

JANUARY 2007

THE CITY YEAR EXPERIENCE:

Putting Alumni on the Path to Lifelong Civic Engagement

Leslie M. Anderson
Lara Fabiano

Prepared for City Year, Inc.

Acknowledgments

The report authors would like to thank all the City Year alumni who completed a survey. Many took the time to share illustrative examples of their City Year experiences, which allowed us to bring their voices directly into the report.

A special thank you goes to the PSA project team who were tireless in collecting and analyzing the survey data. In particular, we'd like to thank Kate Laguarda who has been a devoted team member, gracing this project with her many thoughtful ideas and suggestions regarding study design, data collection, analysis, and reporting. In addition, Kate spent many a long day organizing and following up with legions of staff who called every non-respondent in search of a completed survey. Much of the credit for the collection of over 2,000 alumni surveys is Kate's alone. We'd also like to thank Imeh Williams, who worked diligently on the organization and analysis of the benchmarking data. Other members of the project team who helped with data collection and analysis include Monica Mielke, Sara Allender, and Marjorie Cohen. Esther Adepetu brought dogged determination to her task of mailing and re-mailing survey after survey and didn't seem to mind when her office was eventually overrun with surveys. A special thanks to Sebastian Castrechini and Allan Klinge who happily accepted the task of checking numbers, creating charts, and summarizing information. Finally, thanks also go to Elizabeth Reisner for reviewing the report and providing us with her thoughtful suggestions and to Ullik Rouk for her editing skills.

We would also like to thank Dr. Nicholas Winter of Cornell University for his help with the study design, sampling, and analysis. The analytic approach to measuring program impact using national datasets was Nick's idea and, after he left PSA, he remained involved in the study, advising us as we revised our approach to sampling, revised the survey, collected the survey data, wrote the analysis plan, identified relevant variables in national datasets, and conducted and interpreted the joint regression analyses.

Finally, we want to thank the staff at City Year National for helping us find and survey alumni. In particular, special thanks go to Andy Munoz, Vice President of Research and Program Development, who never gave up hope that we would one day have survey data, findings, and a report. Thanks also to Benjamin Webman who, though no longer at City Year, patiently shepherded the study through some fairly rough terrain and did not leave before the survey was ready—finally—to be launched. Also, thanks go to Allison Graff, Director of the City Year Alumni Office, who was always standing at the ready to help find alumni and urge them to participate in the study. Last, but not least, thanks go to all the site directors who helped find alumni and urge them to complete a survey.

Contents

Executive Summary.....	i
I. Introduction	1
Theory of Change	2
Study Design.....	4
Organization of the Report.....	10
II. A Profile of the City Year Program and Its Corps Members	13
Demographic Characteristics of Alumni	13
Distribution of alumni Among the City Year Sites.....	15
Why Alumni Joined City Year	17
The City Year Experience.....	18
III. Perceived Effects of the City Year Experience	23
Civic Skills.....	23
Civic Participation	25
Cross-Boundary Relationships.....	27
Educational Attainment.....	28
Career Attainment.....	31
Overall Perceptions of City Year’s Impact	34
IV. Leading Alumni onto the Path of Civic Engagement.....	37
Measuring Impact: A Summary of the Methodology.....	37
Summary Findings.....	38
Political Efficacy	38
Egalitarianism	41
Social Trust.....	43
Organizational Membership.....	46
Media Usage.....	48
V. Civic Engagement	51
Summary Findings.....	51
Voting	51
Political Contributions.....	55
Political Expression.....	57
Volunteerism	58
VI. Conclusion: Generating Social Capital.....	63
Appendix A: Sample Weights	
Appendix B: Survey Design	
Appendix C: Regression Models Predicting Political and Social Attitudes and Behaviors in the National Sample of 18 to 40-Year-Olds	

Executive Summary

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. 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 2002, Policy Studies Associates (PSA) initiated the City Year Alumni Studies, a set of three interlocking studies designed to assess City Year's impact on alumni at various intervals of time after the completion of their City Year community service experience. The study's three components include: (1) the Alumni Cohort Study, a mail survey of the universe of City Year alumni; (2) the Study of City Year Parents, a telephone survey designed to obtain additional insight into the effects of City Year on younger alumni and their families; and (3) the Longitudinal Study of Alumni, which involves longer, open-ended telephone interviews with a sample of alumni from a recent cohort of City Year participants and a matched sample of non-participants. Together, these studies assess the ways in which alumni exhibit civic engagement and social capital following their participation in City Year.

This report presents findings from the first of the study's three components, the Alumni Cohort Study. The Alumni Cohort Study, using survey data from 2,189 City Year alumni, seeks to accomplish three purposes: (1) present a portrait of City Year alumni and their civic orientations and describe the ways in which alumni put those orientations to work in their daily lives; (2) compare the portrait of City Year alumni to that of similarly situated members of national cohorts through secondary analyses of publicly available datasets, including the National Election Study of 2000 and 2002, and the National Civic Engagement Study of the Center for Information and Research on Civic Learning and Engagement (CIRCLE); and (3) explore levels of alumni civic engagement in the years after their City Year participation, gauging the extent to which the experience increased the extent and intensity of their civic involvement over time.

A Profile of Alumni and their City Year Experience

City Year alumni are 46 percent male and 54 percent female. This distribution has remained relatively constant throughout the years, with about the same proportion of men and women joining City Year in middle and late cohorts. In the early cohort, however, the proportion of men and women was reversed, where 44 percent of corps members were women and 56 percent were men. The racial/ethnic distribution

of alumni reflects City Year's efforts to achieve racial/ethnic diversity among corps members. The percent of alumni representing various minority groups well exceeded national averages.

Most alumni had a GED, high school diploma, or some college prior to enrolling in City Year. Alumni from the earliest cohort tended to be slightly less educated, on the whole, than alumni participating in the later two cohorts. Nearly all of the alumni participating in focus groups said they had joined City Year to explore options in deciding what they wanted to do with their lives.

The vast majority of City Year alumni spent most of their time on service activities related to education and serving the needs of children and youth. Less than 10 percent of alumni worked on activities such as building or renovating houses, parks, or playgrounds or spending time on health-related activities, such as disaster relief or helping adults and youth apply for Medicaid assistance.

Perceived Effects of the City Year Experience

Civic Skills and Participation

Most alumni reported that their City Year experience contributed to their ability to work as part of a team; work with people from diverse backgrounds; lead others to complete a task; speak in front of a group; and critically analyze ideas and information. In addition, alumni credit City Year with helping them to participate in civic life. Over three-quarters of alumni reported that their City Year experience had contributed to their knowledge, skills, and personal development related to exercising public responsibility and community service and solving problems in the community; and helped them to become involved in some type of service or volunteer activity. Only half the alumni said City Year had helped them to become involved in some type of political activity.

Educational Attainment

After City Year, 81 percent of alumni completed additional years of school. Among those alumni who completed additional years of education following their City Year experience, 69 percent reported that City Year played a positive role in helping them achieve their educational goals. Nevertheless, the more education alumni had when joining City Year, the less additional education they pursued later. Only 35 percent of alumni who had a bachelor's degree pursued additional education after participating in City Year. By contrast, 83 percent of alumni who came to City Year without a GED or high school diploma pursued additional education subsequent to City Year.

Career Attainment

Eighty-five percent of alumni said they were satisfied with their current job and almost two-thirds credited City Year with preparing them for it. Sixty percent of alumni believed that City Year influenced their career choice. However, alumni who came to City Year without a GED or high school diploma—or who came with a bachelor's degree—were more likely to report that City Year had influenced their choice of career than alumni who came to City Year from other educational backgrounds.

Leading Alumni onto the Path of Civic Engagement

According to City Year's theory of change, participation in City Year promotes attitudes and behaviors that set alumni on a civic path that diverges, over the years, from the path that they would have taken had they not participated in City Year. To determine whether City Year has indeed altered the pathways of alumni toward higher civic engagement and social capital, this chapter compares alumni political and social attitudes (i.e., efficacy, egalitarianism, and social trust) and behaviors (group membership and media usage) with similarly situated members of the national population.

City Year had a strong, positive impact on the attitudes and behaviors of alumni, suggesting that the City Year experience indeed leads alumni onto and/or alters their pathway to higher civic engagement and social capital.

With respect to political and social attitudes, City Year had a consistent and positive impact on alumni's feelings of political efficacy and their sense of egalitarianism. City Year had the weakest impact on alumni's feelings of social trust, however. That is, although City Year had a positive effect on alumni's trust in society overall, the impact was small (4 points higher compared to the national population), and it did not affect the social trust scores of white, Asian, and Hispanic/Latino alumni compared to the national population.

With respect to behaviors, City Year had a consistent and positive impact on the percent of alumni belonging to groups or organizations and increased alumni's use of the media to get news and information compared to the national population.

Civic Engagement

City Year has long believed that engaging young adults in service and teaching them leadership skills that use inventiveness and compassion to solve current social problems will ultimately engage them in political and social life.

City Year had a strong, positive impact on the civic engagement of alumni. That is, City Year substantially increased the percent of alumni who vote, make political contributions, and volunteer. In addition, City Year affected the political expression of alumni, ensuring that they engage in a broader variety of political and social expression than similarly situated members of the national population.

City Year increased the civic engagement of its alumni regardless of their racial/ethnic characteristics, their educational background when they joined City Year, their service activity while at City Year, or their cohort. The relative strength of City Year's impact, however, did vary somewhat by certain characteristics. That is, City Year appears to have had less of an impact on voting, political contribution, and political expression among alumni who are black/African American or who had no GED when they joined City Year.

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. This report demonstrates that City Year has indeed affected alumni’s pathways to civic engagement and generated in its alumni a greater amount of social capital than would have been expected when considering the attitudes, values, and behaviors of similarly situated 18 to 40-year-olds in the national population. Indeed, City Year increased the social capital of alumni by 18 points (on a scale of 0 to 100) compared with similarly situated members of the national population. In fact, City Year increased the social capital of alumni regardless of their race/ethnicity, service activity, prior education, or City Year cohort. With the exception of Asians, whose actual and predicted scores on the social capital index were the same statistically, there was no type of alumnus for whom the measure of social capital was not

EXHIBIT ES1
Average Social Capital Score, by Race/Ethnicity and by City Year Alumni vs. National Population

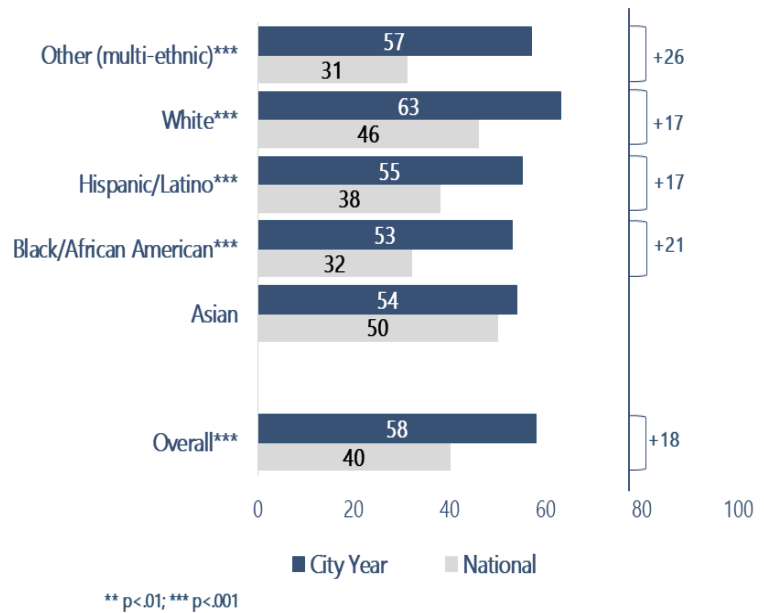
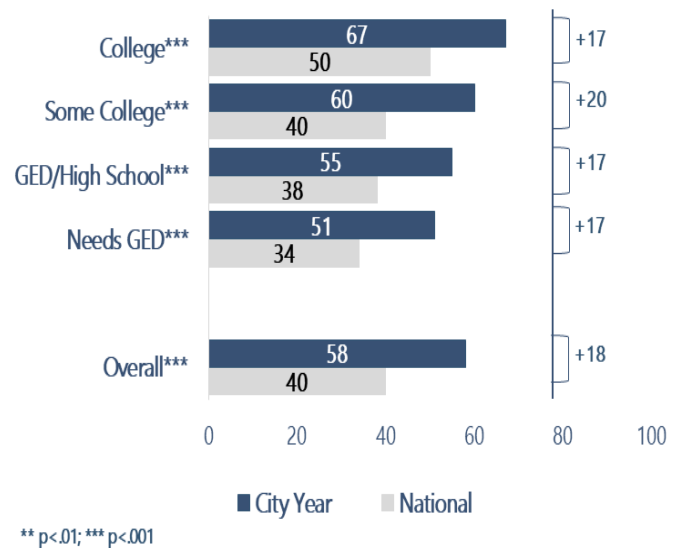


EXHIBIT ES2
Average Social Capital Score, by Prior Education and by City Year vs. National Population



higher than the national population.

The relative strength of City Year's impact on alumni's social capital, however, did vary somewhat by race/ethnicity and by prior education. That is, City Year had a strong, positive effect on the social capital of Hispanic/Latino, multi-ethnic, black/African American, and white alumni; it had no effect, however, on the social capital of Asian alumni (Exhibit ES1). In addition, City Year had about the same impact on the social capital of alumni who came to City Year with less education—no GED, a GED/high school diploma—as it did on those who came to City Year with their bachelor's degree. It had the strongest impact, however, on those who came to City Year with only some college (Exhibit ES2).

