Studies Associates, 2007. http://www.cityyear.org/about/pressroom/studies.cfm

[2] Friedman, E., et al. (2016). New Methods for Assessing AmeriCorps Alumni Outcomes: Final Survey Technical Report. (Prepared for the Corporation for National and Community Service, Office of Research and Evaluation). Cambridge, MA: Abt Associates, Inc.

the bi-monthly Reading Partners alumni newsletter, as well as postings on the Reading Partners Facebook page as well as regular references to the study on the blog hosted on the Reading Partners website.

In January 2019, PSA launched the online alumni survey, sending email invitations to the group of potential respondents with a personal link to the online survey. The email explained the purpose of the survey and informed respondents that they would receive a $10 Amazon gift card as a thank you for completing the survey. Over the next three months, PSA sent out periodic reminders to encourage alumni to complete the survey. Reading Partners also continued their follow-up efforts through email and Facebook and blog posts.

Data collection ended in May 2019. A review of the distributions of respondents and non-respondents on known characteristics (service year and the region in which they served) did not suggest non-response weighting was necessary for the analysis (Exhibits A-1 and A-2). As an additional check, we generated non-response weights and found little to no differences between the results from the weighted and non-weighted data. Therefore, we opted to analyze the data without weights.

Exhibit A-1. Survey respondents and survey population, by first year of service

First year of service	Survey respondents		Reading Partners alumni population	
	N	Percent	N	Percent
2010-11	12	2.3	26	2.9
2011-12	29	5.7	51	5.6
2012-13	25	4.9	54	6.0
2013-14	69	13.5	117	12.9
2014-15	71	13.9	131	14.4
2015-16	93	18.1	155	17.1
2016-17	134	26.2	218	24.0
2017-18	79	15.4	156	17.2

Exhibit A-2. Reading Partners Survey respondents and survey population, by region in which alumni served

Region	Survey respondents		Reading Partners alumni population	
	N	Percent	N	Percent
Baltimore	39	8.0	73	8.0
Charlotte	8	1.6	13	1.4
Colorado	11	2.3	14	1.5
Los Angeles	34	7.0	55	6.1
New York	56	11.5	87	9.6
North Texas	54	11.1	97	10.7
Oakland	16	3.3	20	2.2
Sacramento	30	6.2	48	5.3
San Francisco Bay Area	76	15.6	150	16.5
Seattle	9	1.9	14	1.5
Silicon Valley	46	9.5	115	12.7
South Carolina	21	4.3	57	6.3
Tulsa	28	5.8	51	5.6
Twin Cities	11	2.3	19	2.1
Washington DC	47	9.7	95	10.5

Focus Group Interviews

To collect illustrative examples of the experiences, attitudes, and behaviors of Reading Partners AmeriCorps alumni, PSA conducted focus group interviews with a sample of Reading Partners AmeriCorps alumni. To identify the focus group sample, we used the database of survey respondents to craft a sampling framework, stratifying the alumni focus group sample by age, gender, race/ethnicity, Reading Partners site, and cohort year. The sample of 100 alumni was based, in part, on the number of stratifying variables used to draw the sample as well as on the assumption that approximately 50 percent of the alumni sample would agree to participate. While not intended to be representative of the alumni population, the sample of 100 alumni generated good cross-site variation.

Once the focus group sample was selected, PSA staff contacted alumni via email and invited their participation in virtual focus group discussions. In June and July 2019, PSA staff conducted 12 focus group interviews (averaging approximately 4-5 Reading Partners AmeriCorps alumni per group), with a total of 50 alumni. To the extent possible, we organized the interview groups by alumni cohort, with groups of alumni from the earlier cohort years (2010-2015) and groups from the later cohort years (2016-2018). Each focus group interview was conducted virtually using Zoom and required approximately 60-75 minutes to complete. During the focus group discussions, respondents were asked to elaborate on their experiences as participants in the Reading Partners program, as well as their educational, employment, and civic experiences in the years following their completion of the program.

