**The Effect of the City Year Experience Over Time:
Findings from the Longitudinal Study of Alumni**

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Executive Summary

Under contract to City Year, Policy Studies Associates (PSA) conducted three interlocking studies designed to assess City Year's impact on alumni at various intervals of time after the completion of a year of full-time community service with City Year. Together, these studies assess the ways in which alumni exhibit civic engagement and amass social capital following their participation in City Year.

The longitudinal study was based on a random sample of 107 corps members who participated in the 2002-03 program year, and examined participants' levels of civic engagement, civic leadership, and development of social capital over four years, compared with a group of 85 similarly situated young adults. Comparison group members were drawn from the pool of young people who applied to City Year for the 2002-03 program year, were accepted into the program, but ultimately decided not to serve (or chose to serve with another organization). Short of random assignment, this comparison group design offered the best opportunity to compare City Year alumni to a group of young adults with a similar interest in and disposition toward community service.

PSA conducted interviews twice over the course of the four-year study: once in spring 2004, nearly a year after corps members had completed their year of service, and again in spring 2006, nearly three years after corps members completed their year of service. While the interviews conducted for the longitudinal study addressed the same constructs as an earlier survey of all City Year alumni, they also included questions designed to elicit in-depth responses from participants about the connections between their service year and subsequent developments in their lives.

Perceived Effects of the City Year Experience

The longitudinal study asked alumni to assess the effects of their City Year experience on their development of civic and workplace skills, their knowledge and understanding of social and political issues, and ultimately, their participation in civic life.

Civic Knowledge and Skills

Consistent with the findings of the alumni cohort study, the vast majority of City Year participants in the longitudinal study reported that City Year had contributed "very much" or "somewhat" to the development of their civic skills, and this perception remained relatively constant over time. In spring 2006, nearly three years after completing their term of service, more than three-quarters of

alumni credited City Year with helping them to develop a variety of skills, the most important of which was the ability to work effectively with diverse groups of people.

In addition, alumni credited City Year with raising their awareness of social issues and encouraging a broader perspective on the world. Alumni reported that their City Year experience had provided them with new awareness, information, and understanding, but had also given them the skills to talk with others about political and social issues. Several alumni pointed to their experience in the neighborhoods where they had served and their experience working with people of different racial and social backgrounds as important catalysts for raising their awareness.

Civic Participation

Consistent with the findings of the alumni cohort study, City Year participants credited City Year with helping them to become active participants in civic life. In the year immediately following their year of service, nearly all alumni reported that City Year had helped them to exercise public responsibility and community service, become involved in some type of service/volunteer activity, and work to solve problems in their community. Alumni assessments of City Year's effect on their community involvement, volunteer activity, and political activity diminished slightly over time, from spring 2004 to spring 2006. That is, the percent of alumni reporting that City Year had encouraged them to exercise public responsibility, volunteer, work to solve problems in the community, and participate in political activity decreased between 5 and 8 percentage points over the course of two years.

Cross-Boundary Relationships

Many alumni credited City Year with helping them to understand and accept issues of diversity and thereby develop lasting relationships—both professional and personal—with people from diverse backgrounds. In the year immediately following their service with City Year, alumni were more likely to report cross-boundary relationships with close friends than were members of the comparison group. Although this difference diminished somewhat by the second follow up, two year later, City Year participants were still more likely to have such relationships than were members of the comparison group.

Early Career Development

More than three-quarters of City Year alumni reported that City Year had contributed to the development of their early careers, and their assessment of City

Year's impact remained relatively consistent over time. In addition, City Year participants were more likely than comparison group members to report that they were working in education, youth, or social services—areas in which they had worked while at City Year.

Antecedents of Civic Engagement

Political and social attitudes, beliefs, and behaviors define a young adult's capacity for civic engagement. To determine whether City Year altered the civic pathways of the 2002-03 alumni cohort toward higher civic engagement and social capital, the longitudinal study compared their political and social attitudes (i.e., efficacy, egalitarianism, and social trust) and behaviors (group membership and media usage) with the attitudes and behaviors of similar members of the comparison group.

Political Efficacy

Political efficacy is an index that measures the extent to which respondents believe they are qualified to participate in the political process and that their participation matters in society, and whether they believe their feelings and ideas matter to public officials and that they have a say in what government does.

In 2004 and again in 2006, City Year alumni had higher average political efficacy scores than did members of the comparison group. City Year alumni in spring 2004 scored an average of 78 points (out of 100) on an index of political efficacy, compared with 70 points for the comparison group. Over time, the political efficacy scores of both groups declined. Nevertheless, City Year alumni scored five points higher on the political efficacy index in spring 2006 than the comparison group, providing evidence that City Year's effect on alumni's sense of political efficacy was still evident three years after alumni completed their year of service.

Egalitarianism

Egalitarianism is an index that measures the extent to which respondents believe in human equality, especially with respect to social, political, and economic rights and privileges. According to City Year's theory of change—and the political science literature—the stronger the belief in human equality, the more likely alumni are to participate in civic life by voting, volunteering, and expressing themselves politically and socially.

In contrast to the alumni cohort study (which found that City Year alumni had a stronger commitment to egalitarianism than the national population), the longitudinal study found virtually no difference in attitudes between alumni and the comparison group. City Year alumni scored one point lower than the comparison group on the egalitarianism index (out of 100 points) in spring 2004 and three points lower in spring 2006.

Social Trust

Social trust is a composite measure of attitudes toward other people and toward society, and is strongly associated with various forms of civic participation.

In 2004 and again in 2006, City Year participants had higher average social trust scores than did members of the comparison group. Consistent with the alumni cohort study, longitudinal study data from spring 2004 and spring 2006 show a strong City Year effect on social trust scores. City Year alumni scored an average of 61 points in spring 2004 compared with an average of 41 points for the comparison group. By spring 2006, both groups' scores had diminished somewhat, although City Year participants' scores remained higher than those of the comparison group.

Organizational Membership and Leadership

Organizational membership and participation in a wide range of activities teaches social trust, which is the basis for collaboration and other forms of social cooperation. In addition, taking on a leadership role in organizations that themselves have nothing to do with politics can develop organizational and communications skills that transfer to politics and other forms of civic engagement.

In both spring 2004 and spring 2006, City Year alumni were more likely to belong to a group or organization than were members of the comparison group. In addition, City Year alumni were more likely to take on leadership responsibilities—serving as an officer, speaking at meetings, writing letters or contacting government officials on behalf of the organization, or organizing or leading activities—than were members of the comparison group sample. City Year participants scored an average of 4 points higher in spring 2004 and 5 points higher in spring 2006 than the comparison group on the organizational leadership index, although the involvement of both groups diminished somewhat over time.

In their responses to an open-ended question that asked what they learned from their leadership experiences, many respondents—both alumni and comparison group members alike—reported learning leadership, organizational,

and communication skills. A few City Year alumni also mentioned having learned outreach skills from their leadership experiences with the organizations they had joined.

Media Usage

The more respondents use various forms of media to obtain information about politics and society, the greater the likelihood of their participation in civic life. In 2004 and again in 2006, City Year participants had nearly the same average media usage scores as members of the comparison group. When asked about the extent to which they used various forms of media to get news and information, City Year participants scored an average of 36 points (on an index of 0 to 100) in spring 2004 on the media usage index, compared with an average of 35 points for the comparison group. By spring 2006, media usage had grown slightly for both groups, to 39 points for City Year alumni and 36 points for comparison group members.

Civic Engagement

The longitudinal study examined the extent to which City Year alumni engaged in civic life by measuring their voting behavior, their political expression or voice, and their volunteerism—all activities that contribute to social capital.

Voting

Among those eligible, 89 percent of the City Year alumni reported in spring 2006 that they had voted in the 2004 presidential election, compared with 87 percent of the comparison group. Two years prior, 60 percent of City Year alumni reported that they had voted in the 2000 presidential elections, compared with 59 percent of the comparison group. Although the differences between alumni and comparison groups were extremely small, they consistent with findings from the alumni cohort study.

In spring 2004 and again in 2006, City Year participants reported voting at a significantly higher rate in the 2003 and 2005 state and local elections than did members of the comparison group. That is, in spring 2004, 41 percent of all eligible City Year participants reported voting in the 2003 state and local elections, compared with 33 percent of the comparison group. By spring 2006, the differences between the two groups grew wider, where 59 percent of City Year participants reported voting in the 2005 state and local elections, compared with 40 percent of the comparison group.

Political Expression

As was true in the alumni cohort study, the longitudinal study revealed that, overall, City Year participants from the 2002-03 cohort engaged in a broader array of political and social expression than the comparison group. When asked whether they contacted newspapers, magazines, radio or television talk shows; took part in a protest, march, or demonstration; signed a petition; bought something—or not—because of the conditions under which a product was made; or worked as a canvasser, City Year participants in spring 2004 scored an average of 34 points on an index of political expression, compared with an average of 28 points for the comparison group. By spring 2006, political expression scores had risen for both groups, and the gap between City Year alumni and the comparison group had narrowed, to three percentage points.

Volunteering

City Year alumni volunteered in substantially higher proportions than comparison group members in both spring 2004 and spring 2006. In spring 2004, 78 percent of City Year alumni reported volunteering, compared with 66 percent of comparison group members. While volunteerism decreased among both alumni and comparison group members by 7-8 percentage points between spring 2004 and spring 2006, City Year alumni were still more likely to report that they volunteered nearly three years after completing their City Year (70 percent of alumni, compared with 57 percent of comparison group members). In their responses to open-ended questions about volunteering, many alumni credited City Year with instilling in them a sense of commitment to community service.

City Year alumni also reported taking on more leadership roles in their volunteer activities than did members of the comparison group. On a volunteer leadership index that included recruitment of other volunteers, supervision of other volunteers, organization of volunteer activities, raising funds, planning or chairing meetings, serving on a board of directors, and publicizing volunteer/service activities, City Year alumni scored eight points higher than the comparison group in spring 2004 and four points higher in spring 2006.

Conclusion: Generating Social Capital

Building social capital, City Year's founders argue, strengthens democracy, generates new resources to solve societal problems, strengthens civic values, and increases tolerance—all factors contributing to the public good. Findings from both the alumni cohort study and the longitudinal study suggest that City Year has indeed generated a greater amount of social capital for its alumni than would have been expected, based on the attitudes, values, and behaviors of these studies' respective comparison groups.

Consistent with the findings from the alumni cohort study, the longitudinal study of alumni provides further evidence to support the conclusion that City Year has indeed affected alumni's pathways to civic engagement and social capital. As described above, City Year alumni exhibit the following indicators of civic engagement, compared with members of the comparison group:

- Stronger feelings of political efficacy

- Higher levels of social trust

- Higher rates of organizational membership

- Higher rates of volunteerism

- Higher rates of leadership in volunteering in and in organizations

- Higher rates of voting, especially in local elections

These indicators of attitudes, values, and political and social behaviors, taken together, constitute a persuasive case demonstrating the social capital accrued by City Year alumni. To summarize these findings on the creation of social capital among City Year alumni, PSA created an index that draws on all of these measures of attitudes, values, and political and social behaviors.

Compared with a group of young adults who were applied to City Year but ultimately decided not to serve, City Year alumni score higher on this measure of social capital. In spring 2004, City Year alumni received an average score of 49 points (on a scale of 0 to 100) on the index of social capital, compared with 41 points for comparison group members. The social capital scores of both groups increased somewhat over time, but City Year alumni retained their advantage at the second follow up in spring 2006, nearly three years after completing their year of service (scoring 51 points on the index in 2006, compared with 46 points for comparison group members). This difference of 5-8 points is a measure of City Year's impact on the social capital of its alumni. Data from the second follow up in spring 2006 suggest that this advantage in social capital scores for City Year alumni persists over time, at least in the short term.

I. Introduction

Every year since 1990, City Year has recruited a diverse group of 17- to 24-year-olds to participate in 10 months of full-time community service, leadership development, and civic engagement. A member of the AmeriCorps network, City Year currently has programs located in 17 sites nationwide.

Under contract to City Year, Policy Studies Associates (PSA) conducted three interlocking studies designed to assess City Year's impact on alumni after the completion of their City Year community service experience. The three studies included: (1) the Alumni Cohort Study, a mail survey of all alumni who had served with City Year from its founding until 2003; (2) the City Year Parent Study, a telephone survey of parents of younger City Year alumni; and (3) the Longitudinal Study of Alumni, a series of telephone interviews that tracked a sample of alumni who graduated from City Year in 2003, along with a matched sample of non-participants, over the course of two years. Together, these studies assessed the impact of the City Year experience on the civic engagement of alumni and the development of social capital in the years following their service with City Year. This report presents findings from the third of these three interlocking studies, the longitudinal study of alumni.

Program Background and Theory of Change

City Year's mission is to "build democracy through citizen service, civic leadership, and social entrepreneurship" by breaking down social barriers, inspiring citizens to civic action, developing new leaders for the common good, and promoting and improving the concept of voluntary national service. Founded on the belief that "young people in service can be powerful resources in addressing our nation's most pressing issues," City Year seeks to cultivate a core set of values among corps members, including teamwork, empathy, perseverance, courage, service, idealism, tolerance, and civic commitment. Its theory of change asserts that fostering these values through service and youth development activities will lead corps members to increasingly engage in activities that build social trust and empower them to promote the common good, paving the way for a lifetime of civic engagement.

In pursuit of its mission, City Year has created "action tanks"—spaces where theory and practice combine to create new ideas that make a difference. Among these action tanks are full-time youth service corps for young adults where corps members spend a year taking part in rigorous community service, leadership development activities, and opportunities for civic engagement. Corps members are organized into teams that complete in-depth projects in a variety of areas under the supervision of the site's executive director. While working under the national umbrella and guided by shared organizational civic values, each

executive director autonomously guides the program to meet specific needs in the local community.

City Year seeks to cultivate in corps members a set of civic values and skills that its founders believe are necessary for promoting active and life-long civic engagement and participation. In the short term, a year of service will result in corps members (1) learning team leadership and civic participation skills; (2) showing increased interest in democratic institutions; (3) becoming passionate about social issues; and (4) developing a sense of civic efficacy. In addition, City Year encourages corps members to continue their educations after their year of service is complete. Such outcomes not only build social capital for participants but also have wider effects on society at large.

Despite the growing prominence of community service in general, and the growing role of service organizations such as City Year in particular, relatively little is known about the impact of community service on those who provide it. Verba, Schlozman, and Brady (1995) argue that civic participation emanates from a developmental *process* that goes on throughout life. Socio-economic background, early exposure to political and social activity, and education set people on a path to engagement in social, religious, and occupational institutions. By participating in these institutions, citizens develop skills and resources that facilitate life-long political and civic participation. In addition, skilled people who actively participate in social, civic, and political institutions are the most likely to be mobilized by others when some form of action is needed (Rosenstone and Hansen, 1993). As shown in Exhibit 1 on the following page, in the course of an individual's growth, early stages of development can affect later opportunities for civic engagement and the development of social capital. Thus, civic skills and experience combine with engagement in institutions to promote a healthy, engaged citizenry.

City Year's theory of change posits that the City Year experience changes participants' values and orientations. While participating in City Year, corps members enhance both psychological predispositions and concrete organizational skills that promote civic engagement. Also, as they become involved in a set of institutions (including City Year itself, corporate and nonprofit partners, and friendship networks), they develop new opportunities for participation during their year of service and cultivate skills that support continued high levels of civic participation later in life. These short-term outcomes then support the development of psychological predispositions, skills, and institutional memberships that set corps members on a life path of even greater civic engagement. Thus, one would expect to find City Year alumni not only actively engaged in civic matters, but also more engaged as time goes by, with alumni becoming more skilled and their civic engagement experiences building upon each other.

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Exhibit 1
Development of Social Capital
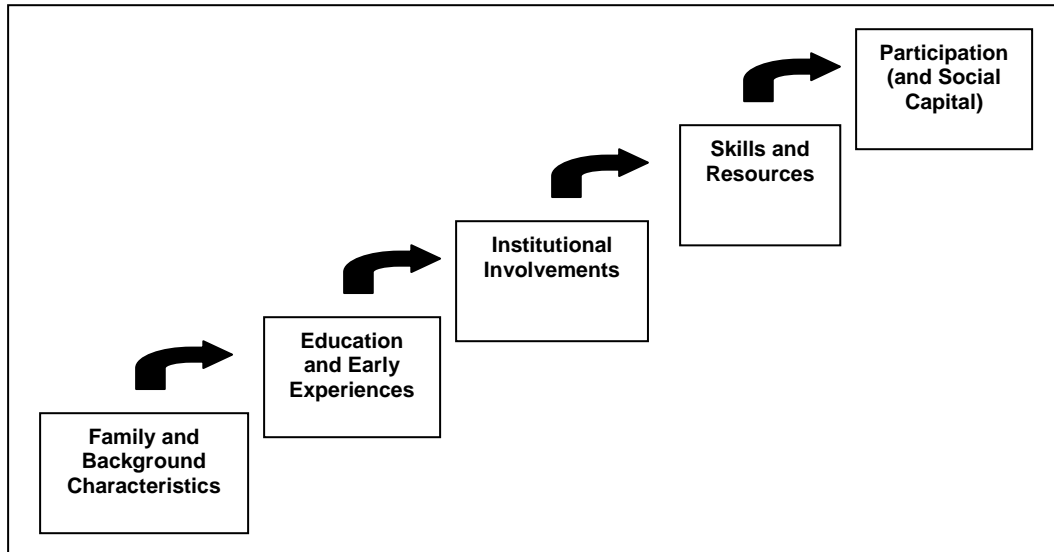
Source: Verba, Schlozman & Brady (1995)

Study Design

The longitudinal study of City Year alumni had three purposes: (1) to provide corroborating evidence—in addition to that offered in the alumni cohort study (Anderson & Fabiano, 2007)—that differences observed between City Year participants and non-participants are caused by the City Year program; (2) to understand the extent to which individuals' levels of civic engagement, civic leadership, and social capital increase over time; and (3) to allow deeper exploration—through a mix of closed- and open-ended interview data—of how social capital accrues in the years following City Year and how City Year experiences connect back to perceived changes in the lives of City Year alumni.

The longitudinal study was based on a random sample of 107 corps members who participated in the 2002-03 cohort year, and examined participants' levels of civic engagement, civic leadership, and development of social capital over four years, comparing their outcomes to those of a group of 85 similarly situated youth who opted not to participate in City Year. PSA researchers conducted interviews with City Year alumni and comparison group members twice over the course of the four-year study: once in spring 2004, nearly a year after corps members completed their first year of service with City Year, and again in spring 2006, nearly three years after corps members completed their first year of service.

While the interviews conducted for the longitudinal study addressed the same constructs as the survey used in the alumni cohort study, they also included

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questions designed to elicit in-depth responses from participants regarding the connections they saw between their service year and the subsequent developments in their lives.

Specific research questions for the longitudinal study included the following:

- In what ways and to what extent do City Year alumni exhibit civic engagement and leadership following their participation in City Year?

- What choices regarding career and education do City Year alumni make following their participation in City Year?

- What are respondents' attitudes regarding their ability to participate in civic life and achieve their goals related to education and employment? What, if anything, do respondents believe shaped these attitudes?

- How do alumni outcomes (e.g., civic engagement, civic leadership, social capital, and educational attainment) compare with those of comparison group members? How and to what extent does the City Year experience contribute to desired alumni outcomes?

- How do alumni outcomes change over time?

Sample Selection

The longitudinal study design called for tracking a sample of about 100 City Year alumni from the year immediately following their service with City Year through a second follow up two years later. In addition, the study design called for comparisons of civic engagement, civic leadership, and beliefs and attitudes between the sample of City Year alumni and a comparison group of similarly situated young adults.

No source of comparison group members, short of random assignment, is perfect. For the longitudinal study comparison group, the study team chose to draw on the pool of young adults who applied to City Year, completed the year-long application process, were accepted into the program, and ultimately chose not to serve. These young adults offered the best option for a comparison group, short of random assignment, because they shared two crucial similarities with the City Year alumni in the study. First, they had enough interest full-time community service and in serving with City Year to complete City Year's rigorous, year-long application process. Some members of the comparison group (7 percent in all) did in fact complete a year of full-time community service

during 2002-03, with a volunteer program other than City Year. Based on this demonstration of interest, the study design assumes that comparison group members had the same—or a similar—propensity to serve as City Year alumni. Second, all members of the comparison group were accepted by City Year into the corps. From City Year's perspective, all members of the comparison group were qualified to become corps members and were comparable to participants in that sense.

To create a sampling frame for the longitudinal study, PSA analysts used data from City Year's Recruitment Management System (RMS) to assemble a database of all the people who had applied to City Year for the 2002-03 year. The database included people in the following three categories:

- *Confirmed*. People who applied to and had been accepted by City Year, who confirmed that they planned to participate in the 2002-03 year of service, and who ultimately served with City Year.

- *Declined*. People who applied to and had been accepted by City Year, but who then declined the invitation to participate in the 2002-03 year of service.

- *Post-Confirmed Withdrawn.* People who were initially in the "confirmed" category, and then subsequently withdrew prior to the start of the 2002-03 year of service.

In August 2002, City Year reported 638 people in the "confirmed" category, 157 in the "declined" category, and 45 in the "post-confirmed withdrawn" category. The first category, "confirmed," was the source for the participant sample. The other two categories served as the source for the comparison group sample.

A simple random sample of 150 City Year participants from the 2002-03 cohort was drawn from the "confirmed" category, limited only to first-year City Year corps members. Exhibit 2 shows the distribution of all 2002-03 City Year alumni and the sample drawn for the longitudinal study by education level, race/ethnicity, and gender. On each of these characteristics, the study sample was roughly equivalent to the general population of City Year alumni. For the non-participant comparison group, all members of the "declined" and "post-confirmed withdrawn" categories for whom City Year had current contact information—approximately 95—were drawn.

Exhibit 2
Sampling Criteria for City Year Participants
for Longitudinal Study of Alumni

	City Year	
	Population (N=903)	Sample (N=150)
Prior Education Level		
No College Degree	74%	73%
College Degree	26%	27%
Race/Ethnicity		
Minority	57%	53%
White	43%	47%
Gender		
Female	58%	65%
Male	42%	35%

City Year administers a Start of Year (SOY) survey to all corps members in late summer and early fall of each service year. In addition to basic demographic information, the SOY survey collects information about corps members' past volunteer activity and level of civic engagement at the time they join City Year. City Year administered the SOY instrument to all City Year participants in the late summer and early fall of 2002. PSA administered a shortened version of the SOY instrument, by telephone, to the comparison group of non-participants in early November, shortly after the comparison sample was drawn. This allowed us to compare the demographic characteristics as well as the civic engagement and past volunteer activity of participant and comparison group samples.