This differential impact suggests that City Year is closing the gap between traditionally advantaged and disadvantaged populations with respect to civic resources and social capital. City Year not only increased the social capital of alumni across racial/ethnic categories (with the exception of Asian alumni) and all levels of prior education, but also reduced the gap between alumni who came with large initial civic resources (i.e., who are not from minority groups and/or who came with a bachelor's degree) compared with those alumni who came with fewer civic resources (i.e., members of minority groups and/or having only some college).

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 has programs or sites located in 13 cities and two statewide clusters of towns and cities in New Hampshire and Rhode Island.

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 began as a summer program in Boston in 1988 with a corps of 50 and a staff of 10. Today, its 15 sites recruit between 30 and 200 corps members, or about 1,000 corps members annually who participate in 10 months of service. In addition to winning the support of nearly 300 corporate sponsors and over 700 school and nonprofit partners, City Year has received federal funding since 1990 through the National and Community Service Act of 1990. It became part of AmeriCorps in 1993.

In 2002, Policy Studies Associates (PSA) initiated the City Year Alumni Studies, a set of three interlocking studies designed to assess City Year's impact on alumni at various intervals of time after the completion of their City Year community service experience. The study's three components include: (1) the Alumni Cohort Study, a mail survey of the universe of City Year alumni; (2) the Study of City Year Parents, a telephone survey designed to obtain additional insight into the effects of City Year on younger alumni and their families; and (3) the Longitudinal Study of Alumni, which involves longer, open-ended telephone interviews with a sample of alumni from a recent cohort of City Year participants and a matched sample of non-participants. Together, these studies assess the ways in which alumni exhibit civic engagement, civic leadership, and social capital following their participation in City Year.

This report presents findings from the first of the study's three components, the Alumni Cohort Study. Specifically, it offers an extensive picture of alumni in the years after their City year experience, including their demographic characteristics, their work and family history, psychological characteristics, political

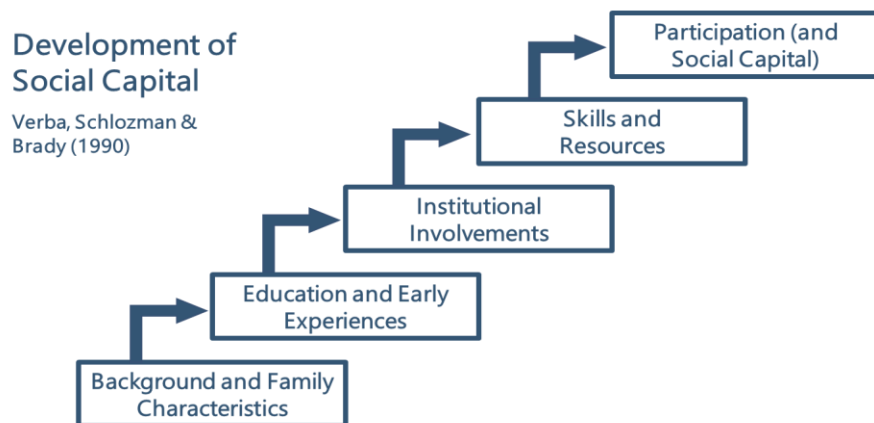
interests and participation, civic participation and skills, life skills, and leadership activities. In addition, the study draws comparisons between City Year alumni and similarly situated members of the national population (i.e., cohorts that have been the subject of other studies) to measure City Year’s impact on alumni social and political attitudes and behaviors.

Theory of Change

City Year seeks to cultivate in corps members a set of civic values and skills that its founders believed necessary for promoting active and life-long civic engagement and participation. In the short term, a year of service would 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 believed that a year of service would result in corps members broadening their educational options. Such outcomes would not only build social capital for participants but also would 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 that service. 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 A, 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.

Exhibit A Development of Social Capital



City Year's theory of change suggests 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, 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 work synergistically to spark further 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.

According to City Year's theory of change, then, the full effect of City Year becomes manifest only over relatively long periods of time. We should also expect that the effects of City Year on participants will be conditioned by participants' prior level of resources and participation skills. That is, those who enter with fewer prior resources may well show the strongest long-term impact with respect to civic engagement, because those with large initial resources generally would have developed civic skills eventually anyway. The relatively early intervention in the lives of low-resource people can potentially set them on paths that, over time, lead them to be far more engaged in public life than they otherwise would ever have been. Thus, City Year can expect different (and larger) effects for those who generally have fewer civic resources, including less educated and minority participants.

Study Design

The Alumni Cohort Study seeks to accomplish three purposes: (1) present a portrait of City Year alumni and their civic orientations and describe the ways in which alumni put those orientations to work in their daily lives; (2) compare the portrait of City Year alumni to that of similarly situated members of national cohorts through secondary analyses of publicly available datasets, including the National Election Study (NES) of 2000 and 2002, and the National Civic Engagement Study of the Center for Information and Research on Civic Learning and Engagement (CIRCLE); and (3) explore levels of alumni civic engagement in the years after their City Year participation, gauging the extent to which the experience increased the extent and intensity of their civic involvement over time.

Specific research questions include the following:

- How do City Year alumni exhibit civic engagement and social capital following their participation in City Year?
- What educational and career choices do City Year alumni make following their participation in City Year?
- How do alumni outcomes (e.g., civic engagement, leadership, social capital, educational attainment) vary by type of participant, by cohort, by education at the time they joined City Year, and by the characteristics of the service experience?
- How does City Year contribute to alumni outcomes?

Sample Selection

The original study design required a representative sample of 3,510 alumni who had participated in City Year sometime between 1988 and 2003. This sample was intended to yield 2,000 completed telephone interviews. Once the sample was drawn, PSA conducted a telephone pilot test with 150 alumni using contact information collected by Harris Internet Services. Using the results of the telephone pilot study, PSA projected that it could expect 592 completed interviews—far fewer than the study’s goal of 2,000 completed interviews.

Based on the results of the pilot telephone survey, in which only 20 out of a possible 150 interviews were completed because many alumni were unreachable by telephone,¹ PSA recommended altering the sampling and data collection plan to survey the full population of City Year alumni rather than a sample and to conduct the survey by mail rather than by telephone. These recommendations were based on two facts: (1) Harris had returned mailing addresses for 99 percent of the alumni City Year had identified; and (2) a letter-only pilot PSA conducted of 150 names revealed that the accuracy rate of the addresses Harris had returned was approximately 80 percent. In consultation with City Year, the decision was made to pilot test a mail survey of City Year alumni.

In early July 2004, PSA piloted a mail survey of a random sample of 300 alumni. The pilot study included a mail survey and cover letter, and was followed up with a reminder postcard and an email notification (to which was attached a copy of the survey). Among the 250 alumni who were deemed “reachable” (i.e., 17 percent had incorrect mailing addresses), 78 completed surveys, for a response rate of 31 percent. Using the results of the mail survey pilot study, PSA projected that surveying the universe of City Year alumni could generate an estimated 1,467 completed mail surveys, enough to perform the planned analyses, with some loss of precision in the estimates.

Survey Design

Drawing heavily from existing studies² that offer carefully refined measures with proven validity and reliability and a track record of use, PSA identified scales of political activity, non-political activity, civic orientation, recruitment into civic activity, use of civic skills, civic participation and orientation, and cross-cultural beliefs. These measures facilitated comparisons between City Year alumni and national cohorts. In addition, to capture the unique qualities of the City Year experience, PSA constructed new scales to measure respondents’ retrospective evaluation of City Year.

In constructing the alumni survey, PSA identified the following key constructs:

¹ Telephone numbers were either not working, were incorrect, or respondents chose not to answer the phone despite numerous attempts to reach them at various times of the day.

² The National Election Studies (NES); CIRCLE’s, “Civic and Political Health of the Nation: A Generational Portrait”; Verba, Schlozman, and Brady, “Citizen’s Political and Social Participation Study”; etc. See reference page for a complete list of studies from which the Alumni Cohort Study survey items were identified.

- ***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
- ***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 values³

The final survey instrument incorporated information from: (1) the literature review, which helped inform the survey content areas and identified additional scales to measure those content areas; (2) City Year and the study Advisory Board which reviewed draft outlines of the instrument, and helped to ensure that all items and the survey as a whole met with their approval; (3) PSA’s Institutional Review Board, which reviewed the survey to ensure its compliance with federal guidelines for research involving human subjects; and (4) the pilot test, which was conducted with a small number of City Year alumni who ultimately included in the study sample. Although the survey consisted of mostly well-proven existing measures, and therefore needed less extensive pilot testing than a completely new instrument, the pilot helped to ensure that the skip patterns were working correctly and gave accurate information regarding the time it would take for respondents to complete the survey.

³ For a complete description of the survey constructs, the studies from which these constructs and relevant items were drawn, and the survey instrument itself, go to Appendix B.

Data Collection

PSA collected both quantitative and qualitative data to measure the outcomes and impact of City Year and to provide illustrative examples of observed trends. Specifically, in fall 2004 and winter 2005, we collected survey data from the universe of alumni who had participated in City Year sometime between 1988 and 2003. In addition, in June 2004, PSA conducted focus group sessions with a sample of alumni who had attended City Year's 2004 *cyzygy* conference in Boston. The following describes specific data collection methods used for the mail surveys and focus group sessions.

Mail survey. The mail survey of the universe of City Year alumni was launched September 30, 2004. Our universe consisted of 6,416 alumni who participated in City Year sometime between 1988 and 2003.

To increase the response rate, PSA followed up with non-respondents by mail, telephone, and email. Following the first mailing in September, a postcard reminder was mailed to all non-respondents for whom PSA had valid addresses (i.e., many surveys were returned to PSA with no forwarding address). PSA also put the survey on the web (using PSA's web survey software and hosting the survey on PSA's web site), while City Year's National Alumni Office emailed a survey link to all alumni for whom it had email addresses. In addition, City Year created a link to the PSA survey on its home page. At the beginning of November, the survey was mailed a second time to all non-respondents for whom there were valid addresses. By the end of December 2004, PSA had received 1,503 completed surveys.

In January 2005, in an effort to increase the survey response rate, City Year's National Office launched an awareness-raising and outreach campaign to alumni. As part of the campaign effort, staff at each of the 13 sites began calling alumni to encourage them to complete the survey and return it to PSA.⁴ In addition, several of the City Year sites held raffles and hosted happy hours and other social events to reconnect with alumni and generate completed surveys. Finally, City Year National held a raffle that made all alumni who completed a survey eligible to receive a \$100 gift card to Barnes and Noble.⁵

To determine whether any bias was introduced into the data by virtue of the City Year campaign, PSA conducted an analysis of response bias whereby it compared the responses of the 1,500 alumni who responded to the survey before the campaign, to the responses of the 650 or so alumni who completed surveys post-campaign. It compared responses to key items of interest, such as whether participants believed City Year affected their education and career goals, or whether their overall ratings of City Year were higher than the ratings of those responding pre-campaign. This analysis revealed no systematic differences in the responses of the two groups, making it reasonably sure that the campaign introduced no bias into the data.

⁴ To maintain confidentiality, sites received the full list of alumni included in the study, not just the list of non-respondents. When staff made telephone calls to alumni, they did not know whether an alumnus/a had already completed a survey. In making these telephone calls, staff used a script that included two options to choose from in response to the information that a respondent had or had NOT completed a survey. That is, City Year staff either: (a) thanked respondents for completing the survey and asked them to contact other alumni with whom they were in touch and encourage them to complete a survey, or (b) asked respondents to complete the survey and return it as soon as possible to PSA.

⁵ In the end, 10 alumni were randomly selected from those who completed a survey and PSA mailed each a \$100 gift card.

By the end of March 2005, PSA had received 2,189 completed surveys either by mail or online from alumni. Another 1,549 alumni were deemed unreachable. Finally, 35 alumni—or one percent of alumni—refused to participate in the study. After accounting for the number of alumni deemed “unreachable,” the overall survey response rate was 45 percent.

Focus groups. Focus groups were conducted to collect more in-depth information about alumni’s experience with City Year, particularly with respect to their reasons for joining City Year, the impact City Year had on their education and career choices, their community service activities and political participation, and their attitudes and beliefs. PSA staff conducted six focus group sessions. The groups ranged in size from five to seven participants per session, for a total of 37 participants. Almost half (18 alumni) of the focus group participants were very recent City Year graduates, having completed their service year in 2003. Nine alumni had completed their service year between 2000 and 2002, and seven completed their service year between 1994 and 1998. Alumni from the earliest cohort (i.e., who completed their City Year service sometime between 1989 and 1993) were not represented in focus group sessions. Although efforts were made to include alumni from every cohort year, focus group participants were randomly selected from the 600 or so alumni who had registered to attend the *cyzygy* conference and accepted City Year’s invitation to participate in the focus groups while there. Not every alumnus attended *cyzygy*, and not every alumnus who was invited to participate in the focus group sessions chose to do so.

Analysis

After data collection was complete, PSA compared the final sample of respondents with non-respondents by year of service, site, gender, race, and education level at time of entry into City Year. Post-stratification analysis weights adjusted for those differences. Specifically, PSA weighted the data to account for differences in the distribution of respondents and non-respondents on gender, race, education level, and cohort. (See Appendix A, Exhibit A-1 for the distribution of the data and the applied weights.) PSA was not, however, able to compare non-respondents with respondents on unobservable characteristics (e.g., perceived effects of the City Year experience).