American National Election Studies survey (ANES)

ANES is a nationally representative survey administered by researchers at the University of Michigan and Stanford University. The survey, conducted in presidential election years, consists of interviews of individuals once prior to the election and again after the election. Questions collect individual-level demographic information about respondents, which allowed us to match ANES respondents to Reading Partners alumni to create the comparison group. The survey asks about voting behavior, the election, and attitudes and opinions about public issues. In April 2019, we downloaded the March 2019 release of the 2016 Time Series Study data file from the ANES website.

General Social Survey (GSS)

The GSS is a nationally representative survey conducted by NORC at the University of Chicago. Administered every two years, the survey focuses on demographic, behavioral, and attitudinal questions. The availability of individual-level survey data allowed us to match GSS respondents to Reading Partners alumni to create a comparison group. We used the March 2019 release of 2018 data, which we downloaded from the GSS website in September 2019.

CNCS-AmeriCorps Alumni Outcomes Study Survey (CNCS)

Conducted in 2015, this survey asked AmeriCorps alumni whose service term ended in 2012, 2009, or 2004 about their service experience. Aggregate-level numbers of respondents and point estimates were available in the appendix of the October 2015 Summary Report, which we used to generate confidence intervals in our comparative analyses.

Matching

We used a coarsened exact matching (CEM) strategy to construct the ANES and GSS comparison groups for Reading Partners alumni. CEM is a monotonic imbalance-reducing method that allows for identification of a comparison group that controls for potentially confounding variables (e.g., race, gender, age). Specifically, it prunes observations, primarily from the pool of potential matches, to achieve an acceptable level multivariate balance on potentially confounding variables between the treatment group (i.e., Reading Partners alumni) and the control group (i.e., ANES respondents or GSS respondents). CEM, like other monotonic imbalance reducing or bounding methods, has advantages over methods such as propensity score matching and Mahalanobis matching (Iacus, King, & Porro, 2011; 2012; Herman, Epstein, & Leon, 2016; Steedle & Grochowalski, 2017). These advantages include allowing analysts to adjust the closeness of matches on one variable without impacting the balance on other matching variables, reducing the amount of dependence on the matching model, and reducing issues related to common empirical support. Reading Partners alumni are highly educated relative to the national population; while over 90 percent of Reading Partners alumni have earned a Bachelor's degree or higher, 32 percent of the U.S. population over 18 have done so. This discrepancy requires particular attention when matching to a nationally representative sample.

American National Election Studies (ANES)

As a first step when constructing our comparison group, we dropped ANES respondents who had not completed high school, as all Reading Partners alumni had received at least a high school diploma. In the matching model, we included individuals' age, race, gender, volunteering in the last 12 months, and education. This model yielded matches for 497 of the 507 Reading Partners alumni who responded to the survey. We coarsened educational attainment and age in the CEM model, allowing for wider variance in the matches on those two variables. Educational attainment was included as a binary variable (received a bachelor's degree or higher, had not received a bachelor's degree), and we allowed for age matches within ten years (e.g., 20 years old to 30 years old). The final ANES comparison group included 1,511 of the 3,419 ANES respondents, with each individual in the comparison group assigned a weight to ensure multivariate balance across the treatment and control groups. (Multivariate distance of the treatment and control groups was 0.2; distributions for the matching variables are shown in Exhibits A-3 through A-7). The matches were not perfectly balanced across the Reading Partners alumni and ANES comparison groups, and, therefore, we include all of the variables used or tested in the matching analyses in our logistic and Poisson regression models.

Exhibit A-3. Age, ANES and Reading Partners alumni comparison groups

	ANES comparison group	Reading Partners alumni
Average age	29.8	29.8

Exhibit A-4. Race, ANES and Reading Partners comparison groups

	ANES	Reading Partners
White, non-Hispanic	52.6%	52.6%
Black, non-Hispanic	18.2	18.2
Asian, Native Hawai`ian, Pacific Islander	9.2	9.2
Hispanic or Latino	10.1	10.1
Other race/multi-racial	9.9	9.9