Overall, the participant and comparison group samples were well matched with respect to overall demographic characteristics. For example, participant and comparison group samples were fairly well matched with respect to age and race/ethnicity, where 55 percent of the participant group were 23 years old or older compared with 46 percent of the comparison group (Exhibit 3) and 56 percent of the participant group were white compared with 60 percent of the comparison group (Exhibit 4). In most cases, where there were slight differences in distributions, most favored the comparison group rather than the City Year participant group in terms of risk factors. For example, with respect to prior education, the distribution slightly favored the
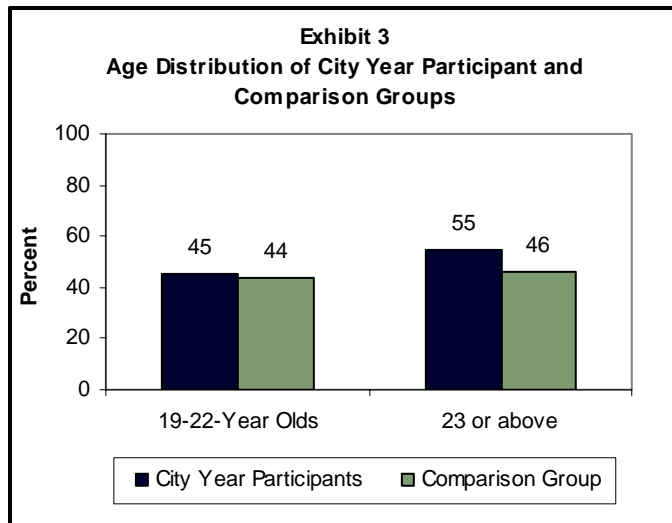
Exhibit 3
Age Distribution of City Year Participant and Comparison Groups

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comparison group, with 43 percent having Bachelor's degrees whereas only 41 percent of the participant group had Bachelor's degrees or higher (Exhibit 5).

Exhibit 4
Racial/Ethnic Distribution of City Year Participant and Comparison Groups

	White	Minority
City Year Participants	56	44
Comparison Group	60	40

City Year Participants ■   Comparison Group ■

With respect to behaviors that the research literature has shown are strongly correlated with civic engagement, such as attendance at religious services, the distribution gave a slight edge to the comparison group. That is, 58 percent of the comparison group reported attending religious services whereas only 49 percent of the participant group reported doing so at baseline. Regarding civic attitudes and behaviors, the comparison group showed evidence of slightly stronger civic engagement than the participant group. For example, 30 percent of the comparison group reported that they read or watched the national news almost every day compared with 10 percent of the City Year participants. Similarly, 99 percent of the comparison group reported volunteering for at least one organization sometime in the past, compared with 88 percent of the participant sample, and 98 percent of the comparison group said they had

Exhibit 5
Prior Education, by City Year Participant and Comparison Groups

	No College Degree	College Degree
City Year Participants	59	41
Comparison Group	57	43

City Year Participants ■   Comparison Group ■

been engaged in some sort of political activity at least once in their lives (e.g., worked on a political campaign, attended a political meeting or rally) compared with 93 percent of the participant sample.
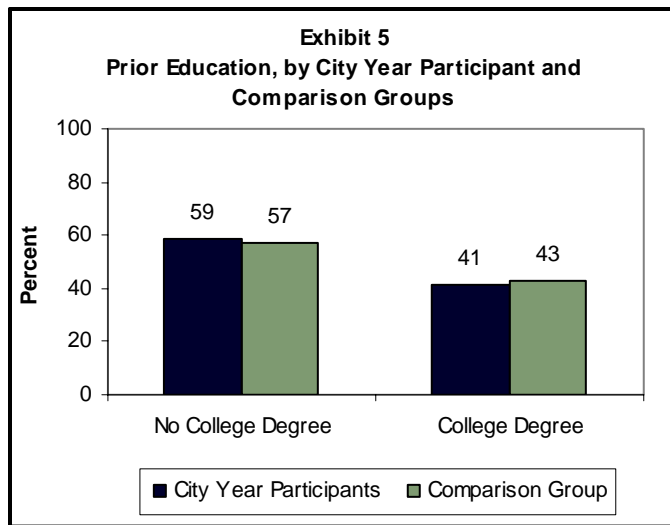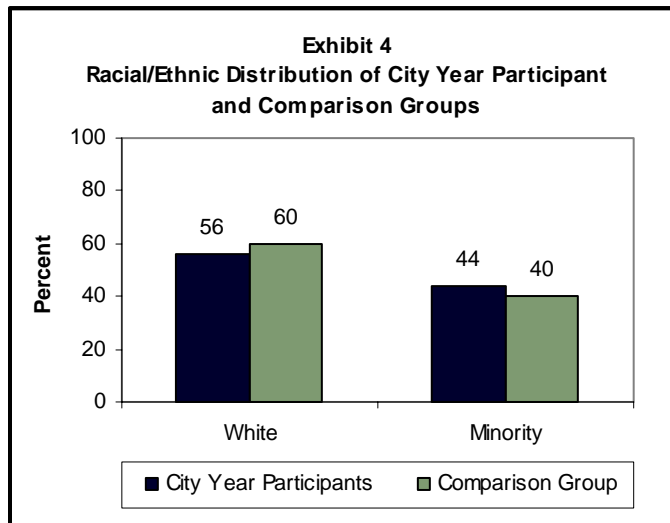
To account for these differences in the participant and comparison group samples, analysts applied post-stratification analysis weights to make adjustments. Specifically, analysts weighted the data to account for differences in the distribution of City Year participants and comparison group members on gender, age, race, prior education, attendance at religious services, marital status, neighborhood tenure, employment status, volunteering, engagement in political activity, media usage, participation in community-based activity, community engagement skills, political efficacy, and voting. (See Exhibit A-1 in Appendix A for the distribution of the data and the applied weights.)

Interview Protocol Design

Drawing heavily from existing studies[1] that offer carefully refined measures with proven validity and reliability and a track record of use, the study team identified indices of political activity, non-political activity, civic orientation, recruitment into civic activity, use of civic skills, civic participation and orientation, and cross-cultural beliefs. Use of these measures facilitated comparisons between City Year alumni and national cohorts. In addition, to capture the unique qualities of the City Year experience, the study team constructed new items to measure respondents' retrospective evaluation of City Year.

In constructing the alumni and comparison group interview protocols, the study team identified the following key constructs[2]:

- *Demographics, employment, and education*—respondent's age, education, gender, racial and ethnic identification, marital/relationship status, family income, religion and religiosity; employment status and history; education status and history; parents' occupation and income; where respondent grew up

- *Retrospective evaluation of the City Year experience*—enjoyment and rating of City Year; perceived quality of City Year program; perceived impact of City Year on subsequent life choices and path

- *Civic participation and skills*—political activities (voting, participation in campaign, community, political organizations; financial donations); volunteerism and group membership (charitable work, religious activity, non-political organizational activity); civic orientation (political knowledge and interest, political discussion, tolerance, and both internal and external efficacy); media usage; perceived impact of City Year on civic participation and skills

- *Leadership*—use of civic skills in jobs, organizations, and church/synagogue (e.g., recruiting others into civic activity, facilitating meetings); leadership and social entrepreneurship

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[1] Including the National Election Studies (NES); *Civic and Political Health of the Nation: A Generational Portrait*; and Verba, Schlozman, and Brady, *Citizen's Political and Social Participation Study*. See reference page for a complete list of studies from which both the Longitudinal Study of Alumni and the Alumni Cohort Study survey items were identified.

[2] For a complete description of the survey constructs, the studies from which these constructs and relevant items were drawn, and the survey instrument itself, see Appendix B.

- ***Cross-boundary relationships***—friendships, alliances and other relationships across socio-economic, status/role, and racial/ethnic boundaries

- ***Political and social attitudes and values***—in- and out-group attitudes (racial group identification, cross-cultural awareness and attitudes, etc.); psychological aspects of social capital (e.g., social trust); personal relevance of political phenomena; values (egalitarianism, individualism, etc.); perceived impact of City Year on political attitudes and values

The protocols developed for the longitudinal study drew heavily on the survey used in the alumni cohort study, which in turn incorporated information from: (1) literature review, which helped inform the survey content areas and identified additional indices to measure those content areas; (2) City Year and the study Advisory Board which reviewed draft outlines of the instrument, and approved all items and the survey as a whole; and (3) the PSA Institutional Review Board, which reviewed the survey to ensure its compliance with federal guidelines for research involving human subjects. In addition, the data collection instrument used for the longitudinal study also included open-ended questions that were intended to encourage participants to elaborate on their responses to closed-ended items and offer explanations for why they held the beliefs they did, and why they participated—or did not participate—in civic life.

Data Collection

PSA researchers conducted telephone interviews with a sample of 150 City Year alumni from the 2002-03 cohort and a sample of 95 matched comparison group members. The first round of follow-up interviews (i.e., after baseline) began in April 2004, approximately 9 months after City Year alumni had completed their year of service. To increase the response rate, interviewers followed up with non-respondents by mail, telephone, and email. After four months, PSA researchers had completed interviews with 107 City Year participants and 85 non-participants, for an overall response rate of 78 percent (see Exhibit 6).

Approximately 18 months later, in the winter and spring of 2006, PSA interviewers conducted a second round of follow up, calling all 107 City Year alumni and 85 comparison group members who had completed interviews in the spring and summer of 2004. After four months of data collection, interviewers had completed 101 telephone interviews with the City Year participant group and 81 interviews with the non-participant group, a 95 percent response rate. Of the original sample of 150 alumni and 95 comparison group members, 74 percent complete interviews in both the first and second rounds of follow up.

Exhibit 6
Longitudinal Study Response Rates

	City Year Alumni		Comparison Group		
	Sample	Completed Interviews	Sample	Competed Interviews	Response Rate
First Follow Up (Spring 2004)	150	107	95	85	78%
Second Follow Up (Spring 2006)	107	101	85	81	95%
Both First and Second Follow Up	150	101	95	81	74%

Analysis

Consistent with the analyses conducted for the alumni cohort study, PSA compared responses of the City Year alumni and comparison groups on four critical constructs—political and social attitudes and values, voting behavior, organizational activity, and volunteerism. These constructs are central to civic engagement and have been measured reliably and repeatedly in available national surveys. The difference between the participant group's civic engagement—as measured in the longitudinal study survey items—and that of the comparison group is a measure of City Year's impact.

Because samples sizes for the longitudinal study were relatively small, PSA conducted several analyses to determine the power of statistical tests used to evaluate differences between the alumni and comparison group samples. Statistical power depends on the significance level desired, sample size, and the size of the effect the study is designed to detect. Statistical power analysis conducted for the City Year longitudinal study made the following assumptions: (1) a significance level of 0.05 (or a 95 percent level of confidence that differences are truly different); and (2) statistical power of 0.80 (the probability of detecting an effect that actually exists).

Given these assumptions and a sample size of 101 City Year alumni and 81 comparison group members, the minimum detectable effect size is 0.46 standard deviations. Therefore, the longitudinal study is only able to detect rather large differences between the alumni and comparison groups. In order to detect smaller effects more commonly associated with youth development programs like City Year, on the order of 0.20 standard deviations, the study would require a sample of 785 participants, more than five times the size of the current sample.
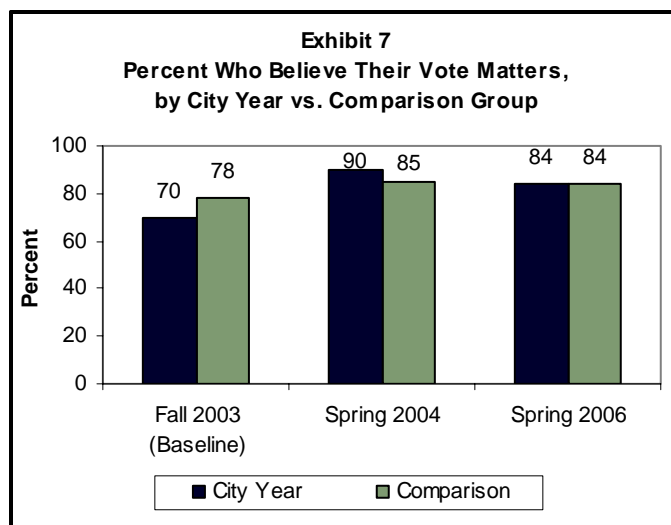
Because the sample sizes for the longitudinal study of alumni are relatively small, differences between City Year alumni and the comparison group should be interpreted with caution. Many of the differences reported here are small and not statistically significant, although the direction of the difference

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(favoring City Year alumni in most cases) is consistent across items, and consistent with the findings of the alumni cohort study. The results of the longitudinal study of alumni can be used to confirm or validate findings from the alumni cohort study, which employed a much larger sample and had much greater statistical power. In addition, the study team used open-ended interview data collected from the longitudinal study to expand on findings from the cohort study.

The longitudinal study looks at the extent to which alumni outcomes changed over time, compared with the comparison group. To perform this type of longitudinal analysis, the ideal study design would include a baseline measure—taken at the beginning of the service year—of the critical constructs of interest to the study. The longitudinal study team was unable to administer a baseline instrument of its own design to the sample of City Year alumni at the start of their year of service, because the program year required a fast start-up, because of concerns about ensuring uniformity in survey administration across sites, and because of the need to maintain the anonymity of sampled corps members. Instead, PSA opted to use City Year's SOY survey for both the participant and comparison group samples.

The study team used the SOY survey primarily for the purpose of assessing the comparability of the participant and comparison groups at baseline. As described above, the comparison group scored slightly better on many of the measures that the research literature has shown are strongly correlated with civic engagement, such as regular attendance at religious services, regular media usage, and organizational membership. Based on these comparisons, one might expect the comparison to have a higher propensity for civic engagement than the City Year participant group. To the extent that differences in levels of civic engagement favoring City Year alumni emerged at the first and second follow ups, those differences can be attributed to City Year's impact.

To illustrate, consider data from the two baseline measures that the study was able to track longitudinally, where items on the City Year SOY survey matched items on the longitudinal study interview protocols at the first and second follow up. Exhibit 7 compares participant and comparison group responses to an item about the extent to which respondents agreed that their vote did not matter. At baseline in fall 2003, at the beginning of their year of service, 70 percent of City Year corps members disagreed somewhat or disagreed strongly with this assertion, compared with 78 percent of comparison group members. By spring 2004, after their

Exhibit 7
Percent Who Believe Their Vote Matters, by City Year vs. Comparison Group

	Fall 2003 (Baseline)	Spring 2004	Spring 2006
City Year	70	90	84
Comparison	78	85	84

year of service, that difference had reversed, and 85 percent of the comparison group disagreed, compared with 90 percent of the participant group, suggesting that City Year had an impact on alumni attitudes related to voting. By spring 2006, however, the difference between City Year alumni and comparison group members had disappeared, with 84 percent of both groups disagreeing with the assertion that their vote did not matter.

Similarly, Exhibit 8 compares data from baseline, first follow up and second follow up from an item that asked respondents if they had friends of a different religion. As shown in Exhibit 8, participant and comparison groups were almost identical in the percent who had friends of a different religion (98 versus 97 percent, respectively). By the first follow up, differences emerged, and 91 percent of the City Year participant group reported having friends of a different religion compared with 83 percent in the comparison group. By the second follow up, these differences had virtually disappeared, and about the same percentage of respondents in both groups reported having friends of a different religion (80 percent of the City Year participant group versus 78 percent of the comparison group)
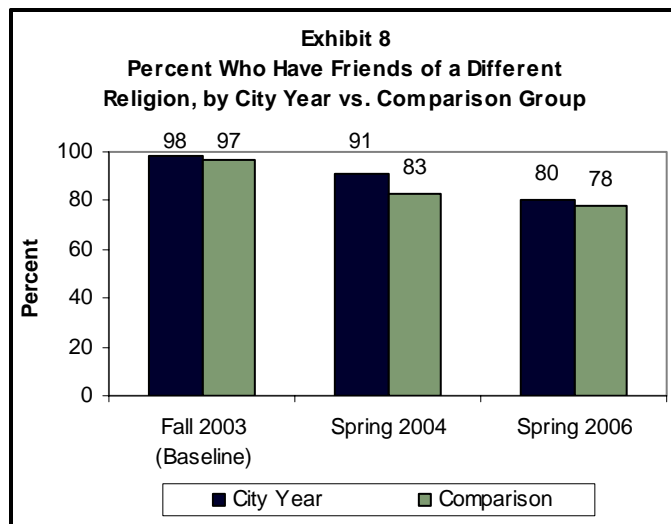
Exhibit 8
Percent Who Have Friends of a Different Religion, by City Year vs. Comparison Group

While the City Year impact appears to diminish somewhat over time, these data suggest that the two groups were comparable in their attitudes and behaviors at baseline, and that the advantage demonstrated by City Year alumni at the first follow up can be attributed to City Year.

Organization of the Report

The remainder of this report is organized into four chapters. Chapter II describes the perceived effects of the City Year experience, as reported by alumni. Chapter III discusses the antecedents of civic engagement, comparing the political and social attitudes and beliefs of City Year alumni and comparison group members, as well as their group membership and media usage. Chapter IV compares the civic engagement of City Year alumni and comparison group members, by looking at their voting behavior, their political expression or voice, their likelihood of making political contributions, and their volunteerism. Finally, Chapter V discusses City Year's overall impact on alumni social capital, compared with the social capital of comparison group members.

II. Perceived Effects of the City Year Experience

City Year seeks to cultivate in corps members a set of civic values and skills that are necessary for promoting active civic engagement and participation. Its founders believe that a year of service will, in the short-term, result in corps members: (1) learning team leadership and civic participation skills; (2) showing increased interest in democratic institutions; (3) becoming passionate about social issues; and (4) developing a sense of civic efficacy. In addition, City Year's founders believe that a year of service will result in corps members broadening their educational options.
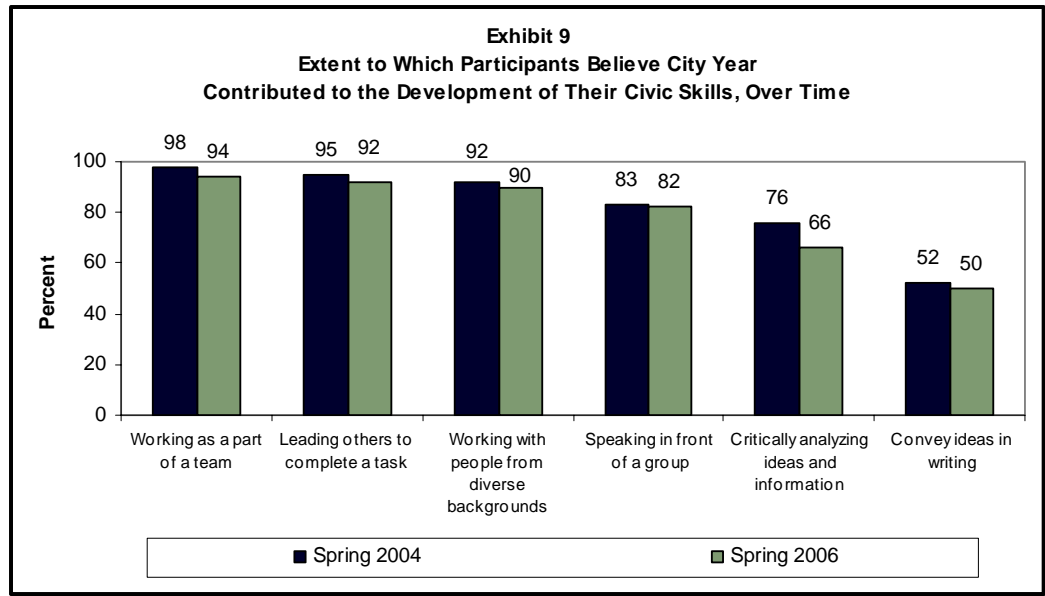
The following section presents the perceived effects of City Year, as reported by alumni, on their development of civic and workplace skills, their knowledge and understanding of social and political issues, and ultimately, their participation in civic life. In addition, it examines City Year's effects on alumni's cross-boundary relationships as well as their educational and career attainment.

Civic Knowledge and Skills

Consistent with the findings of the alumni cohort study, the vast majority of City Year participants in the longitudinal study believed that City Year had contributed "very much" or "somewhat" to the development of their civic skills. Interviewers asked alumni to report to what extent City Year had contributed to their development of a variety of skills thought to support civic participation—for example, the ability to work effectively with others, speak in public, and write convincingly. In spring 2004, nearly one year after they had completed their term of service, most City Year alumni reported that their City Year experience had contributed to their ability to work as part of a team (98 percent); lead others to complete a task (95 percent); work with people from diverse backgrounds (92 percent); speak in front of a group (83 percent); and critically analyze ideas and information (76 percent). A majority of participants also reported that City Year had helped them learn to convey their ideas in writing (Exhibit 9).

These responses from the 2003 cohort of City Year alumni are consistent with the responses of other cohorts of alumni, as reported in the alumni cohort study. In all cases, responses vary by only a few percentage points.

In addition, participants' assessment of City Year's impact on their civic skills remained relatively consistent over time. In spring 2006, nearly three years after completing their term of service, City Year alumni credited City Year with helping them to develop a variety of skills at nearly the same rate as they had two years earlier (see Exhibit 9).

Exhibit 9
Extent to Which Participants Believe City Year
Contributed to the Development of Their Civic Skills, Over Time

Skill	Spring 2004	Spring 2006
Working as a part of a team	98	94
Leading others to complete a task	95	92
Working with people from diverse backgrounds	92	90
Speaking in front of a group	83	82
Critically analyzing ideas and information	76	66
Convey ideas in writing	52	50

Percent (y-axis: 0 to 100)

■ Spring 2004   ■ Spring 2006

City Year alumni credited City Year with helping them to develop a number of key skills, including the ability to work effectively with groups of people, speak in public, lead others, and organize a task. Many alumni explained that working on teams with other City Year volunteers had been the most valuable aspect of their experience, teaching them to work effectively as part of a team and to collaborate with others whose backgrounds and personal experience were very different. In fact, nearly all of the City Year participants who commented on City Year's contribution to the development of their skills mentioned the value of working with diverse groups of people. The following comments on this topic were typical of many others:

> *I think City Year basically helped out with me being able to work with a team of people. The whole year I was put in a team with people I wouldn't have associated with [otherwise]. It helped me be open-minded about people who were very different from me. It helped to be in a group that I had no choice [but] to be with.*

> *The City Year program is very much about teams. You really learn to work with people and that's something that you always do. I learned strategies that I could use after City Year. I remember little things, like don't criticize [other] people's ideas. Instead, City Year taught us to offer new suggestions rather than just tear down someone else. I do that now and as a result I help to reduce negativity within the group.*

> *I think because it is so team-based that that was one of the most important things about City Year. The teams were made up of such diverse people and before I had not worked with a diverse group. We were learning different work styles and diverse cultures. Within teams we had to plan*

and implement service projects. Now I really feel like if I needed to go out and plan a project or lead a group I could do it.

City Year gave me the opportunity to work with a diverse group and that changed my life in a major way. You are told all your life that skin color does not matter and everyone has a contribution but you have to experience it to really know it, and City Year provided that opportunity and that opportunity would not have come from anywhere else.

Even though I grew up in a pretty diverse community, I hadn't really done a lot of work with diverse groups of people. When I was working in City Year, I encountered people that I hadn't before and it helped me to respect other people's difference and their opinions.

Other alumni highlighted the leadership skills they had developed working in City Year teams, and the self-confidence that they had developed as a result:

City Year gave me the opportunities I hadn't had before. We had to learn how to speak in front of a group, organize things, lead groups. I'm very small in stature so I used to just hang back. City Year gave me a lot of confidence that people started to see.