To measure program impact, PSA chose four critical constructs—political and social attitudes and values, voting, organizational activity, and volunteerism. These constructs are central to civic engagement and have been measured reliably and repeatedly in available national surveys. These included both measures of individual attributes—such as attitudes and values—and actions, including voting, organizational activity, and volunteerism. Absent an experimental design where individuals are randomly assigned to treatment (i.e., City Year participation) and control conditions, it is impossible to know with certainty what would have happened to program participants had they not participated in City Year. To address this challenge, PSA conducted joint regression analyses outlined by Franklin (1990)⁶, to predict the degree of civic engagement (e.g., voting, media usage, volunteerism, and political contributions) expected of City Year alumni were they just like equivalently situated members of the national sample. This technique compares each City Year participant with a “statistically matched” comparison individual who shares background characteristics relating to civic engagement, including race, gender, education, employment,

⁶ Franklin, Charles (1989). “Estimation Across Datasets: Two-Stage Auxiliary Instrumental Variables Estimation (2SAIV).” *Political Analysis*, 1989.

income, religion and religiosity, and others. The difference between each alumnus's *actual* civic engagement—as measured in the survey—and his or her predicted engagement is a measure of program impact.⁷

From the survey, each civic engagement construct, or C_1 , for each survey respondent was measured. This is their civic engagement given that they participated in City Year. What was not available was C_0 , which is the level of social capital each person would have had, if she or he had not participated in City Year. Using the separate national dataset (NES 2000, 2002 or CIRCLE 2002) that contained all non-participants—ages 18 to 40—PSA then estimated a regression model of C_0 :

$$C_0 = X\beta + e$$

where X included a wide range of background characteristics relating to civic engagement, including race, gender, education, income, employment, religion and religiosity, and others, all of which are available both in the national dataset and in the alumni survey.⁸ Then, using the estimated coefficients from this regression, PSA predicted C_0 for the alumni in the sample:

$$\hat{C}_0 = X\beta$$

The estimated program effect is the difference between C_1 , the observed civic engagement for each individual, and \hat{C}_0 , that individual's predicted civic engagement had they not participated in City Year.

Essentially, this technique compares each City Year participant with a “statistically matched” comparison individual. This generates an estimate for the participants, conditional on the measured covariates, of what their social capital outcomes would look like if they had not participated in City Year. The approach does not estimate a “propensity score,” since there is no existing dataset of randomly assigned participants and non-participants. However, these impact estimates take account of the same information about non-participants that would be available from a propensity score approach that made use of the same set of X variables. As with any quasi-experimental approach to program effects, the results should be interpreted with caution. Nevertheless, this analytic strategy gives a useful comparison with similar non-participants, puts the social capital activities in useful comparative perspective, and gives one view of the impact of City Year, to be used in conjunction with the quantitative analyses of the City Year Longitudinal Study that uses a matched comparison group.

⁷ For the regression models (i.e., predicted values, regression models), see Appendix C.

⁸ The National Civic Engagement Survey I, sponsored by the Center for Information and Research on Civic Learning and Engagement (CIRCLE), was conducted in the spring of 2002 and asked a random sample of 3,246 people aged 15 and older about their civic involvement. This survey was one of three surveys that formed the basis for the 2002 report, *The Civic and Political Health of the Nation: A Generational Portrait*. The survey was conducted by telephone and included questions on types and frequency of civic involvement, attitudes about the relevance of current issues, voting behavior, the role of government, and knowledge of current issues.

The 2002 National Election Study was a time-series study in which respondents were interviewed by telephone about their voting behavior, civic trust, opinions on current issues, and sources of economic inequality. Researchers interviewed 1,511 people in the two months prior to the 2002 Midterm Elections, and 1,346 of those people were re-interviewed in the month following the election. These respondents were chosen from a panel of 1,807 respondents who had completed an interview in 2000. Ultimately, 1,187 of the respondents participated in 2002, and a fresh cross-section of 921 people were added to the sample in 2002. Of those 921 people added to the freshened 2002 sample, 324 participated in the survey.

Organization of the Report

The remainder of this report is organized into five chapters. Chapter II presents a profile of the City Year program and its corps members. Chapter III looks at the perceived effects of the City Year experience on alumni. Chapter IV discusses alumni's pathways to civic engagement, looking at their political and social attitudes and beliefs, as well as their group membership and media usage. Chapter V examines the civic engagement of City Year alumni, including voting behavior, political expression, political contributions, and volunteerism. Finally, Chapter VI presents conclusions and looks at City Year's overall impact on alumni's social capital.

II. A Profile of the City Year Program and Its Corps Members

The following section presents a portrait of City Year alumni and their distribution across the 13 City Year sites included in the study sample. In addition, this section discusses why alumni joined City Year and describes the City Year experience.

Demographic Characteristics of Alumni

City Year alumni are 46 percent male and 54 percent female. This distribution has remained relatively constant throughout the years, with about the same proportion of men and women joining City Year in the middle (1993-1998—henceforth referred to as the “middle cohort”) and late (1999-2003—henceforth referred to as the “late cohort”) years of the program. In the early cohort, however, the proportion of men and women was reversed, where 44 percent of corps members were women and 56 percent were men (see Exhibit 1). One explanation for this may be that City Year’s early service activities tended to focus on physical labor. For example, in the summer of 1988—the program’s founding year—200 corps members painted schools, renovated homeless shelters, and cleaned parks. Similar types of physical service projects were present in subsequent years, although projects began to shift toward helping neighborhood schools.

The racial/ethnic distribution of alumni reflects City Year’s efforts to achieve racial/ethnic diversity among corps members. The percent of alumni representing various minority groups well exceeded national averages. Among this population of 18 to 40 year-olds, 29 percent of City Year alumni were black/African-American compared with 10 percent in the general population for the same age group, 13 percent were Hispanic compared with 10 percent in the

Exhibit 1
Distribution of City Year Alumni, by Gender

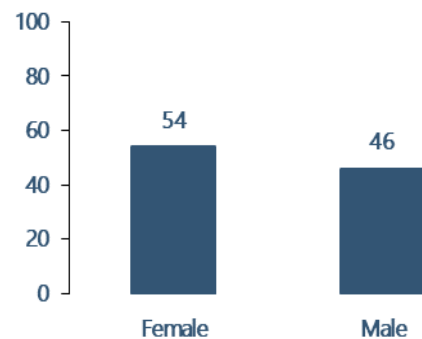
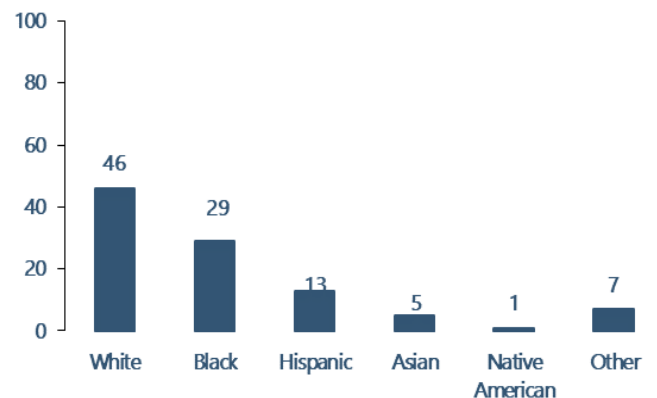


Exhibit 2
Distribution of City Year Alumni, by Race/Ethnicity



general population, 5 percent were Asian compared with 2 percent in the general population, and 7 percent were multi-ethnic compared with 3 percent in the general population (Exhibit 2). Only the percent of alumni who were Native American was the same as in the general population, at 1 percent.

The vast majority of alumni had a GED, high school diploma, or some college prior to enrolling in City Year.

Specifically, 8 percent of alumni said they had not obtained a GED at the time they became a City Year corps member, 49 percent had a GED or high school diploma, 26 percent had some college or a bachelor’s degree, 17 percent had a bachelor’s degree, and less than 1 percent had a master’s degree or higher (Exhibit 3).

The educational background of alumni at the time they joined City Year changed somewhat over time, however. That is, alumni from the earliest cohort tended to be slightly less educated, on the whole, than alumni participating in the later two cohorts. In the early cohort, for example, 12 percent of alumni had not earned a GED, compared with 8 and 7 percent of alumni in the middle and late cohorts, respectively. Similarly, the percent of alumni in the early cohort who had a GED or high school diploma was 56 percent compared with 52 and 46 percent in the middle and late cohorts, respectively. Finally, the percent of alumni who joined City Year having already completed their bachelor’s degree grew from 7 percent in the earliest cohort to 15 and 20 percent in the middle and late cohorts, respectively (Exhibit 4).

Exhibit 3
Distribution of City Year Alumni,
by Prior Education Level

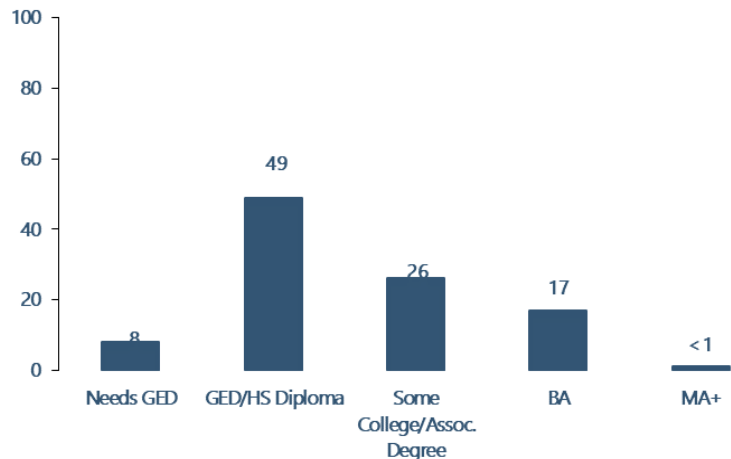
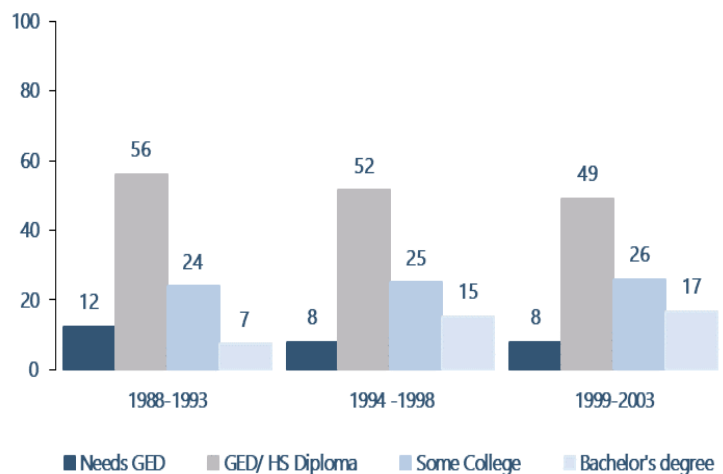


Exhibit 4
Distribution of City Year Alumni, by Cohort and Education Level



The notion of civic engagement and participation was not unfamiliar to the majority of alumni when they joined City Year. Over half the alumni (57 percent) reported that when they were growing up, members of their households spent time in volunteer activities and that politics was a relatively frequent (65 percent) topic of conversation.

Distribution of Alumni among the City Year Sites

In the early days of the program, between 1988 and 1992-93 (henceforth referred to as the early cohort), Boston was the main City Year site until it was joined by Rhode Island in 1992-93. Up to that point, only 394 youth, or 10 percent of the alumni population, had participated in City Year. In subsequent years, as City Year added more sites, the population of corps members grew substantially. The next cohort of alumni, those participating between 1993-94 and 1997-98 (henceforth referred to as the middle cohort), were spread over seven more sites (Chicago, IL; Cleveland and Columbus, OH; Columbia, SC; San Jose, CA, San Antonio, TX, and Philadelphia, PA).

They numbered 2,432, or 40 percent of the total alumni population. The third cohort of alumni, those participating between 1998-99 and 2002-03 (henceforth referred to as the late cohort) came from an even more expanded program that included Seattle, WA, Detroit, MI, New Hampshire, and Washington, DC. This cohort numbered 2,842, or 50 percent of the total alumni population as of 2003 (Exhibit 5).