Exhibit A-5. Gender, ANES and Reading Partners alumni comparison groups

	ANES	Reading Partners
Male	13.1%	13.1%
Female	86.9	86.9

Exhibit A-6. Volunteering, ANES and Reading Partners alumni comparison groups

	ANES	Reading Partners
Did not volunteer in the last 12 months	12.5%	12.5%
Volunteered in the last 12 months	87.5	87.5

Exhibit A-7. Educational attainment, ANES and Reading Partners comparison groups

	ANES	Reading Partners
High school diploma	1.2%	0.21%
Some college, but less than a bachelor's degree	23.4	5.2
Bachelor's degree	54.1	65.0
Additional degree beyond bachelor's degree	21.3	29.6

General Social Survey (GSS)

We used the same matching variables we used for the ANES data to construct the comparison group from the GSS data. While we were unable to find a large number of matches across the two survey respondent groups, we were able to retain 375 of the Reading Partners alumni and 382 of the 2,349 respondents to the GSS, with a multivariate distance of less than 0.0001 (distributions for the variables used in the matching routine are shown in Exhibits A-8 through A-12). We include all of the matching variables in our regression models to account for the coarsening of the variables.

Exhibit A-8. Age, GSS and Reading Partners comparison groups

	GSS	Reading Partners
Average age	30.1	31.1

Exhibit A-9. Race, GSS and Reading Partners comparison groups

	GSS	Reading Partners
White, non-Hispanic	65.3%	65.3%
Black, non-Hispanic	22.4	22.4
Asian, Native Hawai`ian, Pacific Islander	7.5	7.5
Hispanic or Latino	3.5	3.5
Other race/multi-racial	4.3	4.3

Exhibit A-10. Gender, GSS and Reading Partners comparison groups

	GSS	Reading Partners
Male	12.5%	12.5%
Female	87.5%	87.5%

Exhibit A-11. Volunteering, GSS and Reading Partners comparison groups

	GSS	Reading Partners
Did not volunteer in the last 12 months	4.8%	4.8%
Volunteered in the last 12 months	95.2	95.2

Exhibit A-12. Educational attainment, GSS and Reading Partners comparison groups

	GSS	Reading Partners
High school diploma	2.5%	0.3%
Some college, but no degree	0.4	2.7
College degree	97.5	97.0

Comparative Analyses

We conducted two types of analyses to compare findings presented in the report.

For CNCS data, we used the data reported for AmeriCorps and VISTA respondents in the AmeriCorps Alumni Outcomes survey to construct confidence intervals for the point estimates; we then compared the point estimates and calculated confidence intervals to the point estimates and confidence intervals for Reading Partners alumni.

To compare the responses of Reading Partners alumni to those from the two national surveys (ANES and GSS), we used weighted logistic and Poisson regression analyses. We analyzed individual variables using weighted logistic models appropriate for binary dependent variables, collapsing multiple response options into two categories. For example, the original form of the question asking respondents to judge their understanding of important political issues gave respondents five response options ranging from "Not very well" to "Extremely well," into two categories: "Not very, slightly, or moderately well" and "Extremely or very well." We then ran weighted logistic regressions, including the original forms of the variables included in the matching routine (individuals' age, race, education, gender, and volunteering behavior over the last 12 months) as well as other variables that may relate to individuals' political and civic engagement (marital status, religiosity, length of time living in their community, current employment status, and income).

For the analysis of each variable or index, we tested independent variables in the models independently, evaluating appropriate fit statistics with attention to multicollinearity issues, given that many of our independent variables are, for instance, often strongly correlated with age (e.g., income, marital status). The constructs, comparison group, question text, independent variables included in the final models used for reporting results, and the type of analysis we used are listed in Exhibit A-13.