I had just graduated from college and I had no idea what I wanted to do. For the first time, City Year gave me a lot of responsibility and expected me to do things I'd never been expected to do. I don't think I was confident when I graduated from college. I was given a lot of trust, and it helped build my confidence and helped me learn what I was really good at and what I really enjoyed doing.

For many alumni, practice in public speaking and in communication within teams was a key part of their experience and the area where City Year had made an obvious contribution to their skills:

Speaking in front of a group: I never liked to do it, but City Year gave me opportunities and eased the nervousness.... Forcing people to deal with these things in a constructive way helped develop my skills and a sense of unity.

I did a lot of speaking in front of a group, whether it be interviews with reporters or other situations. It definitely helped my confidence, even though I was slightly uncomfortable.
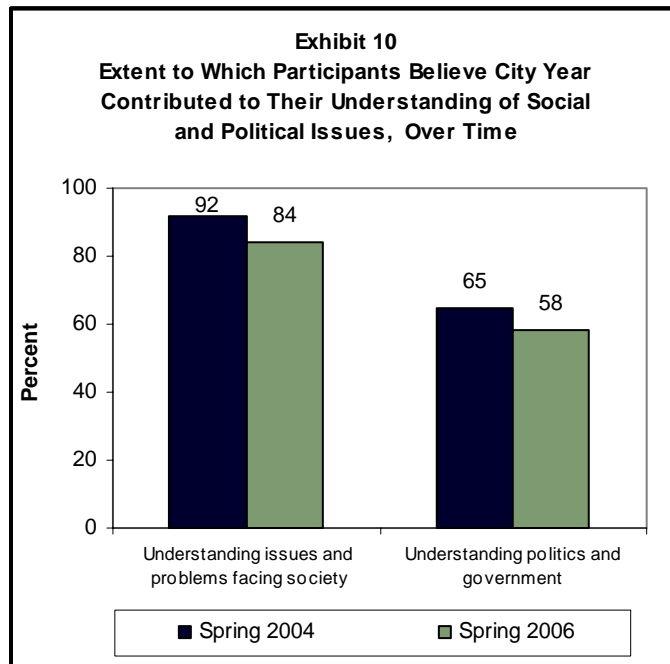
Speaking in front of a group: from City Year and the diverse minds that it attracts, I learned how to speak the language of the group in front of me, mixed with my own personal views. We communicate differently from the rest. Some communicate passively, but you have to communicate

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aggressively, using trial and error to lead. I had to do it so many times that I just got better at it.

Other City Year participants explained that their City Year experience had taught them to organize and carry out tasks effectively. Often this required identifying and working toward a larger goal:

A lot of our projects required me to keep goals in mind and deal with an array of different people with different ideas. We had to work through the immediate to arrive at the goal beyond our personal needs and wants and satisfaction. We had to stay on the larger issue.

City Year helped me realize what I wanted to get from the world and what I wanted to give to the world. It offered a much broader perspective than I have previously experienced. I was exposed to things I never had before. It opened up a lot of options.

Exhibit 10
Extent to Which Participants Believe City Year Contributed to Their Understanding of Social and Political Issues, Over Time

Consistent with alumni in other cohorts, nearly all City Year participants in the longitudinal study reported that City Year had helped them develop a better understanding of the issues and problems facing society; fewer, though still a majority, credited City Year with helping them to understand politics and government. Nearly all alumni (92 percent) reported that City Year had influenced their understanding of the issues and problems facing society. In addition, two-thirds (65 percent) reported that City Year had contributed to their understanding of politics and government (Exhibit 10). This latter finding may be the result of the AmeriCorps policy which bars grantees from participating in any partisan political activity (e.g., political campaigns) while service with City Year (or any other Americorps-funded program).

Alumni's assessment of City Year's impact diminished slightly over time, from the first follow up to the second follow up.

Alumni credited City Year with raising their awareness of social issues, encouraging a broader perspective on the world, and providing important first-hand experience that sparked their interest in learning more. Alumni reported

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that their City Year experience had provided them with new awareness, information, and understanding, but had also given them the skills to talk with others about political and social issues. Several alumni pointed to their experience in the neighborhoods where they had served and their experience working with people of different racial and social backgrounds as important catalysts for raising their awareness. Typical comments included the following:

> *I think it made me more aware of some of the equal rights ands social injustice issues that continue to face our country. [City Year] gave me a better toolbox for talking about those things.*

> *The social activities that we did exposed me to things that I wouldn't have sought out on my own. I was more oblivious to problems facing society before I was in it. I was ignorant of issues in the community before City year.*

> *Having the opportunity to work in neighborhoods very different from where I grew up or would have no reason to go to. It open my eyes to other parts of the city and exposed me to more issues that I knew existed, but seeing them made it more meaningful. Understanding problems and politics, it got me more interested and it's more a part of my life. I am more informed and I want to be more informed since City Year.*

> *Since City Year, I have been more in touch with keeping up with national, global and local issues—especially civil rights and poverty. Being immersed in the community of Columbia, South Carolina, really opened my eyes to the rest of the world.*

> *As far as the national and local news, before City Year I didn't associate the news with your daily living and the laws that are being passed. For example, NCLB. The political part has a role in everything that you do in life.*

> *City Year has definitely taught me about being more community-focused and to pay more attention to what is going on around me. It also exposed me to more people from diverse racial and socioeconomic backgrounds. I have a more in-depth knowledge of important events and issues going on around me now.*

Civic Participation

Consistent with the findings of the alumni cohort study, City Year alumni credited City Year with helping them to become active participants in civic life. In the year immediately following their year of service with City Year, nearly all alumni reported that City Year had helped them to exercise public responsibility and community service (92 percent), become involved in some type of service/volunteer activity (86 percent), and work to solve problems in their community (86 percent), as shown in Exhibit 11. A majority of alumni (55 percent) reported that City Year had helped them to become involved in some type of political activity. (The smaller number of alumni reporting that City Year had influenced their political participation is consistent with the design of the service year, where community service and volunteer activity are the primary focus.)
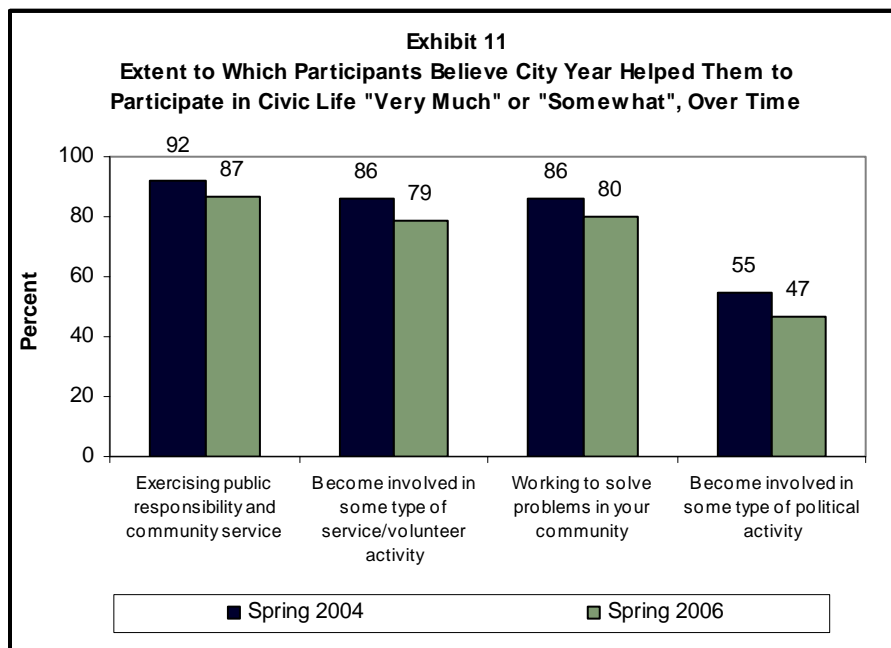
Exhibit 11
Extent to Which Participants Believe City Year Helped Them to Participate in Civic Life "Very Much" or "Somewhat", Over Time

Category	Spring 2004	Spring 2006
Exercising public responsibility and community service	92	87
Become involved in some type of service/volunteer activity	86	79
Working to solve problems in your community	86	80
Become involved in some type of political activity	55	47

Alumni assessments of City Year's effect on their community involvement, volunteer activity, and political activity diminished slightly over time, from spring 2004 to spring 2006 (see Exhibit 11). These changes were consistent across items.

In interviews, alumni explained that City Year had helped them continue their involvement in community service and volunteer activity after their service year by teaching them the importance of service and by showing them how to become involved. Many alumni left their service year firmly convinced of the value of community service and participation in civic life. The following statements were typical in this regard:

> *[The value of City Year was] being able to see how you affect the community and how your career can allow you to be of service to others. City Year also made me more aware of the need to be politically aware, and to be able to express myself clearly.*

[City Year] made me recognize what is possible. That individual people can make a difference. They also helped me to realize that community activities are important because they help strengthen the community. This in turn makes people happier with where they live.

In some cases, this revelation was deeply personal and led to significant changes:

Before City Year I was a hoodlum...I got myself into trouble. I didn't care about my community; I was one of the people tearing it down. One of the things that helped me was working in the same neighborhood that I grew up in... It affected me strongly to see kids a couple years younger than me and think about all the stuff that my grandmother told me Martin Luther King said. Her words didn't affect me until I started thinking about how I needed to be an example to the young people or they were going to be crazy. I thought about changing some things and setting an example.... That was the thing that City Year helped me with—I made those changes along the way.

In addition, alumni credited their City Year experience with helping them to learn about additional opportunities to work in their communities. Alumni left City Year with the tools and connections they needed to continue their participation in community service and volunteer work. As one alumnus put it:

I learned that there are a lot of resources and organizations out there, and you can get involved if you care. They helped me find that whole subculture of organizations that I wouldn't have known existed.

Cross-Boundary Relationships

One of City Year's most important program goals is to teach young people to work effectively with other corps members from a diverse array of backgrounds and to build relationships across racial, economic, and social boundaries. The program recruits aggressively to ensure racial, ethnic, and social class diversity on City Year teams, and devotes a substantial amount of training time to teaching team members to interact and work together productively.

The vast majority of City Year participants reported that their City Year experience had helped them to cultivate relationships with other people in their life after City Year. In the year following their City Year experience, nearly all alumni (87 percent) reported that City Year had helped them to develop relationships with people who were different than they were; the number of alumni crediting City Year in this way remained virtually unchanged over time (Exhibit 12). In addition, nearly all alumni (84 percent) reported that City Year had helped them develop a social network, although this percentage fell by the second follow up (to 74 percent).
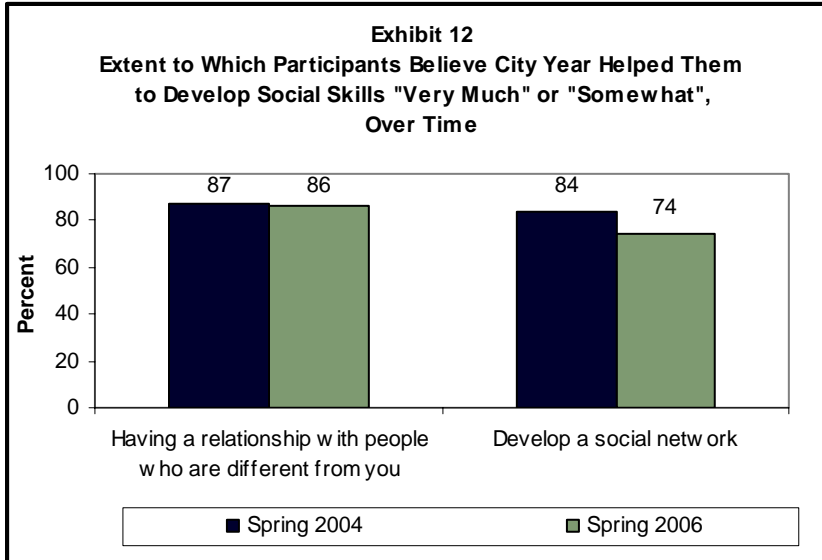
Exhibit 12
Extent to Which Participants Believe City Year Helped Them to Develop Social Skills "Very Much" or "Somewhat", Over Time

Many alumni credited City Year with helping them to understand and accept issues of diversity and thereby develop lasting relationships—both professional and personal—with people from diverse backgrounds. A significant number of alumni reported that the most valuable aspect of their year of service had been the experience of working with a diverse group of teammates and learning to appreciate and work with those differences. In addition to the skills they developed in working effectively with diverse groups of people (as noted earlier), many alumni reported that they had developed lasting friendships with their fellow corps members. The following comments were typical of many others:

> *I think before CY I really hadn't seen the value in it, but after I really realized how much you can learn from people who are different and how much you can accomplish together.*

> *One of the primary goals of City Year is to put you in contact with people from diverse backgrounds, and I have made friends for life.*

> *Before, I just wanted to work with people just like me, but I realized that different people can change your thoughts for the better.*

> *City Year gave me the opportunity to form relationships with people who are different from me. It made me see that just because we don't have the same background, same gender, or sexual orientation, there is the possibility we may become really good friends.*
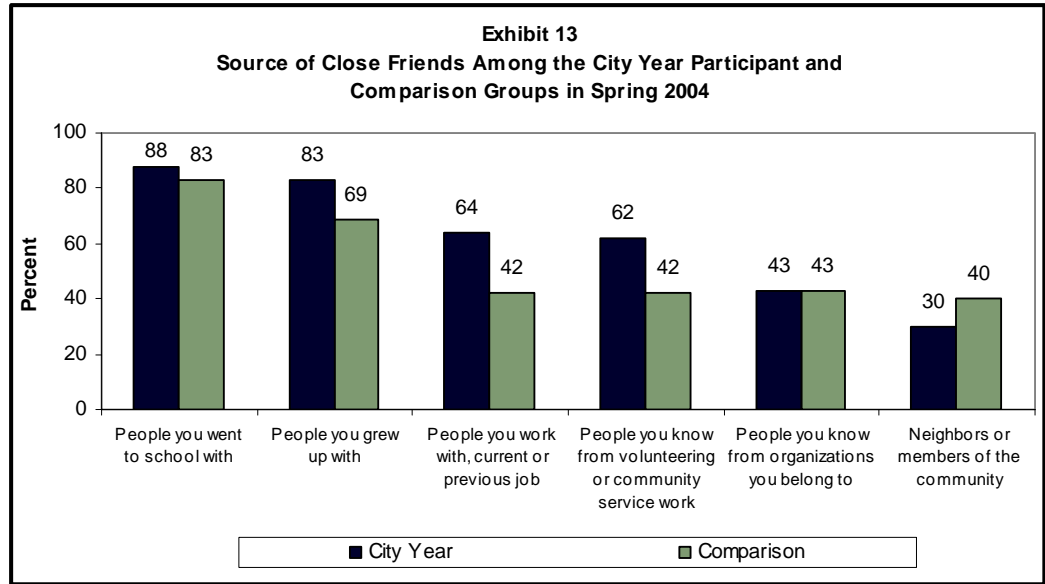
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My core group of friends now is people from City Year. None of them are the same group or same race or background. I know City Year did that. It had to. I pursue different friendships now, outside of City Year. Not just black [friends] - also other people.

Because fostering cross-boundary relationships among corps members (and a disposition toward forming cross-boundary relationships later in life) is such an important program goal for City Year, interviewers asked both City Year participants and members of the comparison group about their close friends—people they feel at ease with, can talk to about private matters, or call upon for help. Interviewers then asked how many of those close friends were members of another racial group, religious group, or social class.

City Year alumni tended to have slightly larger networks of close friends than did members of the comparison group. In spring 2006, 50 percent of City Year alumni reported that they had six or more close friends, compared with 35 percent of the comparison group with six or more close friends. This difference was about the same at the first follow up, in spring 2004.

In the year immediately following their year of service, City Year participants were more likely than members of the comparison group to report that their close friends included people they knew from work or from volunteering. Both City Year participants and comparison group members most often reported that their close friends were people they had grown up with or people they had gone to school with. However, City Year participants were more likely to report that their close friends were people they knew from work (64 percent of City Year participants, compared with 42 percent of comparison group members) or people they knew from volunteering (62 vs. 42 percent) (Exhibit 13). These connections may offer greater opportunity for cross-boundary relationships than neighborhoods and schools, which are often relatively segregated environments.

The prevalence of work and volunteering as a source of close friendships among City Year alumni may be explained by the fact that 30 percent of City Year participants were serving with City Year for a second year in spring 2004. Many of these participants counted fellow corps members among their closest friends (as described above), and therefore reported that work or volunteering had been a source of these friendships.

Exhibit 13
Source of Close Friends Among the City Year Participant and Comparison Groups in Spring 2004

A bar chart titled "Exhibit 13" showing percentages for City Year and Comparison groups across six categories:

Category	City Year	Comparison
People you went to school with	88	83
People you grew up with	83	69
People you work with, current or previous job	64	42
People you know from volunteering or community service work	62	42
People you know from organizations you belong to	43	43
Neighbors or members of the community	30	40

By spring 2006, this "City Year effect" had diminished. Both City Year participants and comparison group members were less likely to report in 2004 that they had met a close friend volunteering or doing community service, compared with their 2004 report. For City Year participants, the percentage reporting that they had met a close friend while volunteering fell by half, from 62 percent to 32 percent. In addition, the gap between City Year participants and comparison group members on this measure narrowed to four percentage points (32 vs. 28 percent). The number of City Year participants reporting that they had close friends at work also fell over time (though not as much), and the gap between City Year participants and the comparison group on this measure narrowed (Exhibit 14).

Exhibit 14
Source of Close Friends Among the City Year Participant and Comparison Groups, Over Time

A bar chart titled "Exhibit 14" showing percentages for City Year and Comparison groups:

Category	City Year	Comparison
Volunteering: Spring 2004	62	42
Volunteering: Spring 2006	32	28
Work: Spring 2004	64	42
Work: Spring 2006	55	46
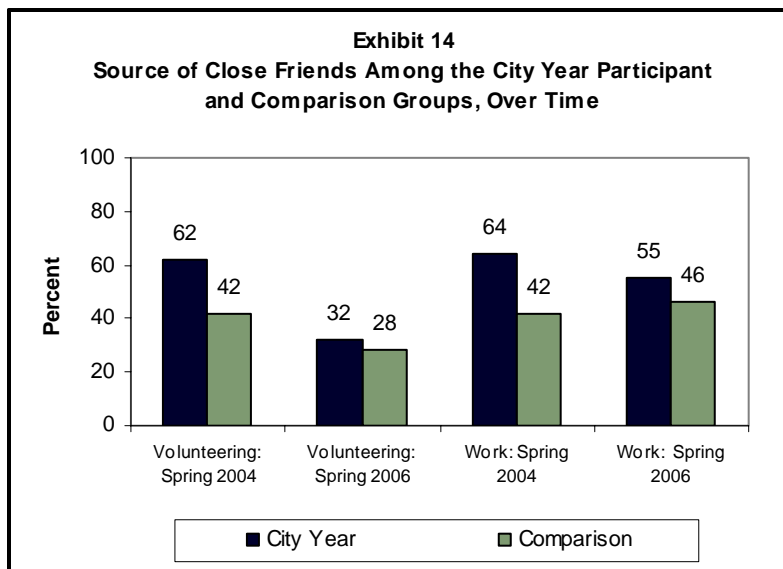
On items asking about cross-boundary relationships, results from the baseline survey should not be compared directly with results from the first and second follow ups, because of a small but significant difference in the wording of the item. The baseline survey asks whether the respondent has any "close friends" of a different race/ethnicity, economic background, or religion. The follow-up interview protocol first defined

a "close friend" as someone "you feel at ease with, can talk to about private matters, or call on for help," and then asked about close friends of a different race, social class, or religion. Responding to this more restrictive definition, fewer respondents reported that they had a cross-boundary friendship in the follow-up interviews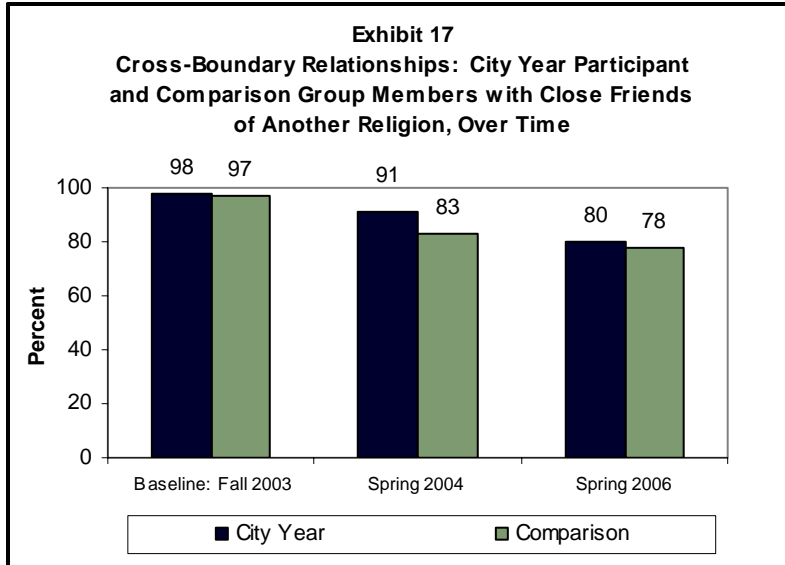 than they did at baseline. However, results from the baseline survey can be used to track the differences between participant and comparison group members over time.

In the year immediately following their service with City Year, alumni were more likely to report cross-boundary relationships with close friends than were members of the comparison group. Although this difference diminished somewhat by the second follow-up interview, City Year participants were still more likely to have such relationships than were members of the comparison group. At baseline, at the beginning of their year of service, City Year participants were more likely to report that one of their close friends was of a different race (98 vs. 89 percent), and about as likely to report that they had close friends of another social class or religion (Exhibits 15, 16, 17). Immediately after their year of service, City Year participants were much more likely to report a cross-boundary relationship: 82 percent of participants reported that they had a close friend of another race, compared with 61 percent of comparison group members, and 81 percent of participants reported that they had a close friend of another social class, compared with 56 percent of comparison group members.