Exhibit 5
Distribution of City Year Alumni, by Cohort

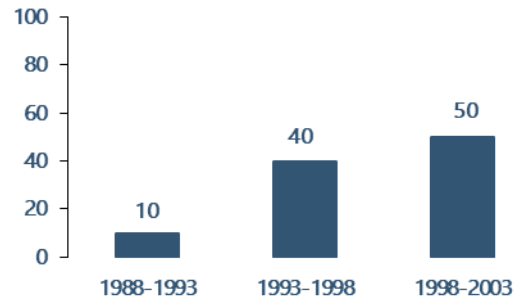
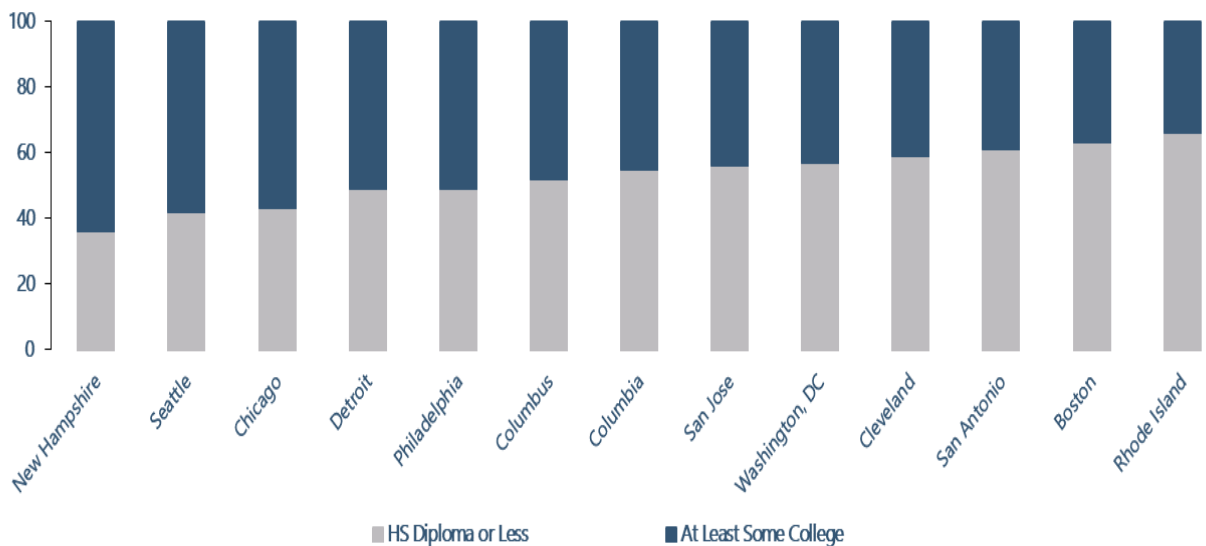


Exhibit 6
Distribution of City Year Alumni, by Site and Prior Education Level



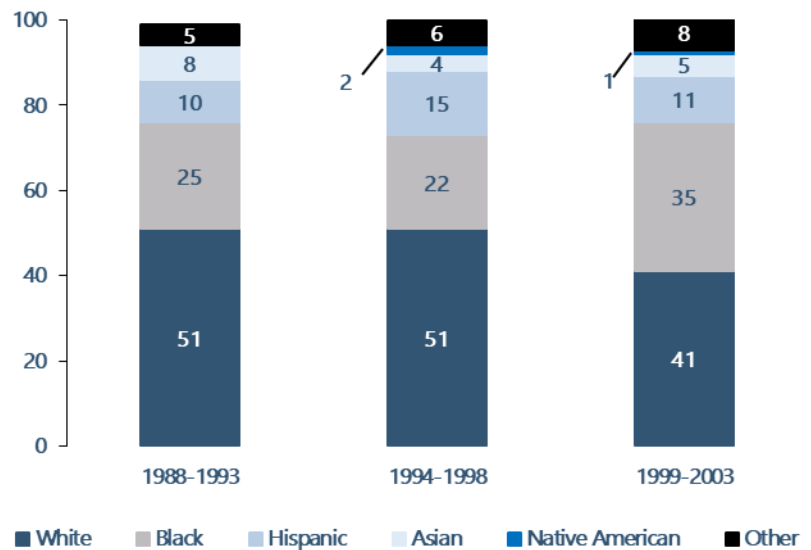
Across the 13 City Year sites in the study sample, alumni are fairly evenly distributed with respect to their numbers and their educational backgrounds.

With the exception of the Boston site—where 38 percent of City Year alumni completed their year of service—each site served between 1 and 9 percent of alumni. In addition, alumni were relatively evenly distributed across the sites with respect to their educational backgrounds at the time they joined City Year.

In the majority of sites, about half the alumni either had no GED or had a GED or high

school diploma; the other half had attended some college or held a bachelor’s degree. In three sites, however, over 60 percent of corps members had joined before attending college. That is, the majority of corps members in the Rhode Island (66 percent), Boston (63 percent), and San Antonio (61 percent) sites joined City Year with just a GED or high school diploma, or with no GED. By contrast, the majority of alumni (64 percent) in the New Hampshire site had attended some college (32 percent) or held a bachelor’s degree (32 percent) at the time they joined City Year (Exhibit 6).

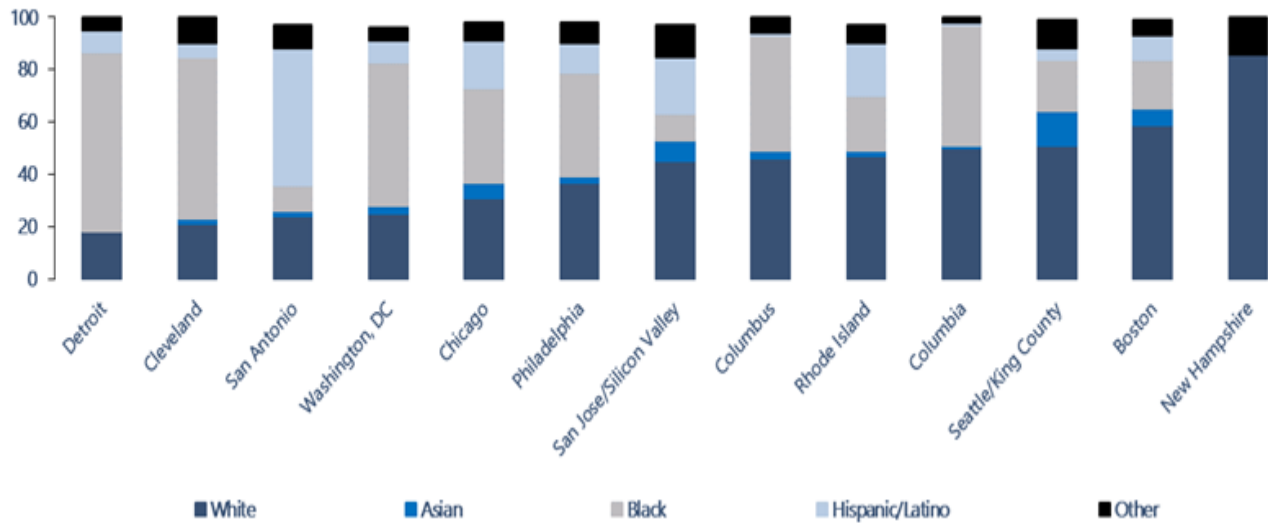
Exhibit 7
Distribution of City Year Alumni by Cohort and Race/Ethnicity



The race/ethnicity of alumni varied by cohort and by site. In the early cohort the proportion of Asian alumni was higher, at 8 percent, than in the middle and late cohorts, where the proportion of Asian alumni was only 4 and 5 percent, respectively. In the late cohort, the proportion of black/African American alumni was higher (35 percent) and the proportion of white alumni was lower (41 percent) than in the early and middle cohorts, where the proportion of black/African American and white alumni was around 24 and 51 percent, respectively (Exhibit 7).

Some sites had considerable racial/ethnic diversity among their corps members. As shown in Exhibit 8, in 10 of the 13 City Year sites, well over half the alumni represent the various minority groups. In particular, sites such as San Jose, Seattle/King County, and Boston had fairly balanced distributions of black/African American, Asian, Hispanic/Latino, and multi-ethnic alumni. Only one site had fewer than three racial/ethnic groups represented among its alumni.

Exhibit 8
Distribution of City Year Alumni, by Site and Race/Ethnicity



Why Alumni Joined City Year

The majority of alumni enrolled in City Year when they were at a crossroads in their lives.

Nearly all of the alumni in focus groups had joined City Year to explore options in deciding what they wanted to do with their lives. Whether they came to City Year directly from high school, after a year or two of college, or immediately after college, many alumni saw their service as an opportunity to take a year off from school or career, evaluate what they really wanted from life, and decide their next steps. The following comments were typical from alumni:

I joined for I think a similar reason as a lot of people. I was graduating from high school and didn't really know what I wanted to do with my life, and City Year was a very attractive option, and it really did help me figure out what I wanted to do with my life, or at least take a step towards that.

I needed a stepping stone between high school and college; I wasn't ready to go right back to school. [City Year] was something I had heard about so I just applied and got in, and it was a learning experience from that point on.

I was turned on to City Year after I graduated from college and saw it as kind of post-graduate year, helping me to kind of transition, determine what I wanted to do, career-wise, education-wise. And again, it seemed like a very logical step in helping me determine what the next step would be. So it was kind of like an intern year.

In focus groups, many alumni said that before joining City Year they had lost their enthusiasm for or were not doing well in school, and were looking for an alternative to continuing formal education. For these alumni, a year of service provided a chance to do meaningful work outside of school. City Year work had special appeal because it was hands-on and made a tangible contribution. City Year also gave these alumni time to refocus and reevaluate the importance of college in their life plans. Many who participated in the focus groups echoed the following comments:

I was kind of struggling in school—I finished two years—and I decided I needed to take a year off, and I had always liked volunteering so I looked into a few programs..... So I just kind of did it with no preconceived notions.

I went straight from high school to college and did very poorly and decided to take some time off. I thought if I was going to take my time off I might as well do something useful for the community.

I did a year of college and I decided that I didn't really like college and I decided to take a year off and I knew I wanted to do something besides working at a retail part-time job and I wanted to move to a new place that I hadn't been before and I like working with kids and I found all of this in doing City Year.

The City Year Experience

City Year service activities are intended to develop practical skills and instill a sense of commitment to community and service. Most of its service activities are related to helping school-age children, either through academic tutoring and support or through after-school or service-learning programs. The following describes the types of service activities offered by the 13 sites in this study. It is important to note that although every service activity was experienced by at least one alumnus, not every service activity—with the exception of curricular support—was available at every site nor every year since City Year began:

- **Curricular Support.** Every site offers academic support to students in the local schools. Most sites offer literacy tutoring and support, either one-on-one for students with difficulties or to whole classes. In addition, many sites offer special curricula to schools in areas such as theater, environmental education, civic leadership, business (through the Junior Achievement program), or substance abuse and HIV/AIDS prevention.
- **Youth Leadership Development and Service Learning.** Eleven of the 13 sites offer some form of leadership development activity for youth in local schools. The most common program is called Young Heroes and is geared to middle school students who do not want to wait until high school to become corps members. In this program, City Year corps members provide service opportunities and workshops to middle school students on Saturdays, teaching them about social issues and engaging them in service projects. Other sites offer character education and leadership training workshops.

Six sites offer service learning opportunities for local students. These often take the form of community service days or service learning clubs in schools.

- **After School Programs and Day Camps.** Ten sites offer after-school programs for younger students. These programs may include academic support, sports instruction, or academic enrichment activities. The Starfish Corps program, which is in five sites, provides service opportunities for elementary school students and serves as a feeder program for Young Heroes. City Year corps members provide Starfish participants with homework assistance and lessons in social justice issues, along with service projects and other activities.

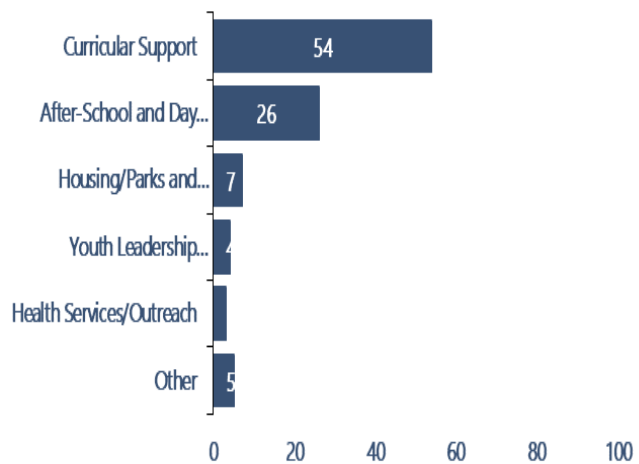
Six sites offer day camps during spring or winter recesses, filling a serious void where otherwise students would be unsupervised. These camps offer students structured academic and recreational activities, as well as workshops that develop awareness of social issues.

- **Health Services/Outreach.** Several sites offer health education and outreach services. Members in Washington, DC, and Cleveland educate youth on the health dangers of high-risk behaviors. City Year members in Washington also use issue-based skits in the Dramatic Empowerment: City Year Drug Education (DECYDE) program to teach elementary and middle school students the dangers of drugs and ways to avoid them.
- **Park Renovation/Housing Restoration.** Several sites involve students in projects aimed at restoring parks and housing. In Boston, participants on the Green Team partner with the Department of Environmental Management to give children hands-on experience in green space development projects. In many sites, corps members organize community service days to fix-up parks and buildings in their neighborhoods.

The vast majority of City Year alumni spent most of their time on service activities related to education and serving the needs of children and youth.

Eighty-four percent of alumni worked on curriculum support, after-school programs/day camps, or youth leadership development programs, such as the Young Heroes program. Only about 7 percent of alumni worked on activities that required physical labor, such as building or renovating houses, parks, or playgrounds. A few alumni (3 percent) reported spending time on health-related activities, such as disaster relief or helping adults and youth apply for Medicaid assistance (Exhibit 9).