Exhibit A-13. Analytic Models

Construct	Comparison group	Question(s)	Independent variables	Type of analysis
Employment sector	GSS	What are you doing now/for whom do you work?	Gender, race, age, marital status, educational attainment, current work status, income, religiosity.	Weighted logistic regression
Political knowledge	ANES	How well do you understand the important political questions facing our country? (1=Extremely or very well; 0=Moderately well, Slightly well, or Not at all well)	Gender, race, age, marital status, educational attainment, current work status, income, volunteerism, religiosity, community tenure.	Weighted logistic regression
Political expression	ANES	The following is a list of ways in which people have expressed their views. For each, select whether or not you have done this in the last 12 months (Range 0-5, 1 point for every action taken in the last 12 months): 1. Joined a protest, march, rally, or demonstration; 2. Signed a petition about a political or social issue; 3. Given money to any organization concerned with a social or political cause (other than religious); 4. Contacted or tried to contact a member of Congress; 5. Given money to an individual political candidate.	Gender, race, age, marital status, educational attainment, current work status, income, volunteerism, religiosity, community tenure.	Weighted Poisson regression
Voting behavior	ANES	Did you vote in the 2016 Presidential election? (1=Voted; 0=Did not vote)	Gender, race, age, marital status, educational attainment, current work status, income, volunteerism, religiosity, community tenure.	Weighted logistic regression
Volunteerism	ANES	In the last 12 months, did you (range 0-3; 1 point for each "yes" response): 1. Work with other people to deal with some issue facing your community; 2. Attend a meeting about an issue facing your community or schools; 3. Volunteer for a cause or issue that you care about.	Gender, race, age, marital status, educational attainment, current work status, income, religiosity, community tenure.	Weighted Poisson regression
Social trust	ANES	Generally speaking, how well can you trust other people?	Gender, race, age, marital status, educational attainment, current work status, income, volunteerism, religiosity, community tenure.	Weighted logistic regression

APPENDIX B:
READING PARTNERS
ALUMNI SURVEY

Experience and Perceived Outcomes

The following questions ask about your Reading Partners AmeriCorps service experiences and the extent to which those experiences may have affected your attitudes and believes, as well as helped you to develop particular skills and abilities.

Q1. Thinking about your Reading Partners AmeriCorps experience, please indicate how much you agree or disagree with each of the following statements: *[Select one response in each row] [Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree]*

Question	Question source
a. I felt I made a contribution to the community	CNCS
b. I re-examined my beliefs and attitudes about myself	CNCS
c. I was exposed to new ideas and ways of seeing the world	CNCS
d. I felt part of a community	CNCS
e. I developed a social network	
f. I learned more about the "real" world or "the rest" of the world	CNCS
g. I gained an understanding of the community(ies) where I served	CNCS
h. I spent a lot of time doing meaningless "make work" tasks	CNCS
i. The majority of my work did not make a difference in the community	CNCS
j. I felt I made a difference in the life of at least one person	CNCS
k. I did things I never thought I could do	CNCS
l. I did not get along well with my supervisor and/or my teammates	CNCS
m. I figured out what my next steps are in terms of educational goals	CNCS
n. I figured out what my next steps are in terms of career/professional goals	CNCS
o. I felt defeated by the scope of the problems I worked on	CNCS
p. I re-examined my beliefs and attitudes about other people	CNCS

Q2. All things considered, how do you feel about your overall Reading Partners AmeriCorps service experience? *[Select one response] [Very satisfied; Satisfied; Neither satisfied nor dissatisfied; Dissatisfied; Very dissatisfied]*

Source: CNCS

Q3. To what extent did your Reading Partners AmeriCorps experience help you increase each of the following skills? *[Select one response for each row] [A great deal; Somewhat; Very little; Not at all; Not sure]*

Question	Question source
a. Conducting yourself in a professional manner	CNCS
b. Working independently	CNCS
c. Meeting deadlines	CNCS
d. Setting priorities for multiple tasks	CNCS
e. Communicating verbally with others	CNCS
f. Communicating in writing with others	CNCS
g. Adapting to new situations	CNCS
h. Responding to unexpected challenges	CNCS
i. Working with people different from myself	CNCS
j. Facilitating groups	CNCS
k. Leading teams	CNCS
l. Recruiting and/or managing community volunteers	CNCS
m. Assessing problems and finding solutions	CNCS
n. Planning, coordinating, and managing events	CNCS
o. Exercising public responsibility and community service	
p. Understanding politics and government	
q. Working as part of a team	
r. Working to solve problems in your community	
s. Engaging in political activities after completing your AmeriCorps service	
t. Developing relationships with others	