Exhibit 15
Cross-Boundary Relationships: City Year Participant and Comparison Group Members With Close Friends of Another Race, Over Time

Exhibit 16
Cross-Boundary Relationships: City Year Participant and Comparison Group Members with Close Friends of Another Social Class, Over Time

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Exhibit 17
Cross-Boundary Relationships: City Year Participant and Comparison Group Members with Close Friends of Another Religion, Over Time

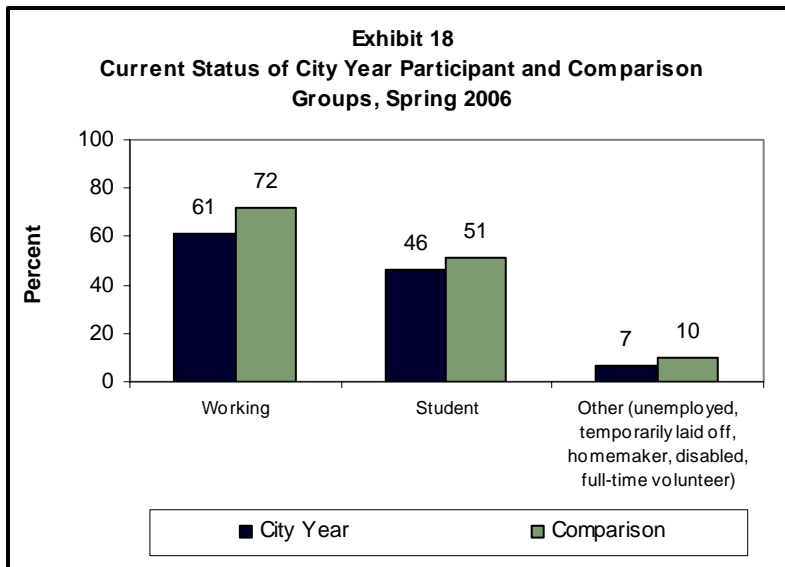| Category	City Year	Comparison
Baseline: Fall 2003	98	97
Spring 2004	91	83
Spring 2006	80	78

The gap between participants and comparison group members with regard to religion, 91 vs. 83 percent, was consistent with the first two, although it was smaller.

By spring 2006, however, this "City Year effect" had diminished somewhat. The percentage of City Year participants reporting a cross-boundary relationship with a close friend fell in all three categories from 2004 to 2006. Nevertheless, differences between City Year participants and comparison group members, though smaller, still favored City Year.

Educational Choices and Early Career Development

Exhibit 18
Current Status of City Year Participant and Comparison Groups, Spring 2006

Status	City Year	Comparison
Working	61	72
Student	46	51
Other (unemployed, temporarily laid off, homemaker, disabled, full-time volunteer)	7	10

At the time of the second follow up, in spring 2006, participants in the study ranged in age from 21 to 28 years. Because they were relatively young, both City Year alumni and members of the comparison group were still in the earliest stages of their careers at the time of the second follow up and many had not yet completed their education.

In spring 2006, City Year alumni and comparison group members were working and attending school in roughly equal numbers: about two-thirds were working, either full-time or part-time, and about half were students (Exhibit 18). In spring 2004, 7 percent of City Year participants were engaged full-time in another volunteer activity (not City Year), but none were full-time volunteers in spring 2006.

***More than three-quarters of City Year alumni reported that City Year
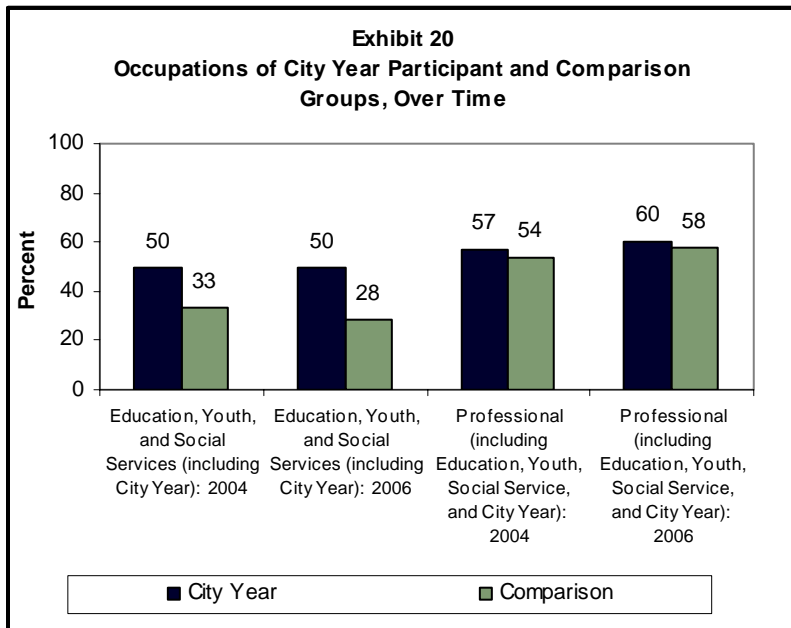had contributed to the development of their early careers; alumni's assessment
of City Year's impact remained relatively consistent over time.*** By spring 2006,
nearly two years after
completing their year of
service, alumni reported that
City Year had helped them
explore career options (86
percent), prepared them for the
job they were working in
currently (85 percent), and
influenced their choice of work
or career path (76 percent)
(Exhibit 19). Participants'
estimates of City Year's impact
rose in some cases and fell in
another over time.

**Exhibit 19
Extent to Which Participants Believe City Year
Contributed "Very Much" or "Somewhat" to Their
Choice of Work, Over Time**

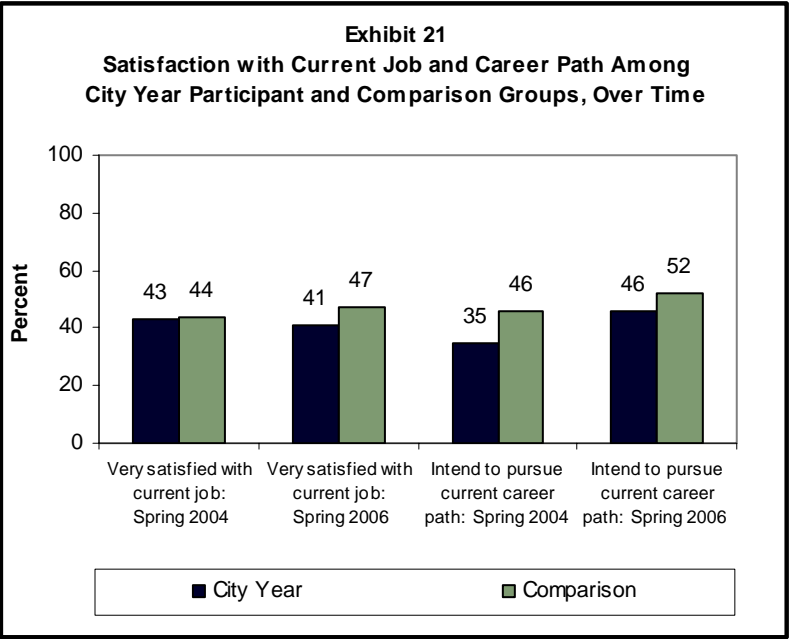|	Helped you to explore career options	Prepared you for the job you are working at now	Influenced choice of work or career path
Spring 2004	75	81	83
Spring 2006	86	85	76
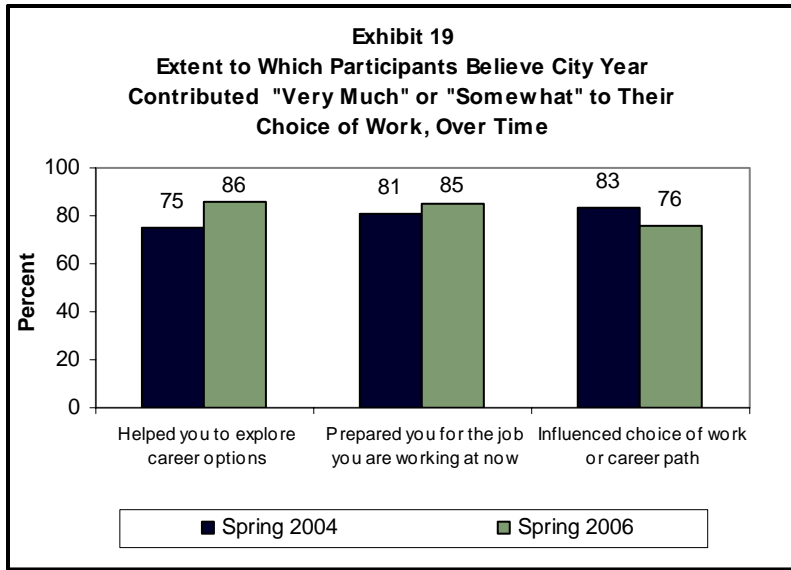
While serving with City
Year, the majority of corps
members work in education or youth services programs: tutoring students in
schools, running after-school programs, running vacation or Saturday camps, or
leading community service activities for youth. Many of the alumni interviewed
for the study reported that these experiences had sparked a new interest in
education and youth services careers.

***In 2004 and again in 2006, City Year participants were more likely than
comparison group members to report that they were working in education,
youth, or social services,
although both groups were
working in professional
occupations at about the same
rate.*** In spring 2004, 30
percent of City Year
participants were working at
City Year, either in a second
year as a corps member or on
staff. By 2006, 10 percent of
participants remained at City
Year. Half of all alumni
(including those who had
continued to work at City Year)
were working in education,
youth services, or other social
services in 2004 and again in
2006, as shown in Exhibit 20.

**Exhibit 20
Occupations of City Year Participant and Comparison
Groups, Over Time**

	Education, Youth, and Social Services (including City Year): 2004	Education, Youth, and Social Services (including City Year): 2006	Professional (including Education, Youth, Social Service, and City Year): 2004	Professional (including Education, Youth, Social Service, and City Year): 2006
City Year	50	50	57	60
Comparison	33	28	54	58

By contrast, only 33 percent of comparison group members were working in education, youth, and social services in 2004, and 28 percent in 2006.

While City Year alumni were more likely to be working in fields closely related to the work they performed during their service year, they were no more likely to be working in professional jobs (including education, youth, social services, and City Year) than comparison group members (Exhibit 20). The number of City Year participants and comparison group members working in jobs with fewer opportunities for advancement and less earning potential over a lifetime (e.g., retail, clerical, and unskilled labor) was about the same for both groups.

Exhibit 21
Satisfaction with Current Job and Career Path Among City Year Participant and Comparison Groups, Over Time

	City Year	Comparison
Very satisfied with current job: Spring 2004	43	44
Very satisfied with current job: Spring 2006	41	47
Intend to pursue current career path: Spring 2004	35	46
Intend to pursue current career path: Spring 2006	46	52

City Year participants were no more likely than comparison group members to report that they were very satisfied with their current job or that they were on a career path that they intended to pursue for some time. In fact, comparison group members were slightly more likely to report that they intended to stay with their current job (Exhibit 21).

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III. Antecedents of Civic Engagement

Political and social attitudes, beliefs, and behaviors predict one's capacity for civic engagement. Findings from the alumni cohort study suggest that City Year sets alumni on a civic path that is different from the path that they would have taken had they not participated in City Year. To determine whether City Year altered the civic pathways of the 2002-03 alumni cohort toward higher civic engagement and social capital, the longitudinal study compared their political and social attitudes (i.e., efficacy, egalitarianism, and social trust) and behaviors (group membership and media usage) with the attitudes and behaviors of similar members of the comparison group.

The interpretation of findings from the City Year longitudinal study should be understood within the context of statistical power (see introduction for additional discussion). That is, the presence of differences lacking statistical significance may be attributed to the lack of power due to the relatively small sample size. Consistent with the original study design, findings from the City Year longitudinal study are used largely to underscore or confirm findings from the alumni cohort study (which used a larger sample of 2,189 alumni) and to allow deeper exploration—through open-ended interview questions—into factors associated with civic engagement and participation (the subject of the next chapter).

Political Efficacy

Political efficacy is a composite measure or index of alumni's internal and external political efficacy; it describes alumni's feelings about politics and government. In particular, it examines whether alumni—and members of the comparison group sample—believe they are qualified to participate in the political process and that their participation matters in society (internal efficacy) and whether they believe their feelings and ideas matter to public officials and that they have a say in what government does (external efficacy). Each of these sets of attitudes has been linked in the literature on civic engagement with more frequent volunteer activity, with various kinds of political participation, and with participation in community organizations (Putnam, 2000; Verba, Schlozman & Brady, 1995).

In 2004 and again in 2006, City Year participants had higher average political efficacy scores than did members of the comparison group. Consistent with the findings of the alumni cohort study[3], data from spring 2004 and spring 2006 show that City Year raised alumni's sense of political efficacy. When asked whether they agreed with a series of statements that measured their internal and external feelings of political efficacy, City Year participants in spring 2004 scored an average of 78 points on the political efficacy index compared with an average of 70 points for the comparison group. By spring 2006, although City Year participants' scores remained higher than the comparison group, they did diminish somewhat. In fact, over time, the political efficacy scores of both groups declined (Exhibit 22). That is, by spring 2006, the average efficacy score for City Year participants had dropped from 78 to 71 points. Similarly, the comparison group scores dropped as well, although not as much as the participant group, from 70 to 66 points. Nevertheless, although their scores dropped somewhat over time, City Year participants ultimately scored five points higher on the political efficacy index than the comparison group, indicating that the City Year effect on alumni's sense of political efficacy was evident three years after alumni completed their year of service.

Exhibit 22
Average Political Efficacy Score of City Year Participant and Comparison Groups, Spring 2004 and Spring 2006
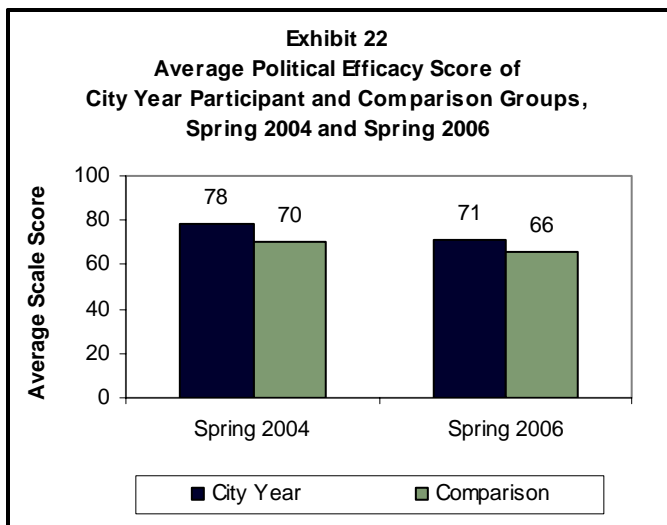
In open-ended interview responses, many City Year alumni expressed great confidence in their ability to participate in politics and a clear sense that their feelings and ideas mattered to public officials.

> *I think that [participating in politics] is what I am destined to do. I am very vocal and can sway a crowd. I can identify the pros and cons of various positions, and I am very passionate and adamant about my position.*

> *I see the impact of City Year in that being involved in community can bring about change. A small group can bring about change in the political process, as it is a powerful system. If you want to make any changes you have to go through the politicians, the city council, the state, and Congress. They can really push for your agenda, but you have to be involved in working with them.*

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[3] The alumni cohort study, *The City Year Experience: Putting Alumni on a Path to Lifelong Civic Engagement* (Anderson & Fabiano, 2007), showed a difference between the alumni and national comparison groups of 7 scale score points.

City Year made me recognize what is possible: That individual people can make a difference.

I understand political issues. I follow the news, I listen to the radio and read the newspapers. I am very comfortable with public speaking, and I do feel I can be persuasive. I have the same type of writing skills, and I speak and write a lot on my job.

I'm a bill collector; I know I can convince people. I've also had a whole lot of public speaking experience—both in church, school, and City Year helped a whole lot with that. I'm into music, so I had to learn how to perform. City Year helped me develop poise when I spoke—whatever comes to you, just let it flow.

I'm a student, and I hear people say that there isn't much that people my age can do, but I believe that, even if it is small, we do have something to say and stand for, and that the government should consider what we believe because it will affect us. We need to start building up our voice.

I think that most public officials are trying to do good, and so they listen to people. As a result, letter campaigns and phone calls can be effective.

I have always been involved in the political process. If you put effort into the process by speaking to officials and getting involved, you will be heard.
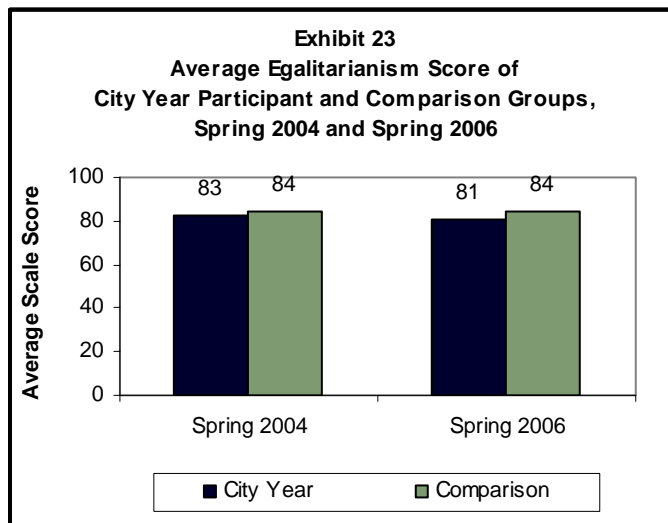
I think the public officials for the most part do care. It's just a matter of how you make yourself heard. You need to get your opinions out there if you feel strongly about an issue.

I see the impact of City Year in that being involved in community can bring about change. A small group can bring about change in the political process, as it is a powerful system. If you want to make any changes you have to go through the politicians and the city council and the state, and congress. They can really push for your agenda, but you have to be involved in working with them.

Egalitarianism

The egalitarianism index is a measure of the extent to which City Year alumni believe in human equality, especially with respect to social, political, and economic rights and privileges. Like measures of political efficacy and social trust, egalitarianism gauges another facet of alumni's political and social attitudes and is another predictor of civic engagement and social capital. According to City Year's theory of change—and the political science literature—the stronger the

belief in human equality, the more likely alumni are to participate in civic life by voting, volunteering, and expressing themselves politically and socially.

Exhibit 23
Average Egalitarianism Score of
City Year Participant and Comparison Groups,
Spring 2004 and Spring 2006

In contrast to the alumni cohort study (which found that City Year alumni had a stronger commitment to egalitarianism than the national population) [4]*, the longitudinal study found virtually no difference in attitudes between alumni and the comparison group.* That is, when asked about the extent to which they agreed with a series of statements that measured their sense of egalitarianism, City Year alumni scored one point lower than the comparison group on the egalitarianism index (ranging from 0 to 100 points) in spring 2004 and three points lower in spring 2006. City Year alumni, while relatively strong in their beliefs about the importance of human equality (with an average score of 83 points in spring 2004 and 81 points in spring 2006), had slightly lower egalitarianism scores than the comparison group, although the difference was not large (Exhibit 23).

In response to open-ended questions, alumni described how their City Year experience had opened their eyes to the inequities in society. The following comments were typical:

> *There is so much back history of racism and prejudice that it's impossible to not be pro-active for the playing field to level. Some people say that slavery was so long ago it doesn't matter, but we are still feeling the effects. I think it's still a problem.*

> *Prior to City Year, I believed that everyone—if they work hard—can make it. But now I think there are systems of inequality that we have to overcome. If we can change that, then people who have the desire can overcome the barriers.*

> *I believe that not everyone is on an equal playing field. It is everyone's problem that we are not as inclusive as we should be in giving opportunities. Everyone would benefit if there are equal opportunities for all. I don't think you can ever go too far in pushing for equality. At City*

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[4] The alumni cohort study, *The City Year Experience: Putting Alumni on a Path to Lifelong Civic Engagement* (Anderson & Fabiano, 2007), showed a difference between the alumni and national comparison groups of 10 scale score points.

Year I worked in a school that was under funded and it was not like the school I attended as a child, a school that was only 20 miles away. So we can't say that we are really doing all we can for everyone. I think that every person has something to contribute and they can do that based on the opportunities they have. So, everyone should have an opportunity to succeed.

It seems like common sense to me that everyone should be on a fair playing field. That comes from my faith and my family and experiences with City Year. It's not like it changed me, but it made me more willing to be part of the solution. I don't think that any system where there are split rights will make a good society.

I think [City Year] made me more aware of some of the equal rights and social injustice issues that continue to face our country. It gave me a better toolbox for talking about those things.

Social Trust

Social trust is a composite measure of alumni's attitudes toward society. Specifically, it measures whether alumni believed that most people can be trusted and whether people try to be helpful or try to be fair. Social trust is strongly associated with civic engagement and social capital, and research has shown that adults who trust their fellow citizens volunteer more often, contribute more to charity, participate more often in politics and community organizations, serve more readily on juries, and give blood more frequently (Putnam, 2000).

In 2004 and again in 2006, City Year participants had higher average social trust scores than did members of the comparison group. Consistent with the findings of the alumni cohort study[5], data from spring 2004 and spring 2006 show that City Year raised alumni's trust in society significantly. When asked whether they agreed with a series of statements that measured the extent to which they trusted society, City Year participants in spring 2004 scored an average of 61 points compared with an average of 41 points for the comparison group. By spring 2006, although City Year participants' scores remained higher than the comparison group, both groups' scores diminished somewhat (Exhibit 24). That is, by spring 2006, the average social trust scores for both City Year participants and comparison group members dropped about four points, from 61 to 57 points for the participant group and from 41 to 37 points for the comparison group. Nevertheless, City Year participants maintained their 20-point lead over the comparison group on the social trust index in both spring 2004 and spring 2006,

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[5] The alumni cohort study, *The City Year Experience: Putting Alumni on a Path to Lifelong Civic Engagement* (Anderson & Fabiano, 2007), showed a difference between the alumni and national comparison groups of 4 scale score points.

Exhibit 24
Average Social Trust Score of
City Year Participant and Comparison Groups,
Spring 2004 and Spring 2006
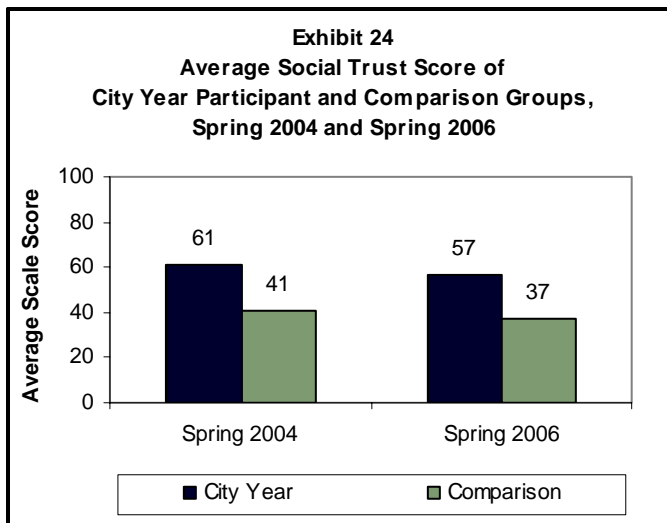
indicating that the City Year effect on alumni's trust in society was significant and substantial.

Organizational Membership

People gain information about life beyond their narrow individual and family lives through a wide network of contacts and informal associations. These networks provide them with access to information and opportunities they might otherwise not have. Membership and participation in a wide range of activities teaches social trust, which is the basis for collaboration and other forms of social cooperation (Putnam, 2000), and participation in community organizations—for example, running the PTA fund drive or managing the church soup kitchen—can develop organizational and communications skills that are transferable to politics (Verba, Schlozman, & Brady, 1995).

The proportion of City Year participants who belonged to a group or organization was higher than it was for the comparison group in both spring 2004 and spring 2006.