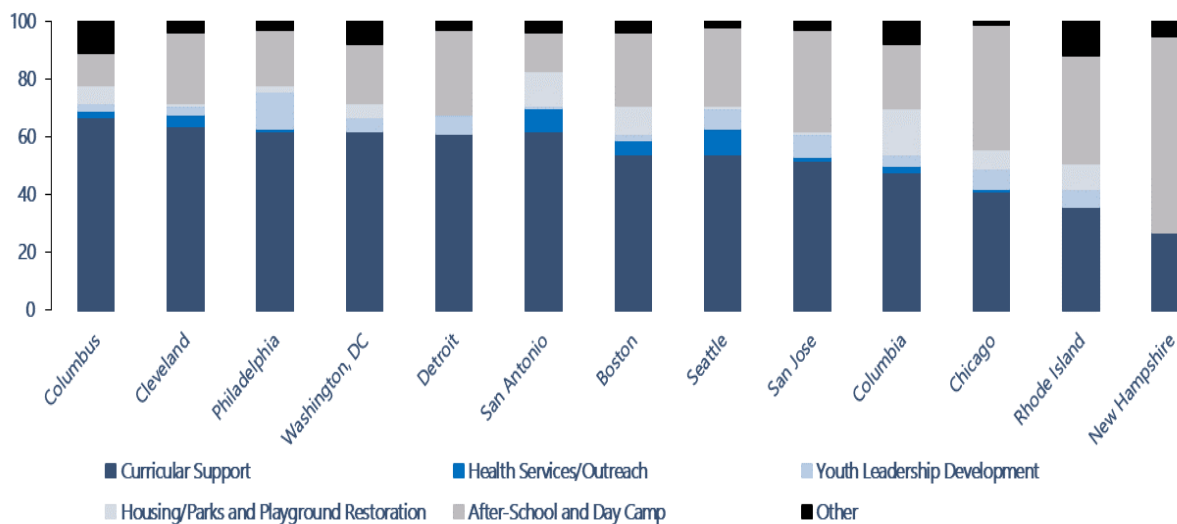
Exhibit 9
Distribution of City Year Alumni, by Type of Service



The distribution of service activities among alumni varied only slightly by site. The types of service activities in which alumni participated across the 13 sites looked very similar to the service activities for the program as a whole, with a few exceptions. For example, 42 percent of alumni at the Chicago site worked in an after-school program compared with 24 percent of alumni who reported participating in that type of service activity in the program as a whole. Similarly, somewhat higher

percentages of alumni from the San Antonio and Columbia, SC, sites reported participating in service activities related to housing, park, and playground renovations (11-12 percent) compared with the percentage of alumni program-wide (3 percent). Finally, 16 percent of alumni in San Jose said they spent the most time working at a day camp compared with 2 percent of alumni program-wide (Exhibit 10).

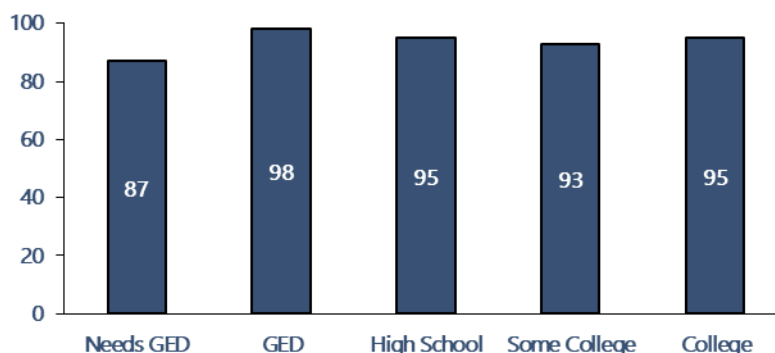
Exhibit 10
Distribution of CityYear Alumni, by Site and Type of Service



Almost all alumni completed their 10 months of service and graduated from City Year.

That is, 94 percent of alumni graduated from City Year and 6 percent did not. Alumni in the earliest cohort had a lower graduation rate (84 percent) than alumni from the middle and late cohorts (96 and 94 percent, respectively). This difference in graduation rates by cohort is likely related to start-up issues and the fact that “graduation” was probably not defined early on as it was later. Graduation rates also varied slightly by corps members’ education level at the time they joined City Year. Eighty-seven percent of alumni who did not have a high school diploma or GED graduated from City Year compared with 93 percent or higher who came to City Year with at least a high school diploma or GED (Exhibit 11).

Exhibit 11
Percent of Alumni Who Graduated from CityYear, by Prior Education Level



Over time, an increasing proportion of alumni opted to participate in a second year of service with City Year. Among alumni from the early cohort, 13 percent opted to participate in City Year for a second year. Among alumni from the middle cohort, the percentage opting to spend a

second year with City Year rose to 20 percent. By the late cohort, 30 percent of alumni were participating in City Year for a second year. Higher proportions of African American alumni participated in a second year of service than did Asian or white alumni. That is, 33 percent of alumni who were African American participated in a second year of service compared with 18 percent of alumni who were Asian or white, respectively. With respect to educational background, a higher percentage of alumni who came to City Year without a high school diploma or GED (32 percent) opted to participate in a second year of service compared with 24 percent for the program overall.

Many alumni stayed connected to City Year long after completing their year of service.

Eighty-two percent of alumni said they had been in touch with City Year staff one or more times after completing their service year; over one-third said they had contacted City Year staff five or more times since leaving the program. Contact with City Year appears not to have had a strong correlation to when alumni completed their year of service, however. Of early and middle cohort alumni—some of whom completed their year of service 12-15 years ago—43 percent said they had been in touch with City Year staff as recently as within the last 12 months. When asked why they contacted City Year staff, most said they wanted to stay connected with City Year staff who had become friends (65 percent), to attend a City Year event (46 percent), or to respond to a City Year mailing (31 percent).

The frequency with which alumni communicated with one another suggests that participants form lasting bonds of friendship during their year of service and the frequency of contact with other alumni increased in relation to how long ago they graduated.

That is, 36 percent of alumni from the early cohort reported being in frequent contact with City Year alumni, communicating with them several times a year or even once a month. Forty-six percent of alumni from the middle cohort reported being in relatively frequent contact with other alumni. And 69 percent of alumni from the late cohort reported communicating with alumni once a month or several times a year.

City Year appeared to help at least some alumni broaden their network of friends and contacts.

Overall, about a third of alumni reported being in touch with people—other than alumni and City Year staff—whom they met during their year of service. The Seattle, WA and Washington, DC sites seemed to have been particularly successful at broadening alumni networks, with 55 percent of their alumni reporting that they were still in touch with people they met during their year of service.

III. Perceived Effects of the City Year Experience

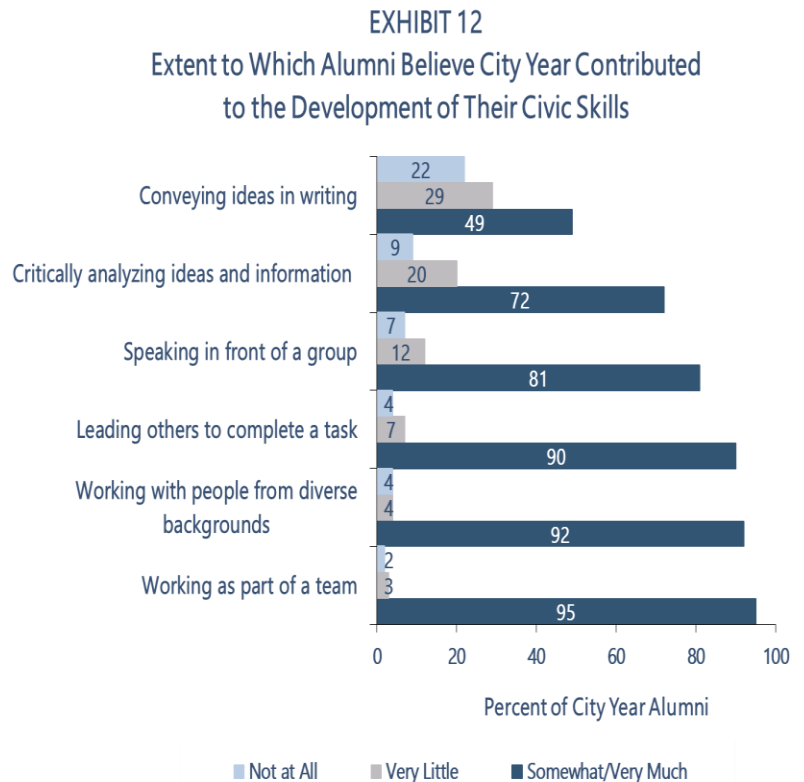
City Year seeks to cultivate in corps members a set of civic values and skills that its founders believe are necessary for promoting active civic engagement and participation. Its founders believe that a year of service will, in the short-term, result in corps members: (1) learning team leadership and 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 on alumni’s development of civic and workplace skills, and their knowledge and understanding of social and political issues, and ultimately, their participation in civic life. In addition, it examines City Year’s perceived effect on alumni’s cross-boundary relationships, as well as their educational and career attainment.

Civic Skills

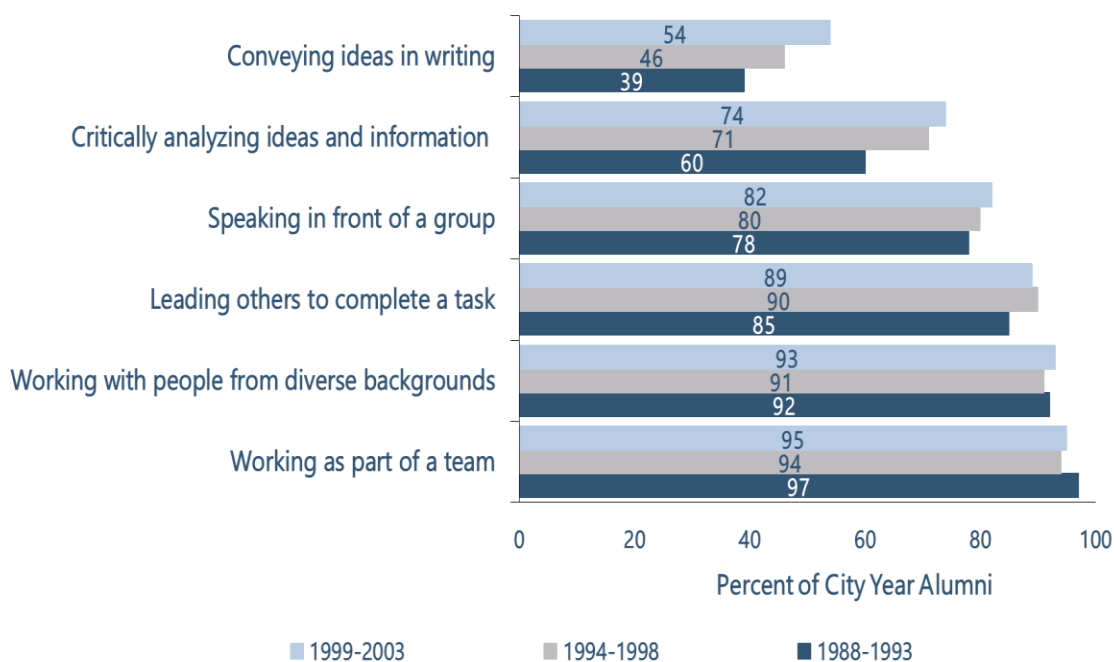
The vast majority of alumni believed City Year contributed somewhat or to a great extent to the development of their civic skills.

Most alumni reported that their City Year experience contributed to their ability to work as part of a team (95 percent); work with people from diverse backgrounds (92 percent); lead others to complete a task (90 percent); speak in front of a group (81 percent); and critically analyze ideas and information (72 percent). The only skill area that fewer than half the alumni believed City Year affected was their ability to convey their ideas in writing. Only 49 percent of alumni said City Year made a difference in this area somewhat or to a great extent; 22 percent said City Year had no effect at all with respect to their ability to convey ideas in writing (Exhibit 12).



No discernable differences in alumni’s civic skills were evident by cohort or by site, with two notable exceptions. Over half the alumni in the late cohort (54 percent) said that City Year had affected their writing abilities, compared with only 39 percent of alumni in the early cohort. These differences, however, may stem from other experiences and influences affecting respondents’ writing abilities—tempering the perceptions of alumni from the earliest cohort. By the same token, however, alumni from more recent years may have had fewer influences on their writing ability and, as a result, compare City Year favorably. Similarly, only 60 percent of alumni in the early cohort believed that City Year contributed to their ability to critically analyze ideas and information compared with 71 and 74 percent of alumni in the middle and late cohorts, respectively (Exhibit 13).

EXHIBIT 13
Percent of Alumni Who Believe That City Year Contributed, Somewhat or to a Great Extent, to the Development of Their Civic Skills, by Cohort



In focus groups, many alumni said that after City Year, they were more comfortable expressing their views to others—particularly to their family and friends—and challenging the status quo regarding people’s attitudes and beliefs. Several alumni said that City Year constantly challenged them to question their assumptions about themselves as well as about political and social issues, and that it began to challenge others:

I think about the things I notice more through daily life since I did City Year. I go to school and the biggest diversity I think I see are the people serving my food. I think it’s terrible, but it’s worse when I think of people who think that’s just the way it is. They don’t question it. Those are the things I question now. If someone had brought it up to me before City Year, I would probably agree, but I probably wouldn’t take it up as a cause. I might think about it tomorrow, but I would probably forget about it after.