Q4. How much do you agree or disagree that your Reading Partners AmeriCorps service was a *defining professional experience*? A defining experience is one that confirmed your professional goals or one that resulted in a change or shift in your professional goals. *[Select one response for each row] [Strongly agree; Agree; Neither agree nor disagree; Disagree; Strongly disagree]*

Source: CNCS

Q5. Please elaborate on your response. How, if at all, did your Reading Partners AmeriCorps service affect your professional goals?

_____

Q6. After your Reading Partners AmeriCorps service, did you stay in the community in which you were serving?

Source: CNCS

- Yes, I was not originally from that community, but I stayed there after AmeriCorps for *less than a year* and then moved away
- Yes, I was not originally from that community, but I stayed there after AmeriCorps *for a year or more* and then moved away
- Yes, I was not originally from that community, but *I still reside in the same community*
- Yes, I was originally from that community and I stayed there after AmeriCorps
- No, I was originally from that community but moved to a new community after AmeriCorps
- No, I moved back to where I was living before AmeriCorps
- No, I moved to a new community

Q7. Did you serve with another AmeriCorps program (either before or after your Reading Partners AmeriCorps experience)? *[Select one]*

- Yes, I served with another AmeriCorps program before serving with Reading Partners
- Yes, I served with another AmeriCorps program after serving with Reading Partners
- No, I did not serve with another AmeriCorps program other than with Reading Partners

Education

The next set of questions ask about your education and career pathways and future plans.

Q8. What was the highest level of school that you had completed or the highest degree that you had received <u>at the time you began</u> your service with Reading Partners? *[Select one]*

- High school diploma
- Some college, but no degree earned
- Associates degree
- Bachelor's degree
- Some graduate school (e.g., coursework toward earning a Master's, Doctoral, or Professional Degree)
- Master's degree
- Doctorate (e.g., Ph.D., Ed.D.)
- Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)
- Other [please specify] _____
- Don't know or can't remember

Q9. Did you complete additional years of schooling after you served with Reading Partners? *[Yes; No]*

Display next 2 questions if respondent answered "Yes" to Q9:

Q10. Why did you decide to continue your education after your Reading Partners service experience?

_____

Q11. As of <u>today</u>, what is the highest level of school you have completed or the highest degree you have received? *[Select one]*

Source: ANES, GSS

- High school diploma
- Some college, but no degree
- Associates degree
- Bachelor's degree
- Master's degree
- Doctorate (e.g., Ph.D., Ed.D)
- Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)
- Other [please specify]

Q12. Do you plan to pursue more education in the future? *[Yes; No]*

Q13. What additional education do you plan to pursue?

_____

Q14. Did your Reading Partners experience influence your future educational plans? *[Yes; No]*

Q15. In what ways has your Reading Partners experience influenced your future educational plans?

_____

Career

Q15. We'd like to know if you are working now, temporarily laid off, or are you unemployed, retired, permanently disabled, a homemaker, a student, or what? *[Select one]*
Source: ANES

- Working now
- In another service program (e.g., another AmeriCorps program; a VISTA project; Peace Corps) or other volunteering
- Temporarily laid off
- Unemployed
- Retired
- Permanently disabled
- Homemaker
- Student (not working)
- Student (also working)
- Other [please specify]_____

Q16. What are you doing now? *[Select all that apply]*
Source: CNCS, GSS

- Working in the non-profit sector
- Working in the private sector
- Working in government or in the public sector
- Serving in the military
- Self-employed
- Working as a supervisor or in a management capacity

Q17. Which of the following best describes the field in which you currently work? *[Select all that apply]*.