Exhibit 25
Organizational Membership of
City Year Participant and Comparison Groups,
**Spring 2004 and Spring 2006**
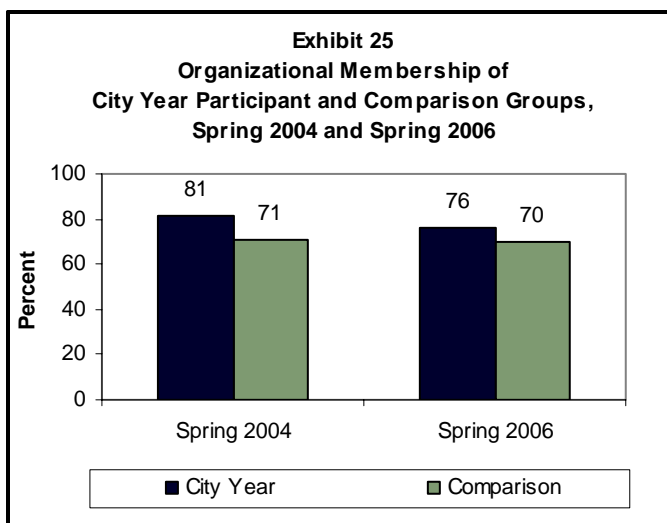
Longitudinal analysis showed that 71 percent of the comparison group belonged to a group or organization in spring 2004 and in spring 2006, that percent dropped to 70. Among City Year participants, the percent who belonged to a group or organization was 81 percent in spring 2004 and 76 percent in spring 2006. Accordingly, participating in City Year had a positive impact on the percentage of alumni who belonged to a group or organization (Exhibit 25).

Organizational Leadership

As a measure of the extent to which City Year alumni—and comparison group members—are actively and meaningfully engaged in civic matters,

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interviewers asked alumni and comparison group members about their participation in leadership opportunities within the organizations to which they belonged. Specifically, the question asked whether alumni and comparison group members had ever: (1) served as an officer with any of the organizations to which they belonged; (2) given money in addition to regular dues; (3) spoken at meetings; (4) written letters or contacted government officials on behalf of a group; or (5) organized or lead activities for an organization.

City Year participants accepted more leadership responsibilities among the organizations to which they belonged than did members of the comparison group sample. When asked whether they took on any leadership responsibilities in any of the organizations to which they belonged—including serving as officers, speaking at meetings, writing letters or contacting government officials on behalf of the organization, or organizing or leading organizational activities—City Year

Exhibit 26
Average Organizational Leadership Score of City Year Participant and Comparison Groups, Spring 2004 and Spring 2006

participants scored an average of 4 points higher in spring 2004 and 5 points higher in spring 2006 than the comparison group on the organizational leadership index. Accordingly, City Year positively affected the organizational leadership of alumni (Exhibit 26).
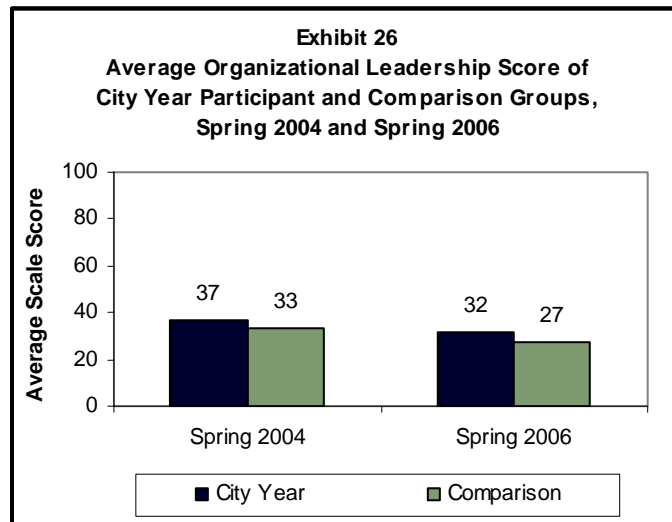
In their responses to the open-ended question that asked what they learned from their leadership experiences, many respondents—both alumni and comparison group members alike—reported learning leadership, organizational, and communication skills.

> *I learned more about leading a group, such as how to motivate people to get involved, and how to accommodate various work styles. That is definitely where City Year has impacted me. We had a workshop at City Year that gave me a framework for understanding different work styles and appreciating the value of the different styles. As leader of CATALYST I have been able to utilize the knowledge I gained from that. I also learned about contracting with speakers and performers for events.*

> *I have learned how to run meetings, budget money, and motivate other student government members.*

> *I learned that communication is good. Also, I've learned that it's good to keep people updated and to take other people's ideas into account.*

I have learned how to engage different groups of people and I know the right ways to approach communities in order to engage them and have them listen to what you say.

I used the skills I already had from City Year, such as the ability to organize something from start to end, to work with others and not bump heads—and not disagree. There were about 10 of us and we all worked together to get it done. I was dedicated and committed, and people depended on me, and I couldn't just say I'm tired and I'm going home.

Unlike the comparison group members, however, a few alumni mentioned having also learned outreach skills from their leadership experiences with the organizations they had joined:

I have learned that people want to be involved in the community, you just have to give them some kind of way to be involved.

It is hard to get people to come out and be involved in anything like this. It's hard to get them to take a stand.

Media Usage

The study's media usage index measures behaviors that help alumni follow and stay current with political and social changes and events. The more alumni use various forms of media to obtain information about politics and society, the greater the likelihood of their being engaged in civic life. The quantity and quality of information that alumni receive form the basis upon which they decide whether or not to vote and otherwise participate politically.

The interview protocol measured media usage by asking alumni how many days a week (i.e., 0-7) they engaged in each of the following activities: reading a newspaper; reading magazines like *Newsweek, Time,* and *U.S. News*; watching national news on television; listening to news on the radio; or reading news on the Internet. In addition, respondents were asked how much attention they paid to stories on national politics and public affairs and/or local politics and community affairs (i.e., none, very little, some, a great deal). Finally, respondents were asked how often they talked to family and friends about current events or things they had heard about in the news.

In 2004 and again in 2006, City Year participants had nearly the same average media usage scores as members of the comparison group. When asked about the extent to which they used various forms of media to get news and information, City Year participants in spring 2004 scored an average of 36 points (on an index of 0 to 100) on the media usage index compared with an average of 35 points for the comparison group. By spring 2006, media usage had grown

slightly for both groups. By spring 2006, the average media usage score for City Year participants was 39 points, a gain of 3 points from spring 2004, whereas the score for the comparison group was 36 points, a gain of only one point (Exhibit 27).

In their responses to an open-ended question that asked City Year participants what they learned from their City Year experience, many said they learned about the importance of staying abreast of current events by regularly listening to or watching the news or reading the newspaper. By staying informed, alumni explained, they can participate more readily in the political process by understanding and acting upon issues that affect them and their communities. The following is a selection of quotes from the open-ended data.

Exhibit 27
Average Media Usage Score of City Year Participant and Comparison Groups, Spring 2004 and Spring 2006
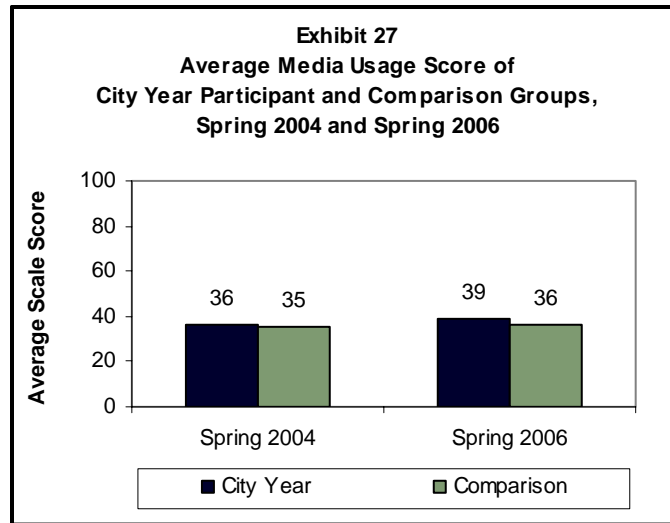
I didn't really read the news before [City Year], and there's a lot of stuff going on that affects us locally. The campaign that City Year ran to save AmeriCorps made me think about how national issues affect local programs.

City Year has definitely taught me about being more community focused and to pay more attention to what is going on around me. It also exposed me to more people from diverse racial and socioeconomic backgrounds. I have a more in-depth knowledge of important events and issues going on around me now.

Since City Year, I have been better at keeping up with national, global and local issues—especially issues related to civil rights and poverty. Being immersed in the community of Columbia, South Carolina really opened my eyes to the rest of the world.

Having the opportunity to work in neighborhoods very different from where I grew up or would have no reason to go to. It open my eyes to other parts of the city and exposed me to more issues that I knew existed, but seeing them made it more meaningful. Understanding problems and politics, it got me more interested and it's more a part of my life. I am more informed and I want to be more informed since City Year.

As far as the national and local news, before City Year, I didn't associate the news with my daily living and the laws that were being passed, like the
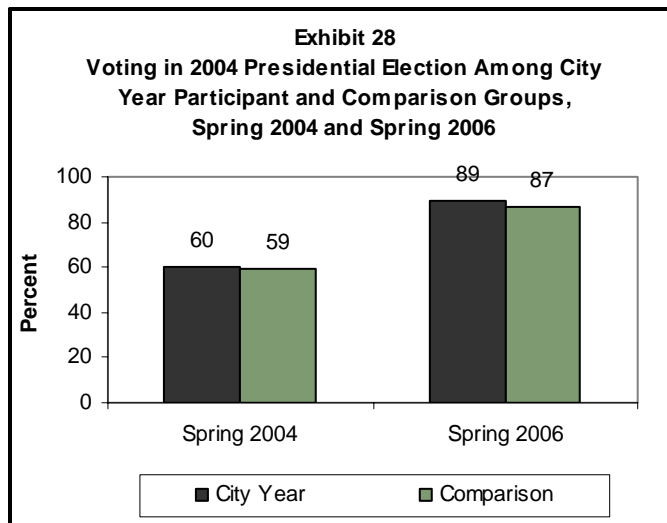
No Child Left Behind Act. Politics has a role in everything that you do in life. You will be ignorant in all the things that are going on [if you don't stay informed].

IV. Civic Engagement

As was the case with the alumni cohort study, the longitudinal study examined the extent to which City Year alumni were engaged in civic life by measuring their voting behavior, their political expression or voice, and their volunteerism—all activities that contribute to one's social capital. To determine whether City Year had indeed affected alumni's civic engagement, the study compared alumni's political and social behaviors to those of members of the comparison group. As a final measure of City Year's impact, the study used an index of social capital to compare the social capital of City Year alumni to that of the comparison group.

Voting

City Year alumni voted at a higher rate in the 2004 presidential election than did members of the comparison group. Among those eligible, 89 percent of the City Year alumni reported in spring 2006 that they had voted in the 2004 presidential election. By comparison, 87 percent of the comparison group voted (Exhibit 28). Similarly, two years prior, 60 percent of City Year alumni had voted versus 59 percent of the comparison group. Although the differences between participant and comparison groups are extremely small, they are consistent with findings from the alumni cohort study and suggest that City Year had a positive effect on the voting behavior of alumni.

Exhibit 28
Voting in 2004 Presidential Election Among City Year Participant and Comparison Groups, Spring 2004 and Spring 2006

	Spring 2004	Spring 2006
City Year	60	89
Comparison	59	87

The strength of City Year's impact on the civic engagement of its participants, however, is particularly evident with respect to participants' voting behavior in state and local elections. In spring 2004 and again in 2006, City Year participants reported voting at a significantly higher rate in the 2003 and 2005 state and local elections than did members of the comparison group. That is, in spring 2004, 41 percent of all eligible City Year participants reported voting in the 2003 state and local elections compared with 33 percent of the comparison group. By spring 2006, the differences between the two groups grew stronger, where 59 percent of City Year participants reported voting in the 2005 state and local elections compared with 40 percent of the comparison group (Exhibit 29).

Exhibit 29
Voting in 2003 and 2005 State and Local
Elections Among City Year Participant and
Comparison Groups,
Spring 2004 and Spring 2006
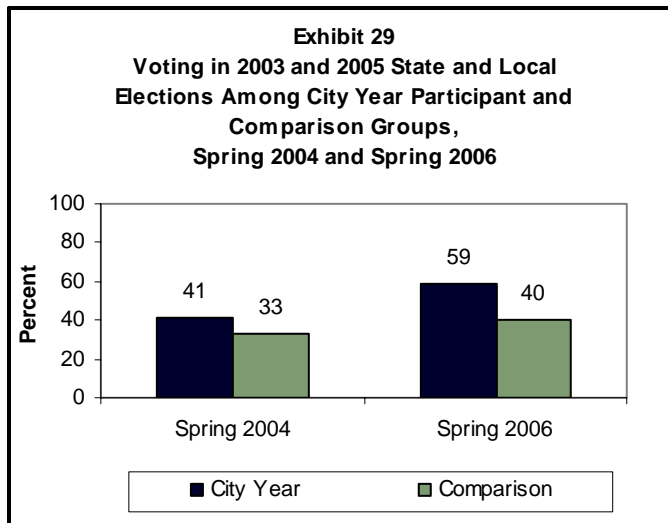
That is, by spring 2006, the percent of alumni who voted grew an average of 18 percentage points (from 41 to 59 percent) whereas the percent of the comparison group who voted only grew seven percentage points (from 33 to 40 percent). The gap in the percent of participant and comparison group members who vote was 19 percentage points, and is a measure of City Year's impact on the civic engagement of alumni.

In open-ended responses to a question that asked about the extent to which respondents believed voting mattered, 73 percent of alumni (compared with 67 percent of the comparison group) said they felt strongly that their vote mattered. As was true in the alumni cohort study, many alumni said they believed it was their civic responsibility to vote.

> *I think it's a privilege to be able to vote and it's my duty and I feel I should vote. And it makes me angry when I hear people say they don't need to vote.*

> *I feel like it is our civic right to vote and we shouldn't take it for granted. A non-vote is a vote for somebody else or something else which could affect you as a citizen.*

> *Everyone's vote matters in an election. That is the only way we can achieve change. Everyone is qualified to participate in politics because everyone's experiences are valid and important.*

> *I think [voting] is one of the most important things you can do as a citizen. It would be offensive to me if it were taken away from me so I don't know why I wouldn't participate in the governmental process in that way.*

Others said that they believed the results of the last two national elections was ample evidence that voting mattered:

> *I think it's pretty obvious that voting is important based on the last two Presidential elections. Even in Washington state, the governor's election was decided by 100 votes. That shows that voting is very important.*

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As for the voting issue, there are times when I feel less effective. But on principle, I believe all our votes count, as evidenced by the last two presidential elections.

I think we all have a duty to vote, and as we all saw in Florida, one or two people can have a big effect. I also feel that if you don't vote, you can't complain.

Every vote could make the difference, especially with the recent national and local elections being so close.

Not every person in every country even has the option to vote, and it is our civic responsibility and our right. We have the opportunity and I do think that each person makes a difference—as seen in this past election.

Everyone's vote counts, no matter what the election and especially with the last election, which was so close. If many people have a negative attitude about the value of voting, then that will have a negative effect on our country.

A few comments suggested that some alumni were aware that their own personal participation in the political process (i.e., voting) was bucking the generational trend:
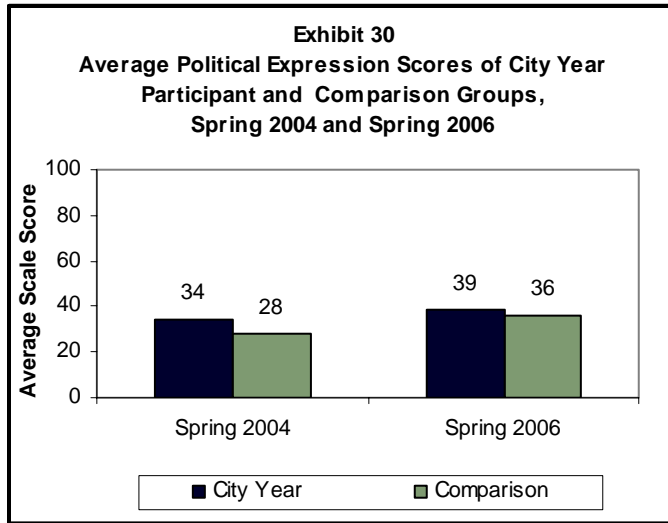
If more people my age voted, then the government would look a little different. Since I have the right, why shouldn't I utilize it? If people don't vote, and then complain, they don't have the right to complain.

Political Expression

Expressing one's views through public discourse is among the many ways in which individuals engage and participate in civic life. To measure degrees of political expression, alumni were asked to indicate the number of ways, if any, in which they had publicly expressed their political and social views. Specifically, they were asked how many times in the past 12 months they had: (1) contacted a newspaper, a magazine, or a radio or television talk show to express their opinion on an issue; (2) taken part in a protest, march, or demonstration on some national or local issue (aside from a strike against an employer); (3) signed a petition about a political or social issue; (4) bought or not bought something because of conditions under which the product was made, or because they liked or disliked the conduct or values of the company that produced it; and (5) worked as a canvasser (i.e., gone door-to-door for a political or social group or candidate). These categories together form an index that measures the variety of ways in which individuals express their views on political and social issues.

As was true in the alumni cohort study[6], the longitudinal study revealed that, overall, City Year participants from the 2002-03 cohort engaged in a broader array of political and social expression than the comparison group. When asked whether they contacted newspapers, magazines, radio or television talk shows; took part in a protest, march, or demonstration; signed a petition; bought something—or not—because of the conditions under which a product was made; or worked as a canvasser, City Year participants in spring 2004 scored an average of 34 points on the political expression index compared with an average of 28 points for the comparison group. By spring 2006, although City Year participants' scores increased and remained higher than the comparison group, they did not increase at as fast a rate as did the scores for the comparison group. That is, by spring 2006, the average political expression score for City Year participants had risen by an average of 5 points, from 34 to 39 points, whereas the expression scores for the comparison group rose by an average of 8 points, from 28 to 36 points. Nevertheless, City Year participants ultimately scored three points higher on the political expression index than the comparison group, indicating that the City Year effect on alumni's efforts to express themselves politically was evident three years after alumni completed their year of service (Exhibit 30).

Exhibit 30
Average Political Expression Scores of City Year Participant and Comparison Groups, Spring 2004 and Spring 2006

Of the 75 City Year participants who responded to the open-ended question that asked whether there was a particular issue about which they were concerned when expressing their views, 29 (39 percent) said they stopped buying the products of companies whose business practices concerned them; many others said they signed petitions related to improving education, health care, and the environment. The following responses reflect the variety of ways in which alumni reported having expressed their views on political and social issues:

I read an article when I lived in Seattle on [a company's] treatment of their workers. Since then, I have chosen not buy any of [that company's] products because I don't agree with the way they treat their employees.

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[6] The alumni cohort study, *The City Year Experience: Putting Alumni on a Path to Lifelong Civic Engagement* (Anderson & Fabiano, 2007), showed a difference between the alumni and national comparison groups of 34 scale score points.

Being able to see how you affect the community and how your career can allow you to be of service to others. CY also made me more aware of the need to be politically aware, and to be able to express myself clearly.

Most of the petitions were around AIDS awareness, and I have friends in South Africa who are affected by the disease (and also friends here).

I was mostly concerned about the health care that the company was providing to their employees.

It's not necessarily one particular issue. [I'm concerned about] deforestation, urban sprawl, chemical manufacturing of agricultural products, and country of origin.

I guess it was always something I was mindful of. But I would say that working with children for two years through City Year made me more conscious of the business practices of the companies whose products I was buying.

As an economics student, I am aware of how purchases are an expression or affirmation of the company's values. So, I try to buy only organic food because environmental issues are important. I try not to shop at places that don't treat their workers well.

I don't know if there was a particular person so much as a group. I met a lot of people through City Year and law school who had views on products and companies and that got me thinking about it.

I signed a petition regarding low-income housing and the need to make more of it available. The protest was to increase the funding for early childhood education. And I contacted the newspaper regarding the use of art work.

Volunteerism

Consistent with the alumni cohort study, the longitudinal study measured the volunteer behavior of the 2002-03 alumni cohort to gauge the extent to which their City Year experiences had translated into discernable differences in their civic behaviors, particularly with respect to whether and to what extent they volunteered after participating in City Year.

Consistent with the findings in the alumni cohort study, approximately two-thirds (70 percent) of City Year participants from the 2002-03 cohort

reported volunteering for at least one organization or group in the last six to 12 months.[7]

When compared with the volunteerism of the comparison group, the City Year participants volunteered in much higher proportions in both spring 2004 and spring 2006. Indeed, while volunteerism among both the participant and comparison groups dropped 7-8 percentage points between spring 2004 and spring 2006, the average difference (approximately 13-14 percentage points) in the proportion of each group that reported volunteering remained relatively unchanged. Overall, City Year had a strong, positive effect on the volunteerism of alumni. That is, the percent of City Year participants who volunteered in the last 6 to 12 months averaged, over time, about 14 percentage points higher than the comparison group (78 versus 66 percent in spring 2004; 70 versus 57 percent in spring 2006) (Exhibit 31).
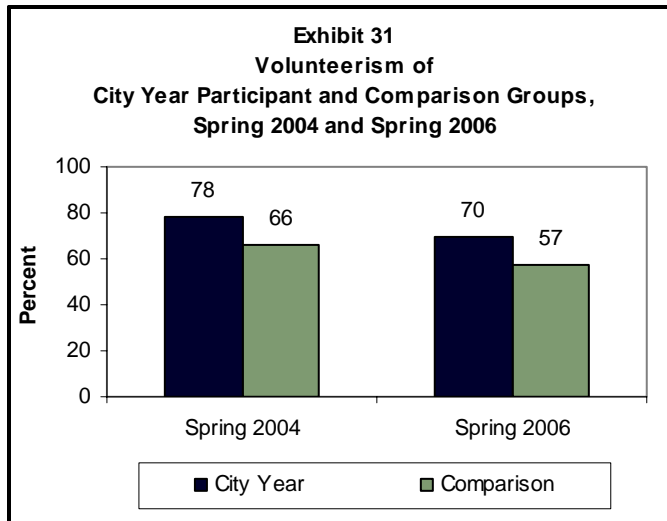
Exhibit 31
Volunteerism of
City Year Participant and Comparison Groups,
Spring 2004 and Spring 2006

In their responses to an open-ended question that asked what they found worthwhile in their volunteer work, many City Year respondents reported that the issues addressed by the organizations for which they volunteered were important. Many credited City Year with instilling in them a sense of commitment to community service:

> *It makes me feel like I'm giving something back. My (paid) job is mostly pushing papers around and [my volunteer work] makes me feel like I've accomplished something.*

> *I guess I've always been interested in this [volunteer work], but I've been more likely to put some action into this interest since City Year.*

> *I enjoy it and I make progress with what I do with the kids. That is what I did at City Year and I'm continuing in the same vein [now].*

> *It's the kind of volunteering I've always been interested in; I've just never had the opportunity. It's gratifying to watch people come to agreement over disputes, and it's nice to develop skills that will help me in my career.*

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[7] The Alumni Cohort Study found that 68 percent of alumni volunteered for at least one organization or group in the last 12 months.

I have always been interested in volunteering, but City Year really boosted my confidence in my ability to do different things. I had ideas, but City Year showed me how to do it. Also, City Year showed me that there are many others getting involved everyday all over the place, and that really inspired me.