When I went home [after City Year], I noticed that I was less tolerant of my brothers' and my father's chauvinistic and racial comments. They would say, 'Oh, that's so gay.' I thought, 'Oh, my god!' I mean, in City Year, you know, we had so much intense conversation about those things and I just couldn't... So, I sat my brothers down and I said, 'Look, that's not mature; I don't want to hear that from you. You can say it if you want to around your friends, but you do not say it where I can hear you.' And they whined and moaned. I think that I changed in being less tolerant of some of the racial epithets and stereotypes that they expressed and that I listened to growing up in a very small town, and then I came back after experiencing the diversity and the intense training and the talks [at City Year] in a very urban setting in Boston, and I just couldn't put up with it.

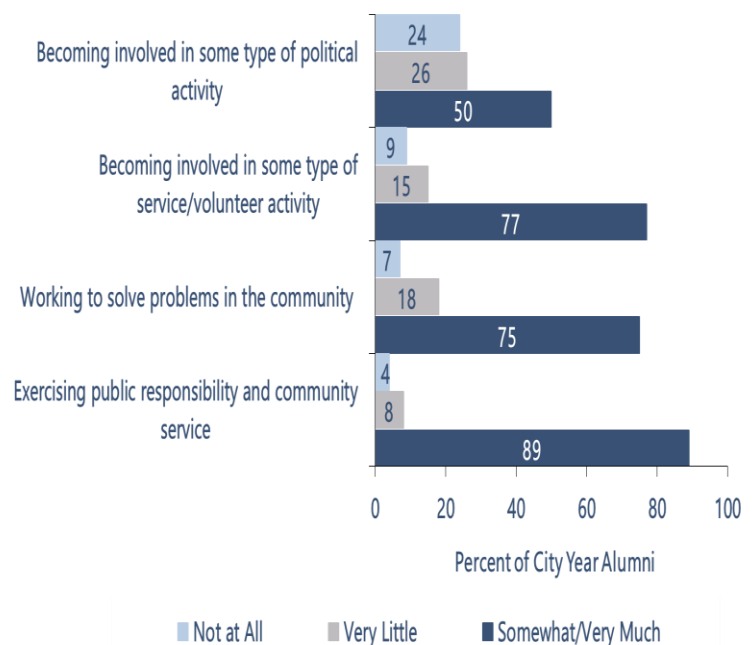
I guess I'm not as afraid of certain things or certain areas, and I'm more able to stand up to my friends. I take a lot of risks and my friends I think appreciate the fact that I'm challenging them to take risks with just certain things as well, and not taking—when it comes to communities and like perspectives, not taking community rules as the end-all, be-all to break through those borders.

Civic Participation

Alumni credit City Year with helping them to participate in civic life. Over three-quarters of alumni reported that their City Year experience had contributed to their knowledge, skills, and personal development related to exercising public responsibility and community service (89 percent) and solving problems in the community (75 percent). Similarly, over three-quarters (77 percent) of alumni reported that City Year had helped them to become involved in some type of service or volunteer activity. Only half the alumni, however, said City Year had helped them to become involved in some type of political activity (50 percent). No significant variations were evident by cohort or by site (Exhibit 14).

In focus group sessions, some alumni explained that City Year had deeply affected their attitude about the importance of community service in civic life. Several alumni described City Year's impact on their attitudes and beliefs regarding community service with considerable passion, as the following comments suggest:

EXHIBIT 14
Extent to Which Alumni Believe City Year Helped Them to Participate in Civic Life



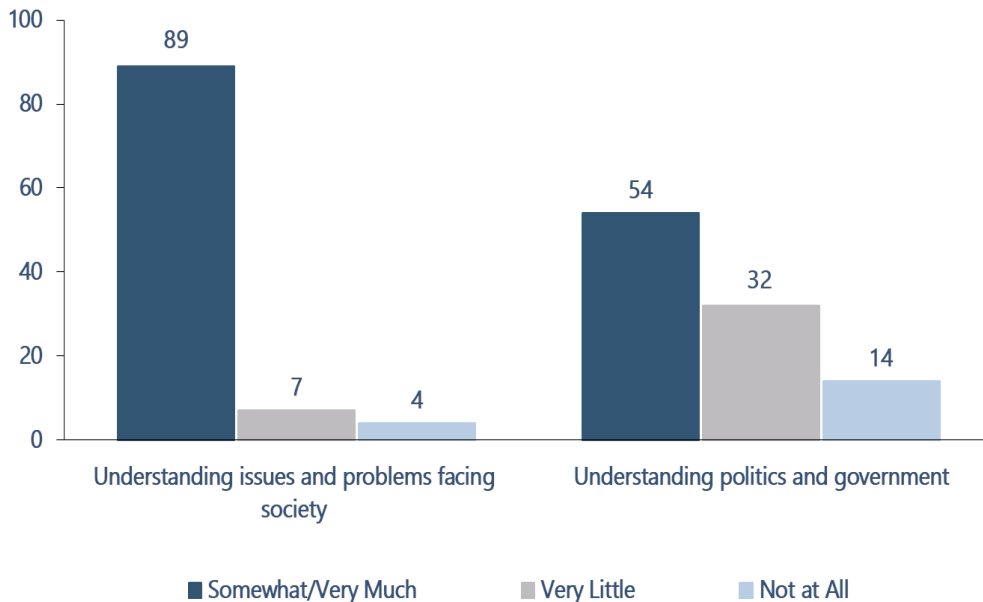
I think I would feel guilty if I didn't volunteer, because City Year has instilled that sense in me. Maybe more people should feel guilty if they don't volunteer. They do get a lot out of it, though sometimes I feel very harried, and like I don't have the time, but I always am glad after I do something.

I couldn't just have this year with City Year where I realized that what you do has such a huge impact. To have that knowledge and not do anything with it, it just felt a little selfish to me. That's why it's really important to me to keep [volunteering].

I think part of what City Year teaches you is that it is your obligation to volunteer and if enough people do it, it will change things.

Alumni gave mixed reviews to City Year's contribution to their knowledge and understanding of social and political issues. While the vast majority of alumni credited City Year with contributing to their understanding of issues and problems facing society (89 percent), only slightly more than half (54 percent) believed that City Year had contributed to their understanding of politics and government. 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 serving with City Year (or any other AmeriCorps-funded program) (Exhibit 15).

EXHIBIT 15
Extent to Which Alumni Believe City Year Contributed to Their Knowledge and Understanding of Social and Political Issues



Cross-Boundary Relationships

Most City Year alumni (79 percent) have three or more close friends in their lives—people whom they can talk to about private matters or call on for help. Twenty-one percent of alumni reported that they only have one or two close friends and only about two percent report having no close friends at all. Alumni know their close friends through various connections they have made in the course of their lives. Most alumni reported that at least one of their close personal friends was someone they went to school with or grew up with (78 and 75 percent, respectively). Half the alumni reported that they knew at least one of their close friends from volunteering or community service work; 41 percent knew a friend from an organization they belonged to; and 37 percent said that at least one close friend was a neighbor or someone they met in the community where they lived.

Three-quarters of alumni reported that at least one of their close personal friends was different from themselves in terms of their race/ethnicity, their religion, and/or their social class. Eight-seven percent of alumni reported that at least one close personal friend was of a different religion than themselves; 78 percent reported that at least one close personal friend was of a different social class from themselves; and 76 percent reported that at least one close personal friend was of a different race from themselves. These percentages did not vary substantially by race/ethnicity, service experience, or cohort.

Many alumni credit City Year with helping them understand and accept issues of diversity and thereby develop lasting relationships—both professional and personal—with people from diverse backgrounds. In their open-ended survey responses, 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. Alumni wrote about the benefits of this experience in both personal and professional terms. The following comments were typical of many others:

City Year also let me challenge myself with people other than myself. Before City Year, I thought I was very accepting of all people; little did I know. Before [City Year] I spent time with people similar to myself; if not race, we had the same education or economic backgrounds. City Year let me be on a team with people who were, on paper, completely different than me; it let [our team] struggle with understanding how we each saw things. City Year helped me to realize not everyone is the same, and that that is a good thing, and we should learn and appreciate all of our differences and strengths we bring to the table.

It took until the end of my ten months to discover it, but City Year was about my team: seven strangers, completely different from one another, who fought and cried and bared their souls. It was one of the most difficult years of my life, and yet I learned how to work on a team, how to put aside my education and values and listen to and appreciate people with other upbringings, and how to make meaningful friendships. It's been eight years, and I still have consistent contact with four of my seven teammates and would consider them among my closest friends.

City Year helped me learn to work and befriend people of different races, backgrounds, and religions. It definitely opened my eyes as to how to view people...for who (the type of person) they are. City Year gave me the perspective I knew I was lacking.

City Year was by far one of the greatest experiences of my life. Personally, I grew up. But more importantly I was exposed to people from different backgrounds in a truly integrative way. We worked, argued, partied together. Nothing in college came remotely close to this experience, despite the best efforts of colleges to admit a diverse student body. . . . While City Year had a limited impact on my political or service engagement, it fundamentally shaped me as a human being, and for that I will be permanently grateful.

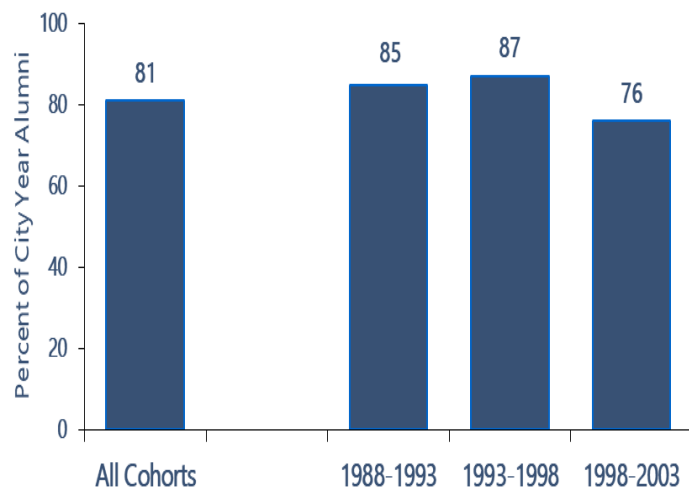
Educational Attainment

After their service year with City Year, 81 percent of alumni completed additional years of school. Alumni from the two earliest cohorts—who had more time since ending their City Year experience to return to school—were somewhat more likely to continue their education following their City Year experience than were alumni in the most recent cohort. Eighty-five percent of alumni in the early cohort and 87 percent of those in the middle cohort completed additional years of school after participating in City Year, compared with 76 percent of alumni in the late cohort (Exhibit 16).

Among those alumni who completed additional years of education following their City Year experience, 69 percent reported that City Year played a positive role in helping them achieve their educational goals. However, more City Year alumni in the middle and late cohorts were positive about the role that City Year played in helping them further their education (71 and 72 percent, respectively) than were alumni in the early cohort (52 percent).

Replying to an open-ended survey question about the ways City Year had influenced their educational plans, 28 percent of the 1,119 respondents said that City Year had made them want to help people and/or make a difference and that they had begun to think about focusing their education on service, social issues, public health, and/or non-profit work. Another 25 percent said that City Year had helped them explore and set new priorities for their education. Finally, 16 percent said their City Year experience had sparked their interest in majoring in education and/or teaching.

Exhibit 16
Distribution of City Year Alumni Completing Additional Years of School After City Year, by Cohort



Most of the City Year alumni who participated in focus groups reported that they had always planned to go to college or to finish college after serving in City Year. In fact, all of these alumni had finished college, were currently enrolled, or planned to go to college. A few credited City Year with the fact that they had finished college or went to college at all. The following two comments illustrate the ways in which City Year enabled some alumni to pursue additional formal education:

When I graduated from high school I really just didn't have a lot of confidence, academic or otherwise. I actually graduated the third from the bottom of my high school class. At City Year, I don't know, there was something that gave me a lot of confidence about being able to go out and do things, and have those things make a difference to people.... It was a very simple, but amazing experience. And the folks at City Year started telling me I should apply to college. I wasn't really interested in the idea, but they really pushed me and pushed me. I did it, and I went. And yes, so I graduated from college.

Honestly, I don't know if I would have finished school, because I think that I may have eventually gotten frustrated with not really knowing what I wanted to do, or what I wanted to major in And just not having the time off of school to become refocused, and realizing the importance of education, and finishing.

Several focus group participants described the ways in which City Year had influenced their choice of what to study. They reported that their year of service had influenced their choice of major. Others, however, reported that while City Year did not have a direct impact on their choice of major, their service year did give them valuable time to decide what they were really interested in:

It was always part of the plan to go back to school. But City Year changed what I was going to go to school for. I was originally going to go as an interior designer, but then after working with kids I realized I really enjoyed working with kids and I switched over to a major where I would be able to work with kids at some point.

I ended up changing my major after City Year. I always had the same set mind, but after doing in-service projects working with kids, working with people less fortunate than you, it gets your mindset off of you so much. Often in college your mindset is based on you and what you're doing with your life and a lot of people will become self-absorbed during their college years. Just having City Year in the back of my head and all these experiences I've had just drives it a little way, and towards the bigger picture. Things might not be as crucial as you once thought.