Architecture and Engineering	Arts (Visual or Performing)
Business and Financial Services	Community, Social Services, or Non-Profit sector
Education (Early Childhood, Primary, Secondary)	Education (Post-secondary)
Healthcare	Law Enforcement or Security Services
Legal Services	Library or Information Science
Office and Administrative Support	Physical or Life Sciences
Public Sector or Politics	Research and Evaluation
Restaurant or Food Service	Sales or Retail
Technology	Other [please specify]

Display next question if Q15 = "Temporarily laid off" OR "Unemployed" OR "Retired" OR "Permanently disabled" OR "Homemaker" OR "Student (not working)"

Q18. What are you doing now? *[Select all that apply]*
Source: CNCS

- Looking for work
- Engaging in other volunteer service
- Making plans to attend school
- Attending undergraduate, graduate, or a professional school (e.g., law school)
- Enrolled in a certificate, technical, or vocational program
- None of the above
- Other [please specify] _____

Display next question if Q15 = "In another service program"

Q19. What are you doing now? *[Select all that apply]*
Source: CNCS

- Looking for work
- Making plans to attend school
- Attending undergraduate, graduate, or a professional school (e.g., law school)
- Enrolled in a certificate, technical, or vocational program
- Other [please specify] _____

Q20. To what extent did your Reading Partners AmeriCorps experience prepare you for your current job/service activity? *[Select one] [Not at all; Very little; Somewhat; Very much]*

Q21. To what extent did your Reading Partners AmeriCorps experience influence your chosen career path? *[Select one] [Not at all; Very little; Somewhat; Very much]*

Q22. On a scale of 1 to 7, where 1 means "not at all well" and 7 means "extremely well," please rate your skills in several areas.

Compared to other people, how good are you at:
- Supervising others
- Being a leader
- Logical, analytical thinking
- Helping others solve their problems

Civic Engagement

Q23. Prior to serving as a Reading Partners AmeriCorps member, how many years of experience did you have working or volunteering in social services, youth services, or community organizations? *[Select one]*

- None
- Less than a year
- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years

Q24. In the last 12 months, how often did you participate in the following activites?
[Select one response in each row]. [Basically every day; A few times a week; A few times a month; Once a month; Less than once a month; Not at all]

Question	Question source
a. Participate in community organizations (school; religious; issue-based; recreational)	CNCS
b. Keep informed about news and public issues	CNCS
c. Help to keep the community safe and clean	CNCS
d. Volunteer for a cause or issue that I care about	CNCS, ANES
e. Donate money or goods to a cause or issue that I care about	CNCS
f. Work with other people to deal with some issue facing your community	ANES
g. Attend a meeting about an issue facing your community or schools	ANES

Q25. 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 in each of the following? *[Select one response in each row] [I definitely could do this; I could probably do this; Not sure; I probably could not do this; I definitely could not do this]*

Question	Question source
a. Create a plan to address a problem	CNCS
b. Get other people to care about the problem	CNCS
c. Organize and run a meeting	CNCS
d. Express your views in front of a group of people	CNCS
e. Identify individuals or groups who could help you with the problem	CNCS
f. Express your views on the internet or through social media	CNCS
g. Call someone on the phone you had never met before to get their help with the problem	CNCS
h. Contact an elected official about the problem	CNCS
i. Run for public office	

In talking to people about elections, we often find that a lot of people were not able to vote because they weren't registered, they were sick, or they didn't have time. Which of the following statements best describes you?

Q26. Regarding the 2016 presidential election? *[Select one]*
- I did not vote (in the presidential election in 2016)
- I thought about voting, but didn't
- I usually vote, but didn't vote in 2016
- I am sure I voted
- I can't remember if I voted
- Other [please specify]

Q27. Regarding the most recent mid-term election in November 2018? *[Select one]*
- I did not vote in the most recent election (in November 2016)
- I thought about voting, but didn't
- I usually vote, but didn't vote in 2018
- I am sure I voted
- I can't remember if I voted
- Other [please specify]

Q28. Think about your activities in the last 12 months when answering the following questions. *[Select one response for each row] [Basically every day; A few times a week; A few times a month; Once a month; Less than once a month; Not at all]*