[I volunteer at this organization] because the academic achievement of the students in our area is poor. My interests have changed over the years. After college and City Year, I became more intense about getting into social work. Beforehand—just like everybody else—I had a generic sense of wanting to try and help people, but I didn't have anything to take action on.

In both spring 2004 and spring 2006, City Year participants reported taking on more leadership positions through their volunteer activities than did members of the comparison group. On a volunteer leadership index—which measures whether respondents recruited other volunteers, supervised other volunteers, designed or organized volunteer activities, raised funds, planned or chaired meetings, served on a board of directors, collaborated with other organizations, contacted government officials on behalf of the group, or publicized the volunteer/service activities of the group—City Year participants scored eight points higher than the comparison group in spring 2004 and four points higher in spring 2006. Although neither group scored high on the measures that comprise the leadership index, City Year participants appeared to accepted more leadership responsibilities than did the comparison group (Exhibit 32).

Exhibit 32
Average Volunteer Leadership Score of City Year Participant and Comparison Groups, Spring 2004 and Spring 2006
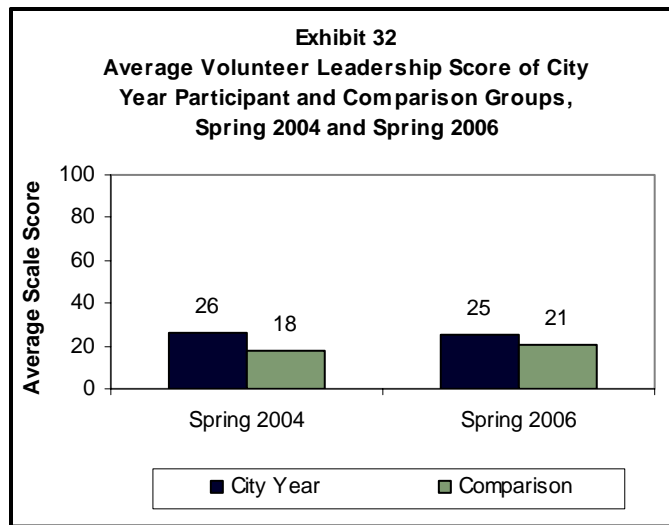
In their responses to the open-ended question that asked what they had learned or what skills they had developed from taking on leadership roles in their volunteer work, City Year participants reported that they had learned how to better manage, organize, and work effectively with people:

It taught me a lot about reaching out to people and trying to get people interested. In serving on the Alumni Board, a lot of the team-leading skills carry over in trying to manage a group of people to collaborate to put on an event. I think I've developed a lot of management-type skills in overseeing people.

I have learned a lot about organizing meetings and getting publicity events organized. I have also learned the importance of planning ahead and about working with different kinds of people.

I'm more of a people person—I can work and listen better instead of just judge off the top. I'm able to help more when I listen—a couple of the people I've helped have ended up going through City Year. When I listen more, I'm able to be more helpful.

I've learned about networking and creating relationships with other groups. I've also learned more about the dynamics of leading groups of volunteers.

It's developed my ability to work with different kinds of people with different personalities. It also has helped me to know for sure that I want to do this kind of non-profit work.

Well, I've been doing these kinds of things for a long time, but I have improved my understanding of any ability to communicate tactfully in groups, strategize and make decisions.

City Year had a positive impact on alumni volunteerism in terms of both the percent who volunteer, the number of organizations for which they volunteered, and the leadership roles they accepted as part of their volunteer work.

V. Conclusion: Generating Social Capital

City Year's theory of change asserts that participating in City Year enhances the attitudes and values as well as the concrete civic and workplace skills that promote civic engagement. As a result of participating in City Year, the theory holds, corps members will have high levels of social trust, have strong feelings of political efficacy and egalitarianism, and know how to express themselves socially and politically. Then, as corps members participate in a set of institutions during their year of service (including City Year itself, corporate and nonprofit partners, and friendship networks), they experience new opportunities for participation and develop skills that will support continued high levels of civic participation later in life. Accordingly, this combination of attitudes and values, concrete skills, and membership in institutions works synergistically to set participants on a life path of greater civic engagement and social capital.

Building social capital, City Year's founders argue, strengthens democracy, generates new resources to solve societal problems, strengthens civic values, and increases tolerance—all factors contributing to the public good.

Consistent with the findings from the alumni cohort study, the longitudinal study of alumni provides further evidence to support the conclusion that City Year has indeed affected alumni's pathways to civic engagement and social capital. As described in the previous two chapters, City Year alumni exhibit the following indicators of civic engagement, compared with members of the comparison group:

- ■ Stronger feelings of political efficacy

- ■ Higher levels of social trust

- ■ Higher rates of organizational membership

- ■ Higher rates of volunteerism

- ■ Higher rates of leadership in volunteering in and in organizations

- ■ Higher rates of voting, especial in local elections

These indicators of attitudes, values, and political and social behaviors, taken together, constitute a persuasive case demonstrating the social capital accrued by City Year alumni.

To summarize these findings on the creation of social capital among City Year alumni, PSA created an index of social capital, combining all of the

measures of attitudes, values, and political and social behaviors described in the preceding chapters.[8]

Compared with a group of young adults who were applied to City Year but ultimately decided not to serve, City Year alumni score higher on this measure of social capital. After combining measures of their attitudes, values, and political and social behaviors into an index of social capital, City Year alumni received an average score of 49 points (on an index of 0 to 100) in spring 2004 and 51 points in spring 2006. By comparison, members of the comparison group who had not participated in City Year received an average score of 41 points in spring 2004 and 46 points in 2006. This difference of 5 to 8 points is a measure of City Year's impact on the social capital of its alumni (Exhibit 33). Data from the second follow up in spring 2006 suggest that this advantage for City Year alumni persists over time.
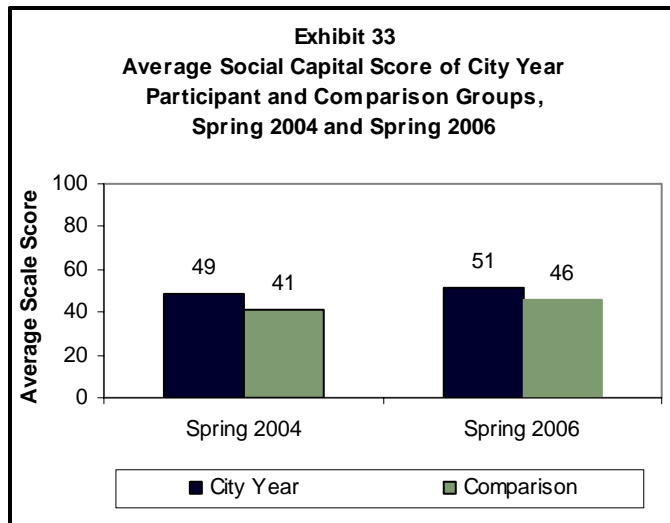
Exhibit 33
Average Social Capital Score of City Year Participant and Comparison Groups, Spring 2004 and Spring 2006

	Spring 2004	Spring 2006
City Year	49	51
Comparison	41	46

Consistent with the findings from the alumni cohort study, the findings of the longitudinal study provide further evidence to support the conclusion that City Year has indeed affected alumni's pathways to civic engagement and social capital. In addition to contributing to the development of alumni civic and workplace skills, City Year has positively affected alumni career attainment in the years following their City Year experience. Moreover, City Year has consistently and positively affected alumni's sense of political efficacy and social trust.

The findings from this study help to support the theory that the City Year experience leads alumni onto and/or alters their pathway to higher civic engagement and social capital. That is, this study shows—as did the alumni cohort study—that City Year alumni are more likely to vote and volunteer than are similarly situated individuals who did not participate in City Year. Moreover, City Year participants—after 10 months of service—had more social capital than their comparison group, and this difference persisted over time. These effects, taken together, demonstrate that City Year has indeed generated in its alumni a greater amount of social capital than would have been expected when considering the attitudes, values, and behaviors of the comparison group.

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[8] See Appendix C of the final report on the alumni cohort study (Anderson & Fabiano, 2007) for additional detail on this index.

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**Appendix A:
Sample Weights**

Exhibit A-1
Weighting Criteria for City Year
Longitudinal Study of Alumni

	Unweighted Sample		Weighted Sample	
	City Year	Comparison	City Year	Comparison
Prior Education				
No College Degree	59%	57%	60%	54%
College Degree	41%	43%	40%	46%
Race/Ethnicity				
Minority	44%	40%	44%	42%
White	56%	60%	56%	58%
Gender*				
Female	66%	88%	66%	81%
Male	34%	12%	34%	19%
Age				
19-22 years old	45%	44%	44%	43%
23 or above	55%	56%	55%	57%
Attendance at Religious Services				
Yes	50%	60%	50%	54%
No	50%	40%	50%	46%
Marital Status				
Married	4%	5%	5%	4%
Divorced	0%	1%	0%	1%
Separated	1%	0%	1%	0%
Never Married	92%	88%	91%	88%
Partnered, not married	3%	6%	3%	7%
Neighborhood Tenure				
Same community	41%	45%	40%	44%
Different community, but in same metropolitan area	15%	25%	16%	21%
Moved to a new city, region, or state	44%	30%	44%	36%
Employment Status				
Working	61%	40%	61%	43%
Student	50%	35%	50%	40%
Unemployed	4%	4%	4%	4%
Volunteering**				
Yes	87%	99%	87%	94%
No	13%	1%	13%	6%
Engagement in Political Activity				
Yes	94%	98%	94%	98%
No	6%	2%	6%	2%
Media Usage***				
Did not read or watch national news almost everyday	90%	70%	90%	74%
Read and watched national news almost everyday	10%	30%	10%	26%
Participation in Community Engagement Activity				
Yes	81%	84%	82%	83%
No	19%	16%	18%	17%
Community Engagement Skills				
Low	38%	21%	39%	26%
High	62%	79%	61%	74%
Political Efficacy				
No positive rating	28%	30%	28%	29%
At least one positive rating	72%	70%	72%	71%
Voting in a National or Local Election				
Yes	58%	59%	58%	60%
No	42%	41%	42%	40%

* NOTE: The difference in the distribution of gender between Comparison and City Year is statistically significant for unweighted and weighted samples (p=.001, p=.03)

** NOTE: The difference in volunteering between Comparison and City Year is statistically significant for the unweighted sample (p=.003), but is not statistically significant for the weighted sample (p=0.74)

***NOTE: The difference in media usage between Comparison and City Year is statistically significant for unweighted and weighted samples (p=.001, p=.006).

Appendix B:
Interview Protocol Design

Exhibit B-1
Topics and Constructs for Alumni Interview Protocol

Content Area	Constructs and/or Items	Source(s) for items
Demographics, employment, and education	Respondent's age, education, gender, racial and ethnic identification, marital/relationship status, family income, religion and religiosity Employment status and history Education status and history Parent's occupation and income, where respondent grew up	NES 2000 and 2002; CIRCLE 2002
Retrospective evaluations of City Year experience	Enjoyment and rating of City Year Perceived quality of City Year program Perceived impact of City Year on subsequent life choices and path	City Year studies; PSA
Civic participation and skills	Political activities (voting, campaign, community, political organizations, financial donations)	National Election Studies; CIRCLE
	Non-political activities (charitable work, religious activity, non-political organizational activity)	National Election Studies; CIRCLE
	Civic orientation (egalitarianism, political discussion, tolerance, and both internal and external efficacy)	National Election Studies; CIRCLE
	Media usage	National Election Studies; CIRCLE
	Perceived impact of City Year on civic participation and skills	PSA
Leadership activities	Leadership and social entrepreneurship	CIRCLE
Cross-boundary relationships	Friendships, alliances and other relationships across socio-economic, status/role, and racial/ethnic boundaries	PSA
Political/social attitudes and values	Psychological aspects of social capital (e.g., social trust)	National Election Studies;
	Personal relevance of political phenomena	National Election Studies;
	Values (egalitarianism, individualism, etc.)	National Election Studies;
	Perceived impact of City year on political attitudes and values	PSA

City Year Alumni Longitudinal Study

Interview Protocol
City Year Participants

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I. CURRENT OCCUPATION AND LIVING SITUATION

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The following questions focus on what you have been doing since we last contacted you in spring 2004.

1. So, what are you doing now? Are you working, looking for work, a student, or doing something else? (Circle ONE)

    a. Working
    b. Student **(GO TO QUESTION 9)**
    c. Other (Specify: _____)

2. [IF WORKING] What is your job; what do you do?

>

3. Which of the following best describes the type of work you do? (Circle ONE)

    a. Retail, customer service, sales, administrative, clerical
    b. Professional, manager, business owner
    c. Social service, community service, or non-profit management
    d. Skilled worker (including artists), unskilled, or semiskilled
    e. Teacher or other school-based education staff
    f. Work with children or youth outside of school
    g. Military
    h. Other (SPECIFY) _____

4. Are you in the same job or a different one since we last contacted you in spring 2004? (Circle ONE)

    a. Same job as the one I had in spring 2004 **(GO TO QUESTION 7)**
    b. Different job, same career path
    c. Different career path

5. Why did you change jobs or career paths?

>

6. How satisfied are you with the job you are working at now?

    a. Not at all
    b. Very little
    c. Somewhat
    d. Very much

7. To what extent did your City Year experience prepare you for the job you are working at now?

    a. Not at all
    b. Very little
    c. Somewhat
    d. Very much

    AP. Can you expand on that?

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    │   │
    │   │
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8. Is the job you are working at now something you are interested in doing for the next several years? That is, is your current job helping you to progress in a career that you plan to pursue over time?

    a. Yes
    b. No **(GO TO QUESTION 13)**
    c. Not sure; don't know what I want to do yet **(GO TO QUESTION 13)**

    A.   [If YES] What is that career and how did you get interested in it? Why does it appeal to you?

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    BP. So, to what extent has your City Year experience influenced your choice of work or your thinking about your career path?

        a. Not at all
        b. Very little
        c. Somewhat
        d. Very much

NOTE: After completing question 8A and 8B, go to question 13

9.   [IF STUDENT] What are you studying/what is your major? _____

10. What degree are you working on? _____

11. Are you majoring in the same subject/working on the same degree as when we last contacted you in spring 2004?

     a. Same major/degree as the one I had in spring 2004 **(GO TO QUESTION 13)**
     b. Different major, same degree
     c. Different degree

12. What got you interested in pursuing the major/degree you're pursuing now? What do you hope to do with your major/degree in the future?

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    │   │
    └──┘

A. So, to what extent did your City Year experience influence your decision to pursue a different major or degree?

    a. Not at all
    b. Very little
    c. Somewhat
    d. Very much

B. [IF SOMEWHAT OR VERY MUCH] How did City Year influence your decision to pursue a different major or degree? Was there a particular event or experience that helped you to decide?

13. In two years, what do you see yourself doing?

14. On a scale of 1 to 5, how sure are you of your plans for the future, where "1" would be "Not sure at all", and "5" would be "Very sure".

Not Sure At All				**Very Sure**
1	2	3	4	5

II.   CIVIC PARTICIPATION AND SKILLS

The following questions ask about your participation in political activities, volunteering, and membership in organizations since we last contacted you in spring 2004.

15. 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 just didn't have time. Which of the following statements best describes you:

A. Regarding the 2004 presidential election?

    a. I did not vote (in the 2004 presidential election).
    b. I thought about voting this time – but didn't.
    c. I usually vote, but didn't this time.
    d. I am sure I voted **(GO TO PART B of this QUESTION)**

  A1. [IF YOU DID NOT VOTE] What were the reasons why you did not vote?

    a. I didn't care about voting/wasn't motivated
    b. I didn't know there was an election that day
    c. Not enough time/just couldn't get to the polls
    d. Not registered
    e. Not a U.S. citizen
    f. Don't know/can't remember

B.   What about the election this past November 2005? Which statement best describes you:

    a.   I did not vote (in the November 2005 election).
    b.   I thought about voting this time, – but didn't.
    c.   I usually vote, but didn't this time.
    d.   I am sure I voted (GO TO QUESTION 17)

  B1. [IF YOU DID NOT VOTE] What were the reasons you did not vote?

    a.   I didn't care about voting/wasn't motivated
    b.   I didn't know there was an election that day
    c.   Not enough time/just couldn't get to the polls
    d.   I am sure there was no election in November 2005
    e.   Not registered
    f.   Not a U.S. citizen
    g.   Don't know/can't remember

16. How often, if at all, do you talk to your friends or acquaintances about voting, elections, or politics in general?

    a.   Frequently
    b.   Sometimes
    c.   Seldom **(GO TO QUESTION 17)**
    d.   Never **(GO TO QUESTION 17)**

  A. [IF FREQUENTLY OR SOMETIMES] What issues or topics do you usually talk about? What issues and topics concern you most?

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17. Do your friends usually vote in elections?

    a.   Almost all of my friends vote
    b.   Most of my friends vote
    c.   Some of my friends vote
    d.   None of my friends vote
    e.   Not sure/don't know

18. In the past six months, have you initiated any contacts either in person, by phone, or by letter with a   government official on the national, state, or local level about a problem or an issue with which you were concerned?

    a.   No **(GO TO QUESTION 19)**
    b.   Yes

  A. [IF YES] Thinking about your most recent contact, what was the issue of concern to you?   How did you get interested in this issue? Why do you think it is important?

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  B. So was it:

    a.   About an issue or problem that was primarily of concern to you and your family? or
    b.   About an issue or problem of wider concern?

C. Was this the first time you initiated contact with a government official about a problem or issue?

    a. Yes
    b. No

D. Please rate the likelihood of your initiating contact with a government official about a problem or issue in the future. That is, on a scale of 1 to 5, where 1 is "Not at all likely" and 5 is "Very likely", how likely are you to do something like this again?

Not at All Likely				**Very Likely**
1	2	3	4	5

19. The following is a list of some other things that people have done to express their views. For each one, please mark whether you have done this in the last 6 or 12 months. *(Check one response for each row).*

	No, I have not done this in the last 6 or 12 months	*Yes*, I have done this in the last *12 months,* but *not* in the last 6 months	*Yes*, I have done this in the last *6 months*
a. Contacted a newspaper, a magazine, or a radio or television talk show to express your opinion on an issue?	□	□	□
b. Taken part in a protest, march, or demonstration on some national or local issue (aside from a strike against your employer)?	□	□	□
c. Signed a petition about a political or social issue?	□	□	□
d. Bought or NOT bought something because of conditions under which the product is made, or because you like or dislike the conduct or values of the company that produces it?	□	□	□
e. Worked as a canvasser (i.e., gone door-to-door for a political or social group or candidate)?	□	□	□

[NOTE: If "No" is selected for all of 19 a–e, skip to item 23]

20. Of the things you've done to express your views, what have you done the most? How many times have you done this in the past 6 to 12 months (e.g., once, twice, three times or more)?

21. What prompted you to do these things? Was there a particular issue you were concerned about? Did you have friends who were also expressing their views in this way? Was there a particular person who got you involved, or did you do this on your own?

22. The last several questions have asked about recent political activity. Since we last contacted you in spring 2004, would you say that you are more active now, less active now, or about as active now as you were in spring 2004?

    a. More active
    b. Less active
    c. About as active **(GO TO QUESTION 23)**

        A. [IF MORE or LESS ACTIVE] Why are you more active now than you were in spring 2004?

        ┌───┐
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        │   │
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The following questions ask about your volunteer activity.

23. Since we last contacted you in spring 2004, have you spent time participating in any community service or volunteer activity or haven't you had time to do this? By volunteer activity, we mean actually working in some way to help others for no pay. It could be with an organization, or just helping someone on your own.

    a. NO, I have not done this since we last contacted you in spring 2004 **(GO TO QUESTION 27**
    b. YES, I have done this since we last contacted you in spring 2004

24. [IF YES] The following is a list of different groups that people sometimes volunteer for. For each group, please indicate whether you have volunteered for this type of group or organization within the last 6 or 12 months?
    (Check on response for each row)

	No, I have not done this in the last 6 or 12 months	*Yes*, I have done this in the last *12 months,* but not in the last 6 months	*Yes*, I have done this in the last *6 months*
a. A religious group	☐	☐	☐
b. A political organization or candidates running for office	☐	☐	☐
c. An environmental group	☐	☐	☐
d. A civic or community organization involved in health or social services (not including education). This could be an organization to help the poor, elderly, homeless, or a hospital.	☐	☐	☐
e. An organization involved with youth, children, or education (SPECIFY _____)	☐	☐	☐
f. Is there any OTHER type of group I haven't mentioned that you have volunteered for in the last 6 months? (SPECIFY _____)	☐	☐	☐

[NOTE: If no groups were selected, SKIP to item 27]

25. Thinking about all of your volunteer activities in the last 6 to 12 months, how much time do you spend volunteering in a typical week or month? *[Note to interviewer: Allow respondent to specify either the number of hours per week or the number of hours per month, whichever is easiest for the respondent.]*

    _____ Hours per week   OR _____ Hours per month

26. Thinking about all of your volunteer activities in the last 6 to 12 months, have you done any of the following as part of your volunteer work: *(Check one response for each row)*

	No, I have not done this in the last 6 or 12 months	*Yes*, I have done this in the last *12 months,* but not in the last 6 months	*Yes*, I have done this in the last *6 months*
a. Recruited other volunteers?	□	□	□
b. Supervised other volunteers?	□	□	□
c. Designed/organized a volunteer/service activity?	□	□	□
d. Raised funds?	□	□	□
e. Planned or chaired a meeting?	□	□	□
f. Served on a board of directors?	□	□	□
g. Collaborated with other organizations (e.g., community groups, schools, local government boards)?	□	□	□
h. Contacted a government official on behalf of the group?	□	□	□
i. Publicized the volunteer/service activities of the group (e.g., garnered media attention, distributed fliers, spoke in public about the group)?	□	□	□

[Note: If respondent says no to all of the above options, SKIP to item 27]

A. Which group(s) did you do these things? Can you say a bit more about what you did? How long have you had this kind of leadership role(s)?

B. What have you learned, if anything, from taking on these leadership roles? What skills, if any, have you developed?

27. Besides volunteering time with organized groups, have you ever volunteered some of your time to others on your own since we last contacted you in spring 2004? Please do not include help given to people living in your household or activities you may have already mentioned.

____ NO **[SKIP to Q31]**	____ YES

28. The last time you did this, did you help: *(Check one response for each row)*

	No, I have not done this in the last 6 or 12 months	*Yes*, I have done this in the last *12 months,* but not in the last 6 months	*Yes*, I have done this in the last *6 months*
a. A family member/relative	☐	☐	☐
b. A friend	☐	☐	☐
c. A person you work with	☐	☐	☐
d. A neighbor	☐	☐	☐
e. A stranger	☐	☐	☐
f. A cause	☐	☐	☐
g. Other	☐	☐	☐

29. Tell me a bit about the group with which you're most involved and your volunteer work for them. What do you do? Where do you do it? Whom do you work with?

A. Why do you find this activity to be worthwhile? Have you always been interested in this kind of volunteering or have your interests changed? In what way?