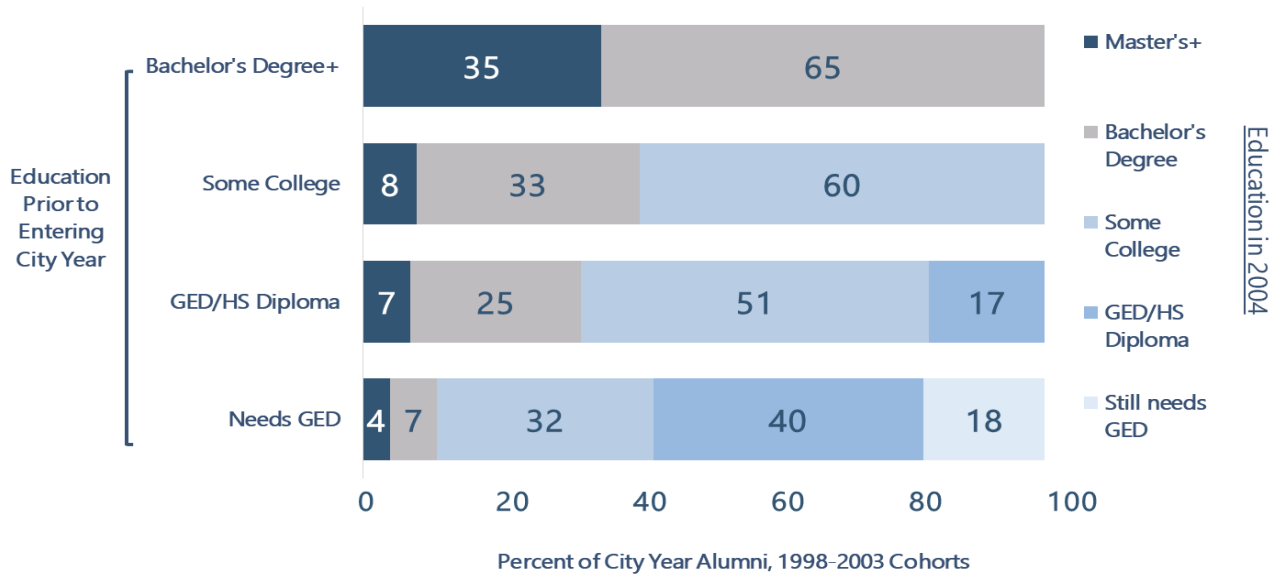
It gave me time to think about what I was interested in. I originally started off as a geology major [and have since switched majors to community planning]... [City Year] gave me time to think about what major and what course in my life I wanted to take rather than being a scientist or a technician.

The majority of focus group alumni who were still in college had chosen majors in sociology, psychology, education, or other areas related to their City Year experience. A few alumni said that they had changed their plans for graduate school as a result of serving with City Year. For example, one alumnus had abandoned plans to go to law school in favor of getting a master's degree in education.

The more education alumni had when joining City Year, the less additional education they pursued later. For example, only 35 percent of alumni who had a bachelor's degree when they joined City Year pursued additional education after completing their year of service. Similarly, 41 percent of alumni who had attended some college when they joined City Year pursued additional education after completing their service year. By contrast, 83 percent of alumni who came to City Year with a GED or high

school diploma sought additional education after participating in City Year. Similarly, 82 percent of alumni who came to City Year without a GED or high school diploma pursued additional education, earning a GED or high school diploma (40 percent); attending some college (32 percent); earning a bachelor's degree (7 percent); or earning a master's degree or higher (4 percent) (Exhibit 17).

Exhibit 17
Educational Attainment of Alumni Following
Their Year of Service

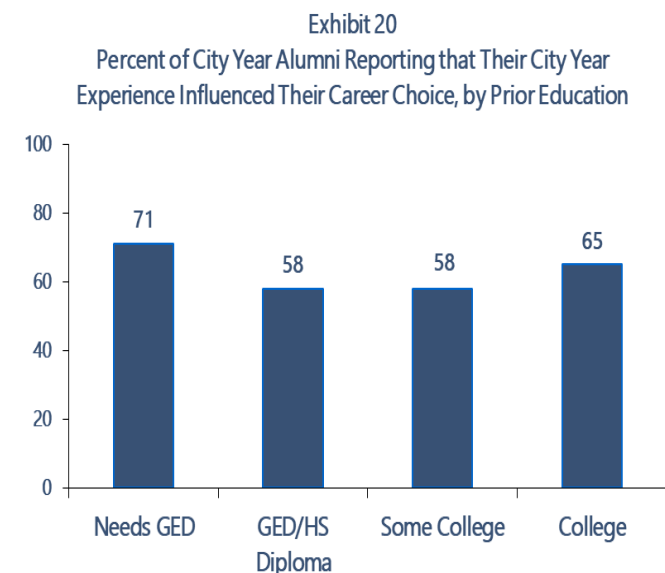
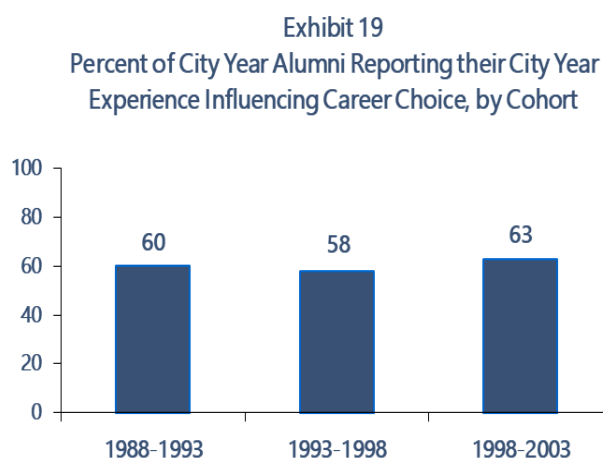
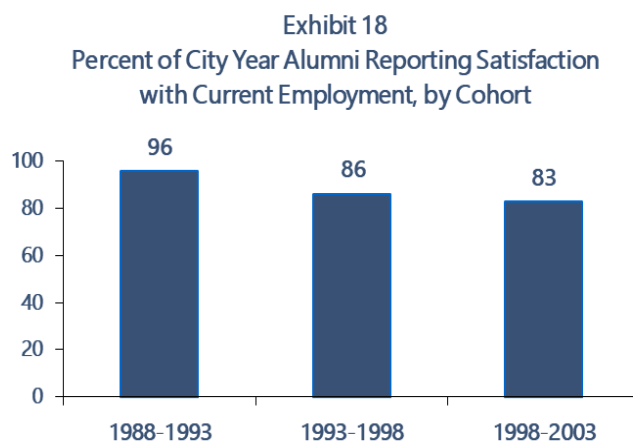


Career Attainment

Eighty-five percent of alumni said they were satisfied with their current job and almost two-thirds (66 percent) credited City Year with preparing them for it. The extent to which alumni credited City Year with preparing them for their current jobs did not vary significantly by cohort or by site. Slight variations in levels of job satisfaction were detected by cohort, however. That is, somewhat higher percentages of alumni from the earliest City Year cohort said they were satisfied with their current work (96 percent) compared with the later two cohorts (86 and 83 percent, respectively). This finding is consistent with the notion that older alumni are more likely to have found jobs and/or careers in which they feel satisfied, compared with younger alumni who may be still searching for a long-term career path (Exhibit 18).

Sixty percent of alumni believed that City Year influenced their career choice. This finding does not vary significantly by cohort (Exhibit 19) or by site. However, alumni who came to City Year without a GED or high school diploma—or who came with a bachelor’s degree—were more likely to report that City Year had influenced their choice of career than alumni who came to City Year from other educational backgrounds. For example, 71 percent of City Year alumni who had not earned a GED said that City Year influenced their choice of career “somewhat” or “very much,” compared with 60 percent of alumni overall. Similarly, 65 percent of alumni who came to City Year with a bachelor’s degree said that City Year had influenced their career choice, compared with 60 percent of alumni overall (Exhibit 20).

Open-ended survey data shed some light on the ways in which City Year influenced alumni’s career choices. About a fifth of the 986 alumni responding to an open-ended question about City



Year's impact on their lives credited City Year with influencing their choice of career or with helping them to develop skills that they carried forward into their working lives after City Year. Many alumni who ended up becoming teachers or working in the non-profit sector reported that their City Year experience had directed this choice of career. Other alumni reported that their City Year experience had convinced them to work in urban or high-need communities. Some alumni reported that the specifics of their service experience (for example, teaching) had influenced their choice of career. Others reported that their service year sparked a more general commitment to community service and social change that has influenced their career path since graduation. Typical comments about City Year's impact on their choice of career included the following:

City Year helped convince me to be a teacher. If it weren't for City Year, I don't think working in a diverse, urban community would have been so important to me (I've worked in Harlem and Hoboken).

City Year led me to the Citizen Schools teaching fellows program and then to a science teaching position at an urban charter school. City Year helped unlock a passion for urban education and bridging the racial achievement gap. I will always be grateful for my City Year experience.

Public service has been the focus of my life since graduating from City Year. . . . My experience in Boston taught me about the power of working together and the importance of working within your community to get things accomplished. My experience with City Year has impacted every career decision I have made so far in one way or another.

City Year opens minds and directs the energy of young people toward active social change. My career in public policy is the direct result of my experience in City Year. I am a starfish.

My project (I served as an HIV/AIDS educator) was what got me interested in public health. When I returned to college to complete my economics degree, I also started taking several public health classes. I have spent the last five years working in the health economics field--hopefully doing some good. I like to think City Year helped me end up in this exciting field. Thanks, City Year!

Other alumni reported that the skills they had learned in City Year had proved useful in their work lives since. Alumni reported that the skills they developed in leadership, problem-solving, public speaking, and working in groups while they were in City Year helped prepare them for later careers:

I learned a tremendous amount during my time at City Year—mainly about how to work with people who are different from me. These skills help with my current job working in international development in Nepal and Bangladesh. Specifically, I learned that you are only able to work with people who are different from you if you recognize how you are perceived by them and that you have to listen more than talk.

I believe City Year has affected my life tremendously. I learned many skills while in the corps, from public speaking to management. I was trained very well to enter the work force. I was also taught how to work with others from diverse backgrounds.

I have learned how to organize events and plan more effectively. Additionally, City Year has given me the ability to work at team dynamics and use the strengths and weaknesses to be a more effective and efficient team.

The "circle up" conflict resolution technique served me well in future years. I'm still amazed at the diversity of my team and of my housemates. I quote my team leader . . . all the time.

CY most certainly helped me be resourceful. I cannot count the times I've been in a group situation calling for problem solving & improvising, and the obstacles are just not there for me. So, thank you CY. Hope you're keeping it real!

Alumni participating in the focus groups explained that City Year helped them either explore career options or offered opportunities for valuable on-the-job training. Indeed, several alumni described themselves coming to City Year without any real job or career aspirations. Their year of service helped bring focus to their search. Several of the comments that follow are from alumni who currently serve as Senior Corps Members or City Year staff:

I guess about halfway through my corps year I realized I still wasn't ready for a real job. I didn't want to be sitting at a desk all day. I didn't really feel competent enough to be applying for jobs that required so much office experience. I just didn't feel ready, I guess, to move onto the next step. And I was really passionate about City Year. I thought I could just build this foundation where I could then move onto another field. I almost look at [by City Year job] as like a practice job, because it's like I'm doing real work, I'm definitely doing work that people get paid a whole lot more for. But at the same time, there's more of a nurturing environment at City Year. And if I mess up a little, it's not as scary as being out in the real world. Now, I feel like I'm coming to the end of it, that I am ready for the real world after doing that for a year.

[At City Year] you get exposed to so many different types of people and so many different types of careers and so many different communities that at some point you're going to find something that you fit into that you feel comfortable with and then from there your passion springs.

I think that [City Year] gives you sort of the courage and space, or at least it gave me the courage and space to figure out what I wanted to do. I didn't even know that I wanted to do anything. If I hadn't done City Year I don't know, I probably would have ended up like dating some guy in a crappy band and working at Tower Records for the rest of my life. And I guess at the time when I did City Year, I didn't realize all the things that were out there, and City Year helped me start to see them. And I can never thank City Year enough for giving me that.

Overall Perceptions of City Year's Impact

Many alumni responding to the open-ended survey question about City Year's impact on their lives used words like "life-changing" and "profound" to describe City Year's impact. Many expressed their gratitude for the opportunity to serve with City Year and for the opportunity to learn and grow from their experience. Alumni described their service year as one of the most important in their lives, a turning point that made them into the people they are today. The general sentiment expressed in the following comments was typical of hundreds of other comments:

It was the happiest year of my life. I felt like I was part of a movement, and I pitied my friends who were out there making tons of money and wasting their youth. . . .

It was the best year of my life and I will never forget it! City Year really helped me get my head on straight and I found myself through my service [activity]. It was the smartest thing I did for myself at that point in my life. I love City Year!

I have been proud to say I am a former City Year corps member and staff member. It was life changing, challenging and transformational. . . I would want my (future) children to be in City Year.

I credit City Year with helping to make me the person that I am today and the person that I hope to be in the future.

I just want to say that my 10 months in City Year, at age 17, 12 years ago, has affected every aspect of my outlook on life—in ways that have only become clear over time and distance. I only now realize its impact. . . I hope in 20 years my own children will do a year of service.

My mom still refers to City Year when she talks about me at my happiest moments. City Year was definitely one of the biggest highlights of my life. I learned a lot about myself. I carry the footprint of City Year wherever I go.

The year I served at City Year was the best year of my life. I never have learned more about myself, communities, and how to get things done. It was very difficult and challenging, but very rewarding.

IV. Leading Alumni onto the Path of Civic Engagement

According to City Year’s theory of change, participation in City Year promotes skills, attributes, and institutional connections that set alumni on a civic path that diverges, over the years, from the path that they would have taken had they not participated in City Year.