Question	Question source
a. How often did you discuss politics with friends or family?	CNCS
b. How often did you use the Internet to express your opinions about political or community issues (e.g., posted on Facebook or Twitter; Commented on a news story)	CNCS
c. How often did you try to encourage others to participate in the community?	CNCS
d. How often did you are your neighbors do favors for one another?	CNCS

Q29. The following is a list of some other ways in which people have expressed their views. For each one listed, select whether or not you have done this in the past 12 months. *[No, I have never done this; Yes, I have done this but not in the last 12 months; Yes, I have done this in the last 12 months; Prefer not to respond]*

Question	Question source
a. Joined in a protest march, rally, or demonstration	ANES
b. Signed a petition about a political or social issue	ANES
c. Given money to a religious organization	ANES
d. Given money to any other organization concerned with a social or political issue—other than a religious organization	ANES
e. Boycotted a product or service because of the social or political values of the company that provides it	CNCS
f. Contacted or tried to contact a member of the US Senate or US House of Representatives	ANES
g. Contacted or tried to contact a local elected or non-elected official	
h. Given money to an individual candidate running for public office	ANES

Q30. How well do you understand the important political questions facing our country?
[Select one] [Extremely well; Very well; Moderately well; Slightly well; Not at all well]

Source: ANES

Q31. Generally speaking, how often can you trust other people? *[Select one] [Always; Most of the time; About half the time; Some of the time; Never]*

Source: ANES

Q32. The following statements are about equal rights. For each statement, indicate whether you agree strongly, agree somewhat, neither agree nor disagree, disagree somewhat, or disagree strongly. *[Select one response for each row] [Disagree strongly; Disagree somewhat; Neither agree nor disagree; Disagree somewhat; Agree strongly]*

Question
a. Our society should do whatever is necessary to make sure that everyone has an equal opportunity to succeed
b. We have gone too far in pushing equal rights in this country
c. It is not really that big of a problem if some people have more of a chance in life than others
d. If people were treated more equally in this country we would have many fewer problems

Q33. All things considered, how satisfied are you with your life as a whole these days? Would you say that you are? *[Select one] [Extremely satisfied; Very satisfied; Moderately satisfied; Slightly satisfied; Not at all satisfied]*

Source: ANES

Demographics and Background

Q34. What is your gender? *[Select one] [Male; Female; Other]*

Q35. Please choose one or more races that you consider yourself to be. *[Select all that apply]*
- American Indian or Alaska Native Asian
- Black or African-American
- Latino or Hispanic
- Native Hawaiian or other Pacific Islander
- White
- Other

Q36. What is your marital status? *[Select one]*
- Married
- Divorced
- Separated
- Widowed
- Never married

Q37. How long have you lived in your present community? *[Select one]*
- Less than 6 months
- More than 6 months, but less than a year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- 7 years
- 8 years
- 9 years
- 10 years
- More than 10 years

We are interested in how people are getting along financially these days. The next questions are about the total income of all members of your family living in your house in 2018, before taxes. This figure should include income from all sources, including salaries, wages, pensions, Social Security, dividends, interest, and all other income.

Q38. Is your household income less than $40,000, more than $40,000, about $40,000, or don't you know? *[Select one]*
- Less than $40,000
- More than $40,000
- About $40,000
- Don't know

Display next question if Q38 = "Less than $40,000"

Q39. Which category best describes your total household income? *[Select one]*
- $20,000 or more
- Less than $20,000

Display next question if Q38 = "More than $40,000"

Q40. Which category best describes your total household income? *[Select one]*
- $70,000 or more
- Less than $70,000

Display next question if Q38 = "More than $40,000" AND Q40="$70,000 or more"

Q41. Which category best describes your total household income? *[Select one]*
- $100,000 or more
- Less than $100,000

Q42. Is religion an important part of your life? *[Select one]*
- Yes, religion is an important part of my life
- No, religion is not an important part of my life

Q43. Lots of things come up that keep people from attending religious services even if they want to. Thinking about your life these days, do you ever attend religious services, apart from occasional weddings or funerals? *[Select one] [Yes; No]*

Q44. Do you go to religious services…*[Select one] [Never; A few times a year; Once or twice a month; Almost every week; Every week]*