30. The last several questions have asked about your recent volunteer activities. Since we last contacted you in spring 2004, would you say that you are more active now, less active now, or about as active now as you were in spring 2004?

a. More active
b. Less active
c. About as active **(GO TO QUESTION 31)**

A. [IF MORE or LESS ACTIVE] Why are you more—or less—active now with your volunteer work than you were when we last contacted you in spring 2004?

31. Since we last contacted you in spring 2004, have you worked informally with someone or some group to solve a problem in the community where you live?

    a.   No **(GO TO QUESTION 32)**
    b.   Yes

        A.   [IF YES] Was this in the last 6 or 12 months or not?

            a.   Yes, in the last 6 months
            b.   Yes, in the last 12 months, but not in the last 6 months
            c.   No, not in the last 6 to12 months **(GO TO QUESTION 32)**

        B.   What was the group you were working with and the issue you were working on? How did you get involved? What did you do?

32. Since we last contacted you in spring 2004, have you started a group or an organization to solve a problem or to address an issue that concerned you?

    a.   No **(GO TO ITEM 33)**
    b.   Yes

        A.   [IF YES] What was the group you were working with and the issue you were working on? What does the group do? What is your role in the group?

33. The following is a list of groups and organizations to which individuals belong. Please indicate whether you are a member of each type and whether you attend regular meetings? *(Check one response for each row)*

	No, I'm not a member	Yes, I am a member, but I do not attend regular meetings	Yes, I am a member and I attend regular meetings
a. Political groups (apart from being registered to vote with a political party)	□	□	□
b. Labor unions	□	□	□
c. Sports groups	□	□	□
d. Youth groups	□	□	□
e. School service groups	□	□	□
f. Hobby or garden clubs	□	□	□
g. School fraternities or sororities	□	□	□
h. Student government	□	□	□
i. Neighborhood associations	□	□	□
j. Literary, art, discussion, or study groups	□	□	□
k. Faith affiliated groups (for example, a church, a synagogue, a temple, or other religious organization)	□	□	□
l. Any other groups (SPECIFY_____)	□	□	□

[NOTE: If respondent does not belong to any organization, SKIP to item 36]

34. Thinking about all of the organizations to which you belong, have you done any of the following as a member of these groups in the last 6 to 12 months? *(Check one response for each row)*

	No, I have not done this in the last 6 to 12 months	Yes, I have done this in the last 12 months, but not in the last 6 months	Yes, I have done this in the last 6 months
a. Served as an officer?	□	□	□
b. Given money in addition to regular dues?	□	□	□
c. Spoken at meetings?	□	□	□
d. Written letters or contacted government officials on behalf of the group?	□	□	□
e. Organized or lead activities for the organization?	□	□	□
f. Other (SPECIFY) _____	□	□	□

[NOTE: If respondent has not done any of the above, SKIP to item 36]

A. For which groups have you done these things? Can you say a bit more about what you did? How long have you been taking on a more active role?

B. What have you learned, if anything, from these activities? What skills, if any, have you developed?

```
[                                                                    ]
```

35. How many people do you know personally who are also members of the organization(s) you just named?

    a.   None **(GO TO QUESTION 36)**
    b.   1-5 people
    c.   5-10 people
    d.   10 or more people

    A.   [IF MORE THAN NONE] Could you call on any of these people for help if you needed it? For example, for help in finding a job or a place to live?

        a.   Yes
        b.   No

The following questions ask about how you use the media.

36. I'm going to read you some of the ways that people get news and information. Thinking about the past week, please just tell me how many days you have done each of the following over the past seven days: *[NOTE: Write zero if you did not do any of these things in the past week.*

    a.   Read a newspaper -   _____ days out of the past 7
    b.   Read magazines like Newsweek, Time, US News -   _____ days out of the past 7
    c.   Watched the national news on television -   _____ days out of the past 7
    d.   Listened to the news on the radio -   _____ days out of the past 7
    e.   Read the news on the internet -   _____ days out of the past 7

NOTE: If respondent answered "0" to all of the above, SKIP to item 40.

37. When you get your news and information, how much attention do you pay to stories on national politics and public affairs?

    a.   A great deal
    b.   Some
    c.   Very little
    d.   None

38. When you get your news and information, how much attention do you pay to local politics and community affairs?

    a.   A great deal
    b.   Some
    c.   Very little
    d.   None

39. How often do you talk with your family and friends about current events or things you have heard about in the news?

    a. Very often
    b. Sometimes
    c. Rarely or
    d. Never

III. POLITICAL ATTITUDES AND BELIEFS

The following questions ask about your political attitudes and beliefs.

40. The following are statements about public life. Please indicate whether you agree strongly, agree somewhat, neither agree nor disagree, disagree somewhat, or disagree strongly with each of the statements. *(Check on response for each row)*

	Agree Strongly	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Strongly
a. 'I feel that I have a pretty good understanding of the important political issues facing our country.'	□	□	□	□	□
b. 'I consider myself well-qualified to participate in politics.'	□	□	□	□	□
c. 'I speak well enough to make an effective statement in public, for example, at a community meeting where people were making comments and statements.'	□	□	□	□	□
d. 'I write well enough to write a convincing letter to someone in the government—like a member of Congress or a local city official—about an issue or problem that concerned me.'	□	□	□	□	□
e. 'So many other people vote in the national election that it doesn't matter much to me whether I vote or not.'	□	□	□	□	□

   f. [IF AGREE or DISAGREE STRONGLY to any of the above] You said you agreed/disagreed strongly with one/two/several of the statements above. Can you say more about that? What were the reasons you why you agreed/disagreed strongly with one/two/several of the statements above?

   _____

41. Please indicate how much you agree or disagree with the following statements about the government. Do you agree strongly, agree somewhat, neither agree nor disagree, disagree somewhat, or disagree strongly with each of the statements? *(Check one response for each row)*

	Agree Strongly	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Strongly
a. 'Public officials don't care much what people like me think.'	□	□	□	□	□
b. 'People like me don't have any say about what the government does.'	□	□	□	□	□
c. 'Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.'	□	□	□	□	□

d. [IF AGREE or DISAGREE STRONGLY to any of the above] You said you agreed/disagreed strongly with one/two/all of the statements above. Can you say more about that? What were the reasons why you said you agreed/disagreed strongly with one/two/all of the statements above?

42. The following statements are about equal rights. After each one, please indicate how strongly you agree or disagree with these statements. *(Check one response for each row)*

	Agree Strongly	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Strongly
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."	□	□	□	□	□

e. [IF AGREE or DISAGREE STRONGLY to any of the above] You said you agreed/disagreed strongly with one/two/several of the statements above. Can you say more about that? What were the reasons why you said you agreed/disagreed strongly with one/two/several of the statements above?]

43. Please indicate how strongly you agree or disagree with these statements. *(Check one response for each row).*

	Agree Strongly	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Strongly
a. If people work hard they almost always get what they want	☐	☐	☐	☐	☐
b. Most people who do not get ahead in life probably work as hard as people who do	☐	☐	☐	☐	☐
c. Hard work offers little guarantee of success	☐	☐	☐	☐	☐

    d. [IF AGREE or DISAGREE STRONGLY to any of the above] You said you agreed/disagreed strongly with one/two/all of the statements above. Can you say more about that? What were the reasons you said you agreed/disagreed strongly with one/two/all of the statements above?]

44. Do you think most people would try to take advantage of you if they got a chance, or would they try to be fair? (Circle ONE)

    a. Take advantage
    b. Try to be fair
    c. Don't know

45. Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves? (Circle ONE)

    a. Try to be helpful
    b. Just looking out for themselves
    c. Don't know

46. Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people? (Circle ONE)

    a. Most people can be trusted
    b. Can't be too careful
    c. Don't know

The following questions ask about how, if at all, your City Year experience has affected you.

47. Looking back on your life since you graduated from City Year, to what extent has your City Year experience helped you to… *(Check one response for each row)*

	Very Much	Somewhat	Very Little	Not at All
a. Develop a social network	□	□	□	□
b. Pursue further education	□	□	□	□
c. Explore career options	□	□	□	□
d. Become involved in some type of political activity	□	□	□	□
e. Become involved in some type of service/volunteer activity	□	□	□	□

48. To what extent do you think your City Year experience contributed to your ability to do each of the following: *(Check one response for each row)*

	Very Much	Somewhat	Very Little	Not at All
a. Conveying your ideas in writing	□	□	□	□
b. Speaking in front of a group	□	□	□	□
c. Leading others to complete a task	□	□	□	□
d. Critically analyzing ideas and information	□	□	□	□
e. Working as part of a team	□	□	□	□
f. Working with people from diverse backgrounds	□	□	□	□
g. Understanding issues and problems facing society	□	□	□	□
h. Exercising public responsibility and community service	□	□	□	□
i. Understanding politics and government	□	□	□	□
j. Working to solve problems in your community	□	□	□	□
k. Planning and carrying out your personal goals	□	□	□	□
l. Engaging in political activities	□	□	□	□

m. [IF YOU CHECKED "VERY MUCH" FOR ANY OF THE ABOVE]: You've indicated that in a few/some/most areas, City Year contributed "very much" to your knowledge, skills, and development. Can you expand a bit on what you meant? What specifically did City Year teach you? What are the most valuable things you took away from your City Year experience?

49. To what extent do you think your City Year experience has changed your attitudes and beliefs about each of the following: *(Check one response for each row)*

	Very Much	Somewhat	Very Little	Not at All
a. Your ability to address issues that affect you	□	□	□	□
b. Getting involved to solve problems in your community	□	□	□	□
c. Participating in the political process	□	□	□	□
d. Staying informed about national and local issues	□	□	□	□
e. Equal rights	□	□	□	□
f. Having relationships with people who are different from you	□	□	□	□

g. [IF YOU CHECKED "VERY MUCH" FOR ANY OF THE ABOVE]: You've indicated that in a few/some/most areas, City Year changed your attitudes and beliefs "very much". Can you expand a bit on what you meant? How did City Year influence what you believe?

50P. Would you recommend City Year to a relative or friend?

a. Definitely
b. Probably
c. Probably not
d. Definitely not

A. Why or why not?

V. RELATIONSHIPS

The following questions ask about your relationships with people in City Year.

51P. How many times have you been in touch with City Year staff since we last contacted you in spring 2004 (e.g., by email, telephone, mail, or in-person)?

a. None
b. One time
c. Two to five times
d. More than five times

52P. What were your reasons for contacting City Year since we last contacted you in spring 2004?
(*Circle all that apply*)

    e.   Stay in touch with City Year staff who are my friends
    f.   Attend a City Year event
    g.   Respond to a City Year mailing
    h.   Ask for a reference letter
    i.   Assistance with job search
    j.   Assistance with pursuing further education
    k.   Assistance finding other alumni
    l.   Other (Specify _____)

53P. Have you been in touch with any City Year alumni since we last contacted you in spring 2004?

    a.   Yes
    b.   No **(GO TO QUESTION 54P)**

    A.   [IF YES] How often do you communicate with them?

        a.   Once a month or more
        b.   Several times a year
        c.   Once a year or less often

54P. Since we contacted you in spring 2004, have you been in touch with anyone else whom you met during your year of service, not counting other alumni or City Year staff?

    a.   Yes (SPECIFY who _____)
    b.   No

The following section asks questions about your relationships with other people:

55. How many close friends do you have these days – these are people you feel at ease with, can talk to about private matters or call on for help. Would you say that you have no close friends, one or two, three to five, six to ten, or more than ten close friends? (Circle ONE)

    a.   No close friends
    b.   One or two friends
    c.   Three to five friends
    d.   Six to ten friends
    e.   More than ten friends

56. How do you know the people you consider your close friends? Are they… (***Check one response for each row***)

	Yes	No
a. People you work with, either in your current job or in a previous job?	□	□
b. People you grew up with?	□	□
c. People you went to school with?	□	□
d. Your neighbors or members of the community you live in now?	□	□
e. People you know from volunteering or community service work?	□	□
f. People you know from the organizations you belong to?	□	□
g. Other (SPECIFY) _____	□	□

57. Are any of your close personal friends… *(Check one response for each row)*

	Yes	No	Don't Know
a. People of a different race from you?	☐	☐	☐
b. People of a different religion from you?	☐	☐	☐
c. People of a different social class from you (e.g., middle class, working class)?	☐	☐	☐
d. People with more or less formal educational than you (e.g,, they have a college degree and you don't or you have a college degree and they don't)	☐	☐	☐

VI. DEMOGRAPHICS

The following questions ask about your family and other background information. The information you provide is strictly confidential and no one will be able to trace this back to you. If you are uncomfortable with any of the items, feel free to leave them unanswered.

58. Are you married now and living with your (husband/wife) – or are you widowed, divorced, separated, or have you never married? (Circle ONE)

   a.   Married
   b.   Widowed
   c.   Divorced
   d.   Separated
   e.   Never married
   f.   Partnered, not married [volunteered response]
   g.   Don't know [volunteered response]

59. Do you have any children? (Circle ONE)

   a.   Yes
   b.   Yes, step children/adopted
   c.   No
   d.   Don't know

60. How many children do you have under age 18?   _____

61. Which of the following categories best describes where you were brought up? (Circle ONE)

   a.   In a city 1
   b.   In a suburb of a city... 2
   c.   On a farm 3
   d.   In the country, not on a farm... 4

   A.   Were you mostly brought up in ... (Circle ONE)

      a.   A small city or town under 50,000 people 1
      b.   A medium-sized city of 50,000-100,000 2
      c.   A large city, 100,000-500,000 3
      d.   A very large city, more than 500,000 4

62. From what you remember growing up, did anyone in your household spend time volunteering, or not?

    a. Yes 1
    b. No.. 2

63. When you were growing up, how often was politics discussed around your home?

Never	Rarely	Sometimes	Very often
1	2	3	4

64. Did you live with both your parents when you were growing up, or with someone else? (Circle ONE)

    a. Yes, I lived with both my parents when I was growing up.............................. 1
    b. Only my father (natural or adoptive)... 2
    c. Only my mother (natural or adoptive)... 3
    d. Other relatives 4
    e. Legal Guardian 5
    f. Other (SPECIFY) _____ 6

65. What was your father's (or male guardian's) and mother's (or female guardian's) educational background? What was the highest degree each earned? *(Select ONE for each column)*

	Mother's Educational Background	Father's Educational Background
a. No high school diploma	1	1
b. No degree earned; high school diploma only	2	2
c. Associate's Degree (AA)	3	3
d. Bachelor's Degree	4	4
e. Master's Degree	5	5
f. Ph.D. Lit, SCD, DFA, DLIT, DPH, DPHIL, JSC, SJD	6	6
g. LLB, JD	7	7
h. MD, DDS, DVM, MVSA, DSC, DO	8	8
i. JDC, STD, THD	9	9

66. *As of today*, how many years of school have you completed in total? (Circle ONE)

    a. 00-12 years.. 1
    b. 13-16 years.. 2
    c. 17+ years... 3

    A. Have you received your high school diploma or passed a high school equivalency test? (Circle ONE)

        a. Yes, I received my high school diploma...................... 1
        b. Yes, I passed my high school equivalency test 2
        c. No .... 3 *(GO TO QUESTION 67)*

B.   What is the highest degree that you have earned? (Circle ONE)

    a.   No degree earned 1
    b.   Associate's Degree (AA) 2
    c.   Bachelor's Degree... 3
    d.   Master's Degree.. 4
    e.   Ph.D. Lit, SCD, DFA, DLIT, DPH, DPHIL,JSC, SJD   5
    f.   LLB, JD 6
    g.   MD, DDS, DVM, MVSA, DSC, DO........................... 7
    h.   JDC, STD, THD.. 8

67. 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 2005**, before taxes and other deductions. The figure should include salaries, wages, pensions, dividends, interest, and all other income.

    A.   Is your total household income less than $50,000, more than $50,000, about $50,000 or don't you know? (Circle ONE)

        a.   Less than $50,000 .... 1 *(GO TO PART B OF THIS QUESTION)*
        b.   More than $50,000... 2 *(GO TO PART C OF THIS QUESTION)*
        c.   About $50,000 .... 3 *(GO TO QUESTION 68)*
        d.   Don't know .... 4 *(GO TO QUESTION 68)*

    B.   Which category best describes your total household income (Circle ONE):

        a. $0-$14,999.. 1
        b. $15,000-$34,999... 2
        c. $35,000-49,999... 3
        d.   Don't know 4

    C.   Which category best describes your total household income (Circle ONE):

        a. $50,000 -$64,999... 1
        b. $65,000-$84,999... 2
        c.   More than $84,999... 3
        d.   Don't know 4

68. 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, baptisms or funerals?

    a.   Yes... 1
    b.   No .... 2 *(GO TO PART B OF THIS QUESTION)*

    A.   How often do you attend religious services? (Circle ONE)

        a.   Less than once a year 1
        b.   About once or twice a year... 2
        c.   Several times a year 3
        d.   About once a month 4
        e.   2-3 times a month... 5
        f.   Nearly every week.. 6
        g.   Every week.. 7
        h.   Several times a week... 8

B. Regardless of whether you now attend any religious services, do you ever think of yourself as part of a particular church or denomination?

a. Yes 1
b. No .... 2 *(GO TO QUESTION 69)*

C. Do you consider yourself to be Catholic, Protestant, Jewish, Muslim, some other religion, atheist, or agnostic? (Circle ONE)

a. Catholic 1
b. Protestant (including, but not limited to, Baptist, Episcopal, Jehovah's Witness) 2
c. Jewish... 3 *(GO TO QUESTION 69)*
d. Muslim .... 4 *(GO TO QUESTION 69)*
e. Atheist .... 6 *(GO TO QUESTION 69)*
f. Agnostic .... 7 *(GO TO QUESTION 69)*
g. Other 8
h. Don't know 9

D. Do you consider yourself a Christian, or not?

Yes 1
No .... 2 *(GO TO QUESTION 69)*

E. Would you describe yourself as a born again or evangelical Christian, or not?

Yes 1
No.. 2

69. If you have any additional comments about City Year and its impact, if any, on your life (e.g., your educational or career goals, your attitudes, beliefs, and behaviors, etc.), please provide them in the space below.

70. Finally, so that we can send you your gift card, please provide your contact information in the space provided below. We need your mailing address, phone number, and email address.

City Year Alumni Longitudinal Study

Interview Protocol
Comparison Group Survey

I. CURRENT OCCUPATION AND LIVING SITUATION

The following questions focus on what you have been doing since we last contacted you in spring 2004.

1.   So, what are you doing now? Are you working, looking for work, a student, or doing something else? (Circle ONE)

    a.   Working
    b.   Student **(GO TO QUESTION 9)**
    c.   Other (SPECIFY: _____)

2.   [IF WORKING] What is your job; what do you do?

3.   Which of the following best describes the type of work you do? (Circle ONE)

    a.   Retail, customer service, sales, administrative, clerical
    b.   Professional, manager, business owner
    c.   Social service, community service, or non-profit management
    d.   Skilled worker (including artists), unskilled, or semiskilled
    e.   Teacher or other school-based education staff
    f.   Work with children or youth outside of school
    g.   Military
    h.   Other (SPECIFY) _____

4.   Are you in the same job or a different one since we last contacted you in spring 2004? (Circle ONE)

    a.   Same job as the one I had in spring 2004 **(GO TO QUESTION 7)**
    b.   Different job, same career path
    c.   Different career path

5.   Why did you change jobs or career paths?

6. How satisfied are you with the job you are working at now?

    a. Not at all
    b. Very little
    c. Somewhat
    d. Very much

7. To what extent did your previous experiences prepare you for the job you are working at now?

    a. Not at all
    b. Very little
    c. Somewhat
    d. Very much

    AP. Can you expand on that? What skills did you develop in your year of service that you are using now in your job?

    _____

8. Is the job you are working at now something you are interested in doing for the next several years? That is, is your current job helping you to progress in a career that you plan to pursue over time?

    a. Yes
    b. No **(GO TO QUESTION 13)**
    c. Not sure; don't know what I want to do yet **(GO TO QUESTION 13)**

    A. [If YES] What is that career and how did you get interested in it? Why does it appeal to you?

    _____

NOTE: After completing question 8A, go to question 13

9. [IF STUDENT] What are you studying/what is your major? _____

10. What degree are you working on? _____

11. Are you majoring in the same subject/working on the same degree as when we last contacted you in spring 2004?

    a. Same major/degree as the one I had in spring 2004 **(GO TO QUESTION 13)**
    b. Different major, same degree
    c. Different degree

12. What got you interested in pursuing the major/degree you're pursuing now? What do you hope to do with your major/degree in the future?

    A. So, to what extent did your previous experience influence your decision to pursue a different major or degree?

        a. Not at all
        b. Very little
        c. Somewhat
        d. Very much

    B. [IF SOMEWHAT OR VERY MUCH] How did your previous experiences influence your decision to pursue a different major or degree? Was there a particular event or experience that helped you to decide?

13. In two years, what do you see yourself doing?

14. On a scale of 1 to 5, how sure are you of your plans for the future, where "1" would be "Not sure at all", and "5" would be "Very sure".

Not Sure **At All**				**Very** **Sure**
1	2	3	4	5

The following questions ask about your participation in political activities, volunteering, and membership in organizations since we last contacted you in spring 2004.

15. 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 just didn't have time. Which of the following statements best describes you:

    A.   Regarding the 2004 presidential election?

         a.   I did not vote (in the 2004 presidential election).
         b.   I thought about voting this time – but didn't.
         c.   I usually vote, but didn't this time.
         d.   I am sure I voted **(GO TO PART B of this QUESTION)**

         A1. [IF YOU DID NOT VOTE] What were the reasons why you did not vote?

         a.   I didn't care about voting/wasn't motivated
         b.   I didn't know there was an election that day
         c.   Not enough time/just couldn't get to the polls
         d.   Not registered
         e.   Not a U.S. citizen
         f.   Don't know/can't remember

    B.   What about the election this past November 2005? Which statement best describes you:

         a.   I did not vote (in the November 2005 election).
         b.   I thought about voting this time, – but didn't.
         c.   I usually vote, but didn't this time.
         d.   I am sure I voted (GO TO QUESTION 17)

         B1. [IF YOU DID NOT VOTE] What were the reasons you did not vote?

         a.   I didn't care about voting/wasn't motivated
         b.   I didn't know there was an election that day
         c.   Not enough time/just couldn't get to the polls
         d.   I am sure there was no election in November 2005
         e.   Not registered
         f.   Not a U.S. citizen
         g.   Don't know/can't remember

16. How often, if at all, do you talk to your friends or acquaintances about voting, elections, or politics in general?

    a.   Frequently
    b.   Sometimes
    c.   Seldom **(GO TO QUESTION 17)**
    d.   Never **(GO TO QUESTION 17)**

A. [IF FREQUENTLY OR SOMETIMES] What issues or topics do you usually talk about? What issues and topics concern you most?

17. Do your friends usually vote in elections?

    a.   Almost all of my friends vote
    b.   Most of my friends vote
    c.   Some of my friends vote
    d.   None of my friends vote
    e.   Not sure/don't know

18. In the past six months, have you initiated any contacts either in person, by phone, or by letter with a government official on the national, state, or local level about a problem or an issue with which you were concerned?

    a.   No **(GO TO QUESTION 19)**
    b.   Yes

    A. [IF YES] Thinking about your most recent contact, what was the issue of concern to you? How did you get interested in this issue? Why do you think it is important?

    B. So was it:

        a.   About an issue or problem that was primarily of concern to you and your family? or
        b.   About an issue or problem of wider concern?

    C. Was this the first time you initiated contact with a government official about a problem or issue?

        a.   Yes
        b.   No

    D. Please rate the likelihood of your initiating contact with a government official about a problem or issue in the future. That is, on a scale of 1 to 5, where 1 is "Not at all likely" and 5 is "Very likely", how likely are you to do something like this again?

Not at All Likely				**Very Likely**
1	2	3	4	5

19. The following is a list of some other things that people have done to express their views. For each one, please mark whether you have done this in the last 6 or 12 months. *(Check one response for each row).*

	No, I have not done this in the last 6 or 12 months	*Yes*, I have done this in the last *12 months,* but *not* in the last 6 months	*Yes*, I have done this in the last *6 months*
a. Contacted a newspaper, a magazine, or a radio or television talk show to express your opinion on an issue?	☐	☐	☐
b. Taken part in a protest, march, or demonstration on some national or local issue (aside from a strike against your employer)?	☐	☐	☐
c. Signed a petition about a political or social issue?	☐	☐	☐
d. Bought or NOT bought something because of conditions under which the product is made, or because you like or dislike the conduct or values of the company that produces it?	☐	☐	☐
e. Worked as a canvasser (i.e., gone door-to-door for a political or social group or candidate)?	☐	☐	☐

[NOTE: If "No" is selected for all of 19 a–e, skip to Item 23]

20. Of the things you've done to express your views, what have you done the most? How many times have you done this in the past 6 to 12 months (e.g., once, twice, three times or more)?

21. What prompted you to do these things? Was there a particular issue you were concerned about? Did you have friends who were also expressing their views in this way? Was there a particular person who got you involved, or did you do this on your own?

22. The last several questions have asked about recent political activity. Since we last contacted you in spring 2004, would you say that you are more active now, less active now, or about as active now as you were in spring 2004?

   a. More active
   b. Less active
   c. About as active **(GO TO QUESTION 23)**

      A. [IF MORE or LESS ACTIVE] Why are you more active now than you were in spring 2004?

The following questions ask about your volunteer activity.

23. Since we last contacted you in spring 2004, have you spent time participating in any community service or volunteer activity or haven't you had time to do this? By volunteer activity, we mean actually working in some way to help others for no pay. It could be with an organization, or just helping someone on your own.

   a.   NO, I have not done this since we last contacted you in spring 2004 (**GO TO QUESTION 27**
   b.   YES, I have done this since we last contacted you in spring 2004

24. [IF YES] The following is a list of different groups that people sometimes volunteer for. For each group, please indicate whether you have volunteered for this type of group or organization within the last 6 or 12 months?
(*Check on response for each row*)

	No, I have not done this in the last 6 or 12 months	*Yes*, I have done this in the last *12 months,* but not in the last 6 months	*Yes*, I have done this in the last *6 months*
a. A religious group	☐	☐	☐
b. A political organization or candidates running for office	☐	☐	☐
c. An environmental group	☐	☐	☐
d. A civic or community organization involved in health or social services (not including education). This could be an organization to help the poor, elderly, homeless, or a hospital.	☐	☐	☐
e. An organization involved with youth, children, or education (SPECIFY_____)	☐	☐	☐
f. Is there any OTHER type of group I haven't mentioned that you have volunteered for in the last 6 months? (SPECIFY _____)	☐	☐	☐

[NOTE: If no groups were selected, SKIP to item 27]

25. Thinking about all of your volunteer activities in the last 6 to 12 months, how much time do you spend volunteering in a typical week or month? *[Note to interviewer: Allow respondent to specify either the number of hours per week or the number of hours per month, whichever is easiest for the respondent.]*

   _____ Hours per week   OR   _____ Hours per month

26. Thinking about all of your volunteer activities in the last 6 to 12 months, have you done any of the following as part of your volunteer work: *(Check one response for each row)*

	No, I have not done this in the last 6 or 12 months	*Yes*, I have done this in the last *12 months,* but not in the last 6 months	*Yes*, I have done this in the last *6 months*
a. Recruited other volunteers?	□	□	□
b. Supervised other volunteers?	□	□	□
c. Designed/organized a volunteer/service activity?	□	□	□
d. Raised funds?	□	□	□
e. Planned or chaired a meeting?	□	□	□
f. Served on a board of directors?	□	□	□
g. Collaborated with other organizations (e.g., community groups, schools, local government boards)?	□	□	□
h. Contacted a government official on behalf of the group?	□	□	□
i. Publicized the volunteer/service activities of the group (e.g., garnered media attention, distributed fliers, spoke in public about the group)?	□	□	□

[Note: If respondent says no to all of the above options, SKIP to item 27]

A. Which group(s) did you do these things? Can you say a bit more about what you did? How long have you had this kind of leadership role(s)?

B. What have you learned, if anything, from taking on these leadership roles? What skills, if any, have you developed?

27. Besides volunteering time with organized groups, have you ever volunteered some of your time to others on your own since we last contacted you in spring 2004? Please do not include help given to people living in your household or activities you may have already mentioned.

____ NO **[SKIP to Q31]**	____ YES

28. The last time you did this, did you help: *(Check one response for each row)*

	No, I have not done this in the last 6 or 12 months	*Yes*, I have done this in the last *12 months,* but not in the last 6 months	*Yes*, I have done this in the last *6 months*
a. A family member/relative	☐	☐	☐
b. A friend	☐	☐	☐
c. A person you work with	☐	☐	☐
d. A neighbor	☐	☐	☐
e. A stranger	☐	☐	☐
f. A cause	☐	☐	☐
g. Other	☐	☐	☐

29. Tell me a bit about the group with which you're most involved and your volunteer work for them. What do you do? Where do you do it? Whom do you work with?

>

A. Why do you find this activity to be worthwhile? Have you always been interested in this kind of volunteering or have your interests changed? In what way?

>

30. The last several questions have asked about your recent volunteer activities. Since we last contacted you in spring 2004, would you say that you are more active now, less active now, or about as active now as you were in spring 2004?

a. More active
b. Less active
c. About as active **(GO TO QUESTION 31)**

A. [IF MORE or LESS ACTIVE] Why are you more—or less—active now with your volunteer work than you were when we last contacted you in spring 2004?

>

31. Since we last contacted you in spring 2004, have you worked informally with someone or some group to solve a problem in the community where you live?

    a.   No **(GO TO QUESTION 32)**
    b.   Yes

        A.   [IF YES] Was this in the last 6 or 12 months or not?

            a.   Yes, in the last 6 months
            b.   Yes, in the last 12 months, but not in the last 6 months
            c.   No, not in the last 6 to12 months **(GO TO QUESTION 32)**

        B.   What was the group you were working with and the issue you were working on? How did you get involved? What did you do?

32. Since we last contacted you in spring 2004, have you started a group or an organization to solve a problem or to address an issue that concerned you?

    a.   No **(GO TO ITEM 33)**
    b.   Yes

        A.   [IF YES] What was the group you were working with and the issue you were working on? What does the group do? What is your role in the group?

33. The following is a list of groups and organizations to which individuals belong. Please indicate whether you are a member of each type and whether you attend regular meetings? *(Check one response for each row)*

	No, I'm not a member	Yes, I am a member, but I do not attend regular meetings	Yes, I am a member and I attend regular meetings
a. Political groups (apart from being registered to vote with a political party)	☐	☐	☐
b. Labor unions	☐	☐	☐
c. Sports groups	☐	☐	☐
d. Youth groups	☐	☐	☐
e. School service groups	☐	☐	☐
f. Hobby or garden clubs	☐	☐	☐
g. School fraternities or sororities	☐	☐	☐
h. Student government	☐	☐	☐
i. Neighborhood associations	☐	☐	☐
j. Literary, art, discussion, or study groups	☐	☐	☐
k. Faith affiliated groups (for example, a church, a synagogue, a temple, or other religious organization)	☐	☐	☐
l. Any other groups (SPECIFY_____)	☐	☐	☐

[NOTE: If respondent does not belong to any organization, SKIP to item 36]

34. Thinking about all of the organizations to which you belong, have you done any of the following as a member of these groups in the last 6 to 12 months? *(Check one response for each row)*

	No, I have not done this in the last 6 to 12 months	Yes, I have done this in the last 12 months, but not in the last 6 months	Yes, I have done this in the last 6 months
a. Served as an officer?	☐	☐	☐
b. Given money in addition to regular dues?	☐	☐	☐
c. Spoken at meetings?	☐	☐	☐
d. Written letters or contacted government officials on behalf of the group?	☐	☐	☐
e. Organized or lead activities for the organization?	☐	☐	☐
f. Other (SPECIFY) _____	☐	☐	☐

[NOTE: If respondent has not done any of the above, SKIP to item 36]

A. For which groups have you done these things? Can you say a bit more about what you did? How long have you been taking on a more active role?

B. What have you learned, if anything, from these activities? What skills, if any, have you developed?

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35. How many people do you know personally who are also members of the organization(s) you just named?

    a. None **(GO TO QUESTION 36)**
    b. 1-5 people
    c. 5-10 people
    d. 10 or more people

    A. [IF MORE THAN NONE] Could you call on any of these people for help if you needed it? For example, for help in finding a job or a place to live?

       a. Yes
       b. No

The following questions ask about how you use the media.

36. I'm going to read you some of the ways that people get news and information. Thinking about the past week, please just tell me how many days you have done each of the following over the past seven days: *[NOTE: Write zero if you did not do any of these things in the past week.*

    a. Read a newspaper -   _____ days out of the past 7
    b. Read magazines like Newsweek, Time, US News -   _____ days out of the past 7
    c. Watched the national news on television -   _____ days out of the past 7
    d. Listened to the news on the radio -   _____ days out of the past 7
    e. Read the news on the internet -   _____ days out of the past 7

NOTE: If respondent answered "0" to all of the above, SKIP to item 40.

37. When you get your news and information, how much attention do you pay to stories on national politics and public affairs?

    a. A great deal
    b. Some
    c. Very little
    d. None

38. When you get your news and information, how much attention do you pay to local politics and community affairs?

    a. A great deal
    b. Some
    c. Very little
    d. None

39. How often do you talk with your family and friends about current events or things you have heard about in the news?

    a. Very often
    b. Sometimes
    c. Rarely or
    d. Never

III.   POLITICAL ATTITUDES AND BELIEFS

The following questions ask about your political attitudes and beliefs.

40. The following are statements about public life. Please indicate whether you agree strongly, agree somewhat, neither agree nor disagree, disagree somewhat, or disagree strongly with each of the statements.
(Check on response for each row)

	Agree Strongly	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Strongly
a. 'I feel that I have a pretty good understanding of the important political issues facing our country.'	☐	☐	☐	☐	☐
b. 'I consider myself well-qualified to participate in politics.'	☐	☐	☐	☐	☐
c. 'I speak well enough to make an effective statement in public, for example, at a community meeting where people were making comments and statements.'	☐	☐	☐	☐	☐
d. 'I write well enough to write a convincing letter to someone in the government—like a member of Congress or a local city official—about an issue or problem that concerned me.'	☐	☐	☐	☐	☐
e. 'So many other people vote in the national election that it doesn't matter much to me whether I vote or not.'	☐	☐	☐	☐	☐

    f. [IF AGREE or DISAGREE STRONGLY to any of the above] You said you agreed/disagreed strongly with one/two/several of the statements above. Can you say more about that? What were the reasons you why you agreed/disagreed strongly with one/two/several of the statements above?

41. Please indicate how much you agree or disagree with the following statements about the government. Do you agree strongly, agree somewhat, neither agree nor disagree, disagree somewhat, or disagree strongly with each of the statements? *(Check one response for each row)*

	Agree Strongly	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Strongly
a. 'Public officials don't care much what people like me think.'	□	□	□	□	□
b. 'People like me don't have any say about what the government does.'	□	□	□	□	□
c. 'Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.'	□	□	□	□	□

d. [IF AGREE or DISAGREE STRONGLY to any of the above] You said you agreed/disagreed strongly with one/two/all of the statements above. Can you say more about that? What were the reasons why you said you agreed/disagreed strongly with one/two/all of the statements above?

42. The following statements are about equal rights. After each one, please indicate how strongly you agree or disagree with these statements. *(Check one response for each row)*

	Agree Strongly	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Strongly
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."	□	□	□	□	□

e. [IF AGREE or DISAGREE STRONGLY to any of the above] You said you agreed/disagreed strongly with one/two/several of the statements above. Can you say more about that? What were the reasons why you said you agreed/disagreed strongly with one/two/several of the statements above?]

43. Please indicate how strongly you agree or disagree with these statements. *(Check one response for each row).*

	Agree Strongly	Agree Somewhat	Neither Agree nor Disagree	Disagree Somewhat	Disagree Strongly
a. If people work hard they almost always get what they want	☐	☐	☐	☐	☐
b. Most people who do not get ahead in life probably work as hard as people who do	☐	☐	☐	☐	☐
c. Hard work offers little guarantee of success	☐	☐	☐	☐	☐

d. [IF AGREE or DISAGREE STRONGLY to any of the above] You said you agreed/disagreed strongly with one/two/all of the statements above. Can you say more about that? What were the reasons you said you agreed/disagreed strongly with one/two/all of the statements above?]

44. Do you think most people would try to take advantage of you if they got a chance, or would they try to be fair? (Circle ONE)

a. Take advantage
b. Try to be fair
c. Don't know

45. Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves? (Circle ONE)

a. Try to be helpful
b. Just looking out for themselves
c. Don't know

46. Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people? (Circle ONE)

a. Most people can be trusted
b. Can't be too careful
c. Don't know

The following asks about the service/volunteer activity in which you participated in 2002-03 in lieu of City Year and the extent to which it affected you.

47. Looking back on your life since you participated in a service/volunteer activity in 2002-03, to what extent has that experience helped you to… *(Check one response for each row)*

	Very Much	Somewhat	Very Little	Not at All
a. Develop a social network	☐	☐	☐	☐
b. Pursue further education	☐	☐	☐	☐
c. Explore career options	☐	☐	☐	☐
d. Become involved in some type of political activity	☐	☐	☐	☐
e. Become involved in some type of service/volunteer activity	☐	☐	☐	☐

48. To what extent do you think your service/volunteer experience contributed to your ability to do each of the following: *(Check one response for each row)*

	Very Much	Somewhat	Very Little	Not at All
a. Conveying your ideas in writing	☐	☐	☐	☐
b. Speaking in front of a group	☐	☐	☐	☐
c. Leading others to complete a task	☐	☐	☐	☐
d. Critically analyzing ideas and information	☐	☐	☐	☐
e. Working as part of a team	☐	☐	☐	☐
f. Working with people from diverse backgrounds	☐	☐	☐	☐
g. Understanding issues and problems facing society	☐	☐	☐	☐
h. Exercising public responsibility and community service	☐	☐	☐	☐
i. Understanding politics and government	☐	☐	☐	☐
j. Working to solve problems in your community	☐	☐	☐	☐
k. Planning and carrying out your personal goals	☐	☐	☐	☐
l. Engaging in political activities	☐	☐	☐	☐

m. [IF YOU CHECKED "VERY MUCH" FOR ANY OF THE ABOVE]: You've indicated that in a few/some/most areas, your service/volunteer experience contributed "very much" to your knowledge, skills, and development. Can you expand a bit on what you meant? What specifically did your service/volunteer experience teach you? What are the most valuable things you took away from your service/volunteer experience?

49. To what extent do you think your Service/volunteer experience has changed your attitudes and beliefs about each of the following: (*Check one response for each row*)

	Very Much	Somewhat	Very Little	Not at All
a. Your ability to address issues that affect you	☐	☐	☐	☐
b. Getting involved to solve problems in your community	☐	☐	☐	☐
c. Participating in the political process	☐	☐	☐	☐
d. Staying informed about national and local issues	☐	☐	☐	☐
e. Equal rights	☐	☐	☐	☐
f. Having relationships with people who are different from you	☐	☐	☐	☐

g. [IF YOU CHECKED "VERY MUCH" FOR ANY OF THE ABOVE]: You've indicated that in a few/some/most areas, your service/volunteer experience changed your attitudes and beliefs "very much". Can you expand a bit on what you meant? How did your service/volunteer experience influence what you believe?

V. RELATIONSHIPS

The following questions ask about your relationships with other people:

55. How many close friends do you have these days – these are people you feel at ease with, can talk to about private matters or call on for help. Would you say that you have no close friends, one or two, three to five, six to ten, or more than ten close friends? (Circle ONE)

   a. No close friends
   b. One or two friends
   c. Three to five friends
   d. Six to ten friends
   e. More than ten friends

56. How do you know the people you consider your close friends? Are they… (*Check one response for each row*)

	Yes	No
a. People you work with, either in your current job or in a previous job?	☐	☐
b. People you grew up with?	☐	☐
c. People you went to school with?	☐	☐
d. Your neighbors or members of the community you live in now?	☐	☐
e. People you know from volunteering or community service work?	☐	☐
f. People you know from the organizations you belong to?	☐	☐
g. Other (SPECIFY) _____	☐	☐

57. Are any of your close personal friends… *(Check one response for each row)*

	Yes	No	Don't Know
a. People of a different race from you?	☐	☐	☐
b. People of a different religion from you?	☐	☐	☐
c. People of a different social class from you (e.g., middle class, working class)?	☐	☐	☐
d. People with more or less formal educational than you (e.g,, they have a college degree and you don't or you have a college degree and they don't)	☐	☐	☐

VI.   DEMOGRAPHICS

The following questions ask about your family and other background information. The information you provide is strictly confidential and no one will be able to trace this back to you. If you are uncomfortable with any of the items, feel free to leave them unanswered.

58. Are you married now and living with your (husband/wife) – or are you widowed, divorced, separated, or have you never married? (Circle ONE)

   a.   Married
   b.   Widowed
   c.   Divorced
   d.   Separated
   e.   Never married
   f.   Partnered, not married [volunteered response]
   g.   Don't know [volunteered response]

59. Do you have any children? (Circle ONE)

   a.   Yes
   b.   Yes, step children/adopted
   c.   No
   d.   Don't know

60. How many children do you have under age 18?   _____

61. Which of the following categories best describes where you were brought up? (Circle ONE)

   a.   In a city 1
   b.   In a suburb of a city.. 2
   c.   On a farm 3
   d.   In the country, not on a farm... 4

   A.   Were you mostly brought up in ... (Circle ONE)

      a.   A small city or town under 50,000 people 1
      b.   A medium-sized city of 50,000-100,000 2
      c.   A large city, 100,000-500,000 3
      d.   A very large city, more than 500,000 4

62. From what you remember growing up, did anyone in your household spend time volunteering, or not?

    a. Yes 1
    b. No.. 2

63. When you were growing up, how often was politics discussed around your home?

Never	Rarely	Sometimes	Very often
1	2	3	4

64. Did you live with both your parents when you were growing up, or with someone else? (Circle ONE)

    a. Yes, I lived with both my parents when I was growing up.............................. 1
    b. Only my father (natural or adoptive).. 2
    c. Only my mother (natural or adoptive)... 3
    d. Other relatives 4
    e. Legal Guardian 5
    f. Other (SPECIFY) _____ 6

65. What was your father's (or male guardian's) and mother's (or female guardian's) educational background? What was the highest degree each earned? *(Select ONE for each column)*

	Mother's Educational Background	Father's Educational Background
a. No high school diploma	1	1
b. No degree earned; high school diploma only	2	2
c. Associate's Degree (AA)	3	3
d. Bachelor's Degree	4	4
e. Master's Degree	5	5
f. Ph.D. Lit, SCD, DFA, DLIT, DPH, DPHIL, JSC, SJD	6	6
g. LLB, JD	7	7
h. MD, DDS, DVM, MVSA, DSC, DO	8	8
i. JDC, STD, THD	9	9

66. *As of today*, how many years of school have you completed in total? (Circle ONE)

    a. 00-12 years.. 1
    b. 13-16 years.. 2
    c. 17+ years... 3

    A. Have you received your high school diploma or passed a high school equivalency test? (Circle ONE)

        a. Yes, I received my high school diploma...................... 1
        b. Yes, I passed my high school equivalency test 2
        c. No .... 3 *(GO TO QUESTION 67)*

B. What is the highest degree that you have earned? (Circle ONE)

a.	No degree earned	1
b.	Associate's Degree (AA)	2
c.	Bachelor's Degree...	3
d.	Master's Degree...	4
e.	Ph.D. Lit, SCD, DFA, DLIT, DPH, DPHIL,JSC, SJD	5
f.	LLB, JD	6
g.	MD, DDS, DVM, MVSA, DSC, DO...........................	7
h.	JDC, STD, THD..	8

67. 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 2005**, before taxes and other deductions. The figure should include salaries, wages, pensions, dividends, interest, and all other income.

    A. Is your total household income less than $50,000, more than $50,000, about $50,000 or don't you know? (Circle ONE)

a.	Less than $50,000	1	*(GO TO PART B OF THIS QUESTION)*
b.	More than $50,000..	2	*(GO TO PART C OF THIS QUESTION)*
c.	About $50,000	3	*(GO TO QUESTION 68)*
d.	Don't know	4	*(GO TO QUESTION 68)*

    B. Which category best describes your total household income (Circle ONE):

a.	$0-$14,999..	1
b.	$15,000-$34,999...	2
c.	$35,000-49,999..	3
d.	Don't know	4

    C. Which category best describes your total household income (Circle ONE):

a.	$50,000 -$64,999..	1
b.	$65,000-$84,999...	2
c.	More than $84,999..	3
d.	Don't know	4

68. 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, baptisms or funerals?

a.	Yes...	1	
b.	No	2	*(GO TO PART B OF THIS QUESTION)*

    A. How often do you attend religious services? (Circle ONE)

a.	Less than once a year	1
b.	About once or twice a year..	2
c.	Several times a year	3
d.	About once a month	4
e.	2-3 times a month..	5
f.	Nearly every week...	6
g.	Every week..	7
h.	Several times a week...	8

B.   Regardless of whether you now attend any religious services, do you ever think of yourself as part of a particular church or denomination?

    a.   Yes 1
    b.   No 2   *(GO TO QUESTION 69)*

C.   Do you consider yourself to be Catholic, Protestant, Jewish, Muslim, some other religion, atheist, or agnostic? (Circle ONE)

    a.   Catholic   1
    b.   Protestant (including, but not limited to, Baptist, Episcopal, Jehovah's Witness)   2
    c.   Jewish...   3   *(GO TO QUESTION 69)*
    d.   Muslim   4   *(GO TO QUESTION 69)*
    e.   Atheist   6   *(GO TO QUESTION 69)*
    f.   Agnostic   7   *(GO TO QUESTION 69)*
    g.   Other   8
    h.   Don't know   9

D.   Do you consider yourself a Christian, or not?

    Yes 1
    No 2   *(GO TO QUESTION 69)*

E.   Would you describe yourself as a born again or evangelical Christian, or not?

    Yes 1
    No... 2

69. Finally, so that we can send you your gift card, please provide your contact information in the space provided below. We need your mailing address, phone number, and email address.