The following discussion looks at alumni’s pathways to civic engagement by measuring their political and social attitudes and beliefs, as well as their group membership and media usage—all antecedents to civic engagement and, ultimately, factors that contribute to the currency of social capital. To determine whether City Year has indeed altered the pathways of alumni toward higher civic engagement and social capital, this chapter compares alumni political and social attitudes (i.e., efficacy, egalitarianism, and social trust) and behaviors (group membership and media usage) with similarly situated members of the national population.

Measuring Impact: A Summary of the Methodology

The central problem confronting all program evaluation research is inferring what would have happened to program participants had they not participated in a program. Without randomly assigning people to treatment (i.e., program participation) and control conditions, it is impossible to answer this question with certainty. However, we can draw comparisons between City Year alumni and similarly situated members of national cohorts by conducting secondary analyses on publicly-available datasets, including the National Election Studies (2000 and 2002 surveys) and the Center for Research on Civic Learning and Engagement’s (CIRCLE) National Civic Engagement Survey I (2002). This technique compares each City Year participant with a “statistically matched” comparison individual who shares background characteristics relating to civic engagement, including race, gender, education, employment, income, religion and religiosity, and others. The difference between each alumnus’s *actual* civic engagement—as measured in the survey—and his or her predicted engagement is a measure of program impact.⁹ The “average” impact of City Year is characterized across the population of alumni by comparison with national cohorts. Unless otherwise noted, all reported differences are statistically significant at the $p < .05$ level or lower.

⁹ For a full discussion of this analytic technique, see Chapter I. The regression models are presented in Appendix C.

Summary of Findings

City Year had a strong, positive impact on the attitudes and behaviors of alumni, suggesting that the City Year experience indeed leads alumni onto and/or alters their pathway to higher civic engagement and social capital.

With respect to political and social attitudes, City Year had a consistent and positive impact on alumni's feelings of political efficacy and their sense of egalitarianism. City Year had the weakest impact on alumni's feelings of social trust, however. That is, although City Year had a positive effect on alumni's trust in society overall, the impact was small (4 points higher compared to the national population), and it did not affect the social trust scores of white, Asian, and Hispanic/Latino alumni compared to the national population.

With respect to behaviors, City Year increased the percentage of alumni who belonged to groups or organizations and increased alumni's use of the media to get news and information compared to the national population.

Political Efficacy

Political efficacy is a composite measure or index of an individual's internal and external political efficacy; it describes an individual's feelings about politics and government. In particular, it examines whether people 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).

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 alumni scored seven points higher on the political efficacy index compared with similarly situated members of the national population. That is, after controlling for demographic characteristics such as age, gender, race/ethnicity, current education, marital status, neighborhood tenure, employment, income, and religion and religiosity, the political efficacy of 18 to 40-year olds in the national population was 65 points (on a scale of 0 to 100). Accordingly, we would expect the political efficacy of City Year alumni to measure at about the same as their predicted level of efficacy in the national population. City Year alumni, however, scored 72 points on the political efficacy index, indicating that City Year positively affected alumni's feelings of political efficacy by an average of seven points.

In focus groups and in open-ended survey responses, alumni said their City Year experience shaped their sense of political efficacy and showed them pathways to productive participation in the political process. Alumni came to understand the myriad ways they could affect social and political outcomes.

City Year taught me that there is a way you can actually change things and it's more productive and not as juvenile and selfish. Being a teacher, or starting a non-profit organization, or forming a relationship with a corporation instead of just saying corporations are evil and we should have nothing to do with them. These are all more productive ways of making changes [in society].

City Year taught me how to think—the culture of the organization and the experience deeply instilled in me that there is no problem too large, or challenge too challenging that a group of dedicated people can't fix.

City Year kind of rekindles childhood dreams—becoming President, changing things in life. Meeting politicians and the leaders of our country [through City Year] makes you think that you can get up and do these things. In addition, the activities that City Year has you doing to get these big events together—[there are so many things going on that] we don't notice the small things that we do. [But] when we take a step back and share [with each other] what we did, it helps you believe that you can achieve more than what you think you can.

City Year has helped me in a great way to realize who I am and that one person can make a difference in the life of so many. City Year has made me a strong believer in the tale of the "starfish story." Basically, one person really can make a difference in any situation. City Year has made my desire to help people more focused and specific.... It eliminated the belief I had, which was there are too many problems in the world for one person to correct. Now I believe that it is possible to begin to correct these problems: each one should teach one.

City Year taught me the value of action. It was founded and fueled by people who not only had good ideas, but also followed through with them. They prove that no matter how "absurd," any goal can be realized with heart, mind, and action! City Year taught me that if something, anything needs changing or starting or continuing or whatever, I can do it myself, if necessary, but I absolutely refuse to do nothing.

With the exception of race/ethnicity, the difference in political efficacy scores did not vary by service

Exhibit 21
Average Political Efficacy Score, by Service Activity, and by City Year Alumni vs. the National Population

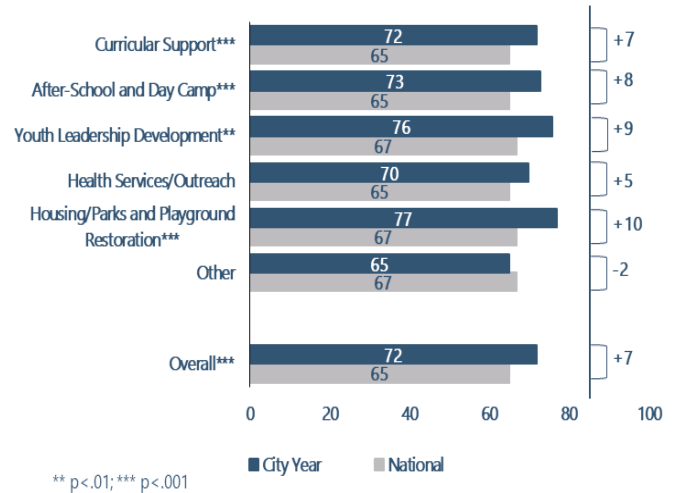


Exhibit 22
Average Political Efficacy Score, by Prior Education, and by City Year Alumni vs. National Population

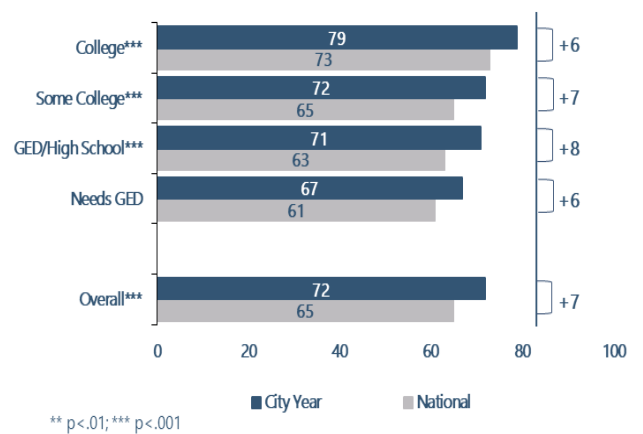
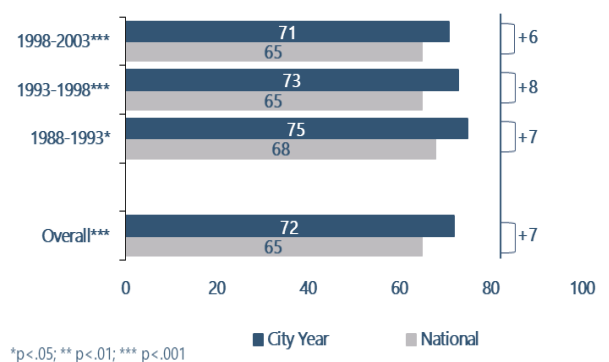
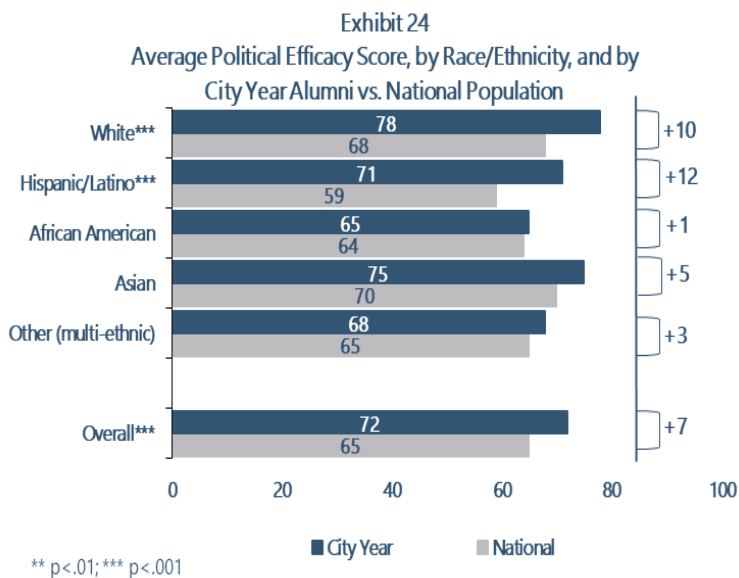


Exhibit 23
Average Political Efficacy Score, by Cohort, and by City Year Alumni vs. National Population



activity, prior education, or cohort. That is, City Year had about the same impact on alumni—increasing their political efficacy scores by about the same margin—regardless of their individual characteristics related to service, prior education, or cohort (Exhibits 21, 22, and 23).

City Year had a stronger impact on the political efficacy of alumni who were white or Hispanic/Latino than on alumni from other racial/ethnic groups. That is, while City Year affected the political efficacy of alumni across all racial/ethnic categories, it had the strongest impact on the sense of political efficacy among white and Hispanic/Latino alumni compared to the national population and compared to other racial/ethnic groups (Exhibit 24). Specifically, white and Hispanic/Latino alumni scored 10 and 12 points higher, respectively, than the national population on the political efficacy index.



Egalitarianism

The egalitarianism scale is a measure of the extent to which City Year alumni believed 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.

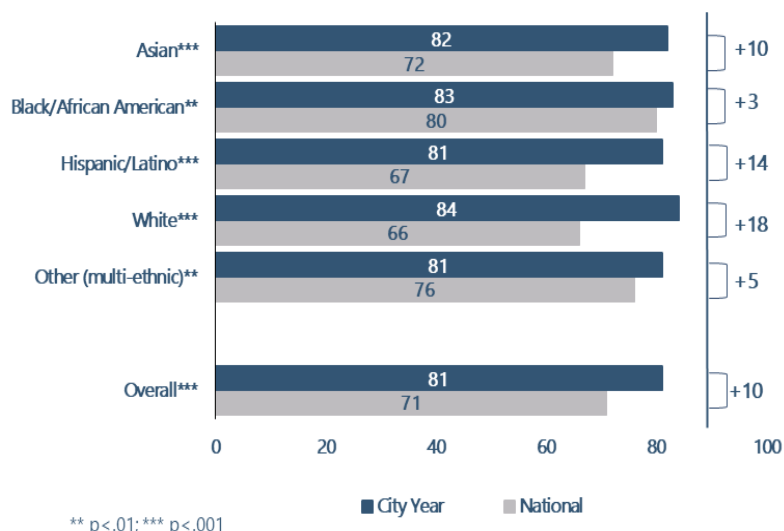
City Year positively affected alumni’s sense of egalitarianism. That is, when asked about the extent to which they agreed with a series of statements that measured their sense of egalitarianism, City Year alumni scored an average of 81 points (on a scale of 0 to 100). By comparison, similarly situated members of the national population received an average score of 71 points. Accordingly, City Year increased alumni egalitarianism scores by 10 points.

The differences in the egalitarianism scores of City Year alumni compared with the national population of 18 to 40-year-olds did not vary tremendously by service activity, prior education, or cohort. City Year’s impact on the egalitarianism of alumni did vary, however, by race/ethnicity.

City Year did not affect the egalitarianism of black/African American or multi-ethnic alumni as strongly as it affected that of white, Hispanic/Latino, or Asian alumni.

The egalitarianism of City Year alumni who were black/African American or multi-ethnic was not much stronger than similarly situated members of the national population. That is, City Year’s impact on the egalitarianism score of black/African American and multi-ethnic alumni was smaller (increase of 3 and 5 points, respectively) than its impact on the egalitarianism scores of white alumni (increase of 18 points), Hispanic/Latino alumni (increase of 14 points), and Asian alumni (increase of 10 points) (Exhibit 25).

Exhibit 25
Average Egalitarianism Score, by CityYear Alumni vs. National Population, by Race/Ethnicity



In the focus group discussions, many alumni reported that City Year had instilled in them a newfound sensitivity to issues of diversity. Many said that before participating in City Year, they really had little conception of diversity beyond issues of race/ethnicity. Once they began their service year, however, many alumni discovered that there was great diversity in their teams with respect to corps members’ educational backgrounds, economic circumstances, and life experiences and that all these factors affected the strength and quality of personal and professional interactions.

I grew up a huge amount last year in just what I did and the people I met, working with people who are negative, working with people who were extremely positive. Just the people that I met were completely different from what I expected. It broke down a lot of stereotypes that I had coming in, and I made really amazing friends. And I would just be a completely different person if I hadn't done City Year.

I think suspending judgment is a huge one, and really understanding that there are some lives—there are some things that I will just never know. I'll never know what it's like to walk into a store and be looked at differently because of my skin color. And I can have friends from every different country in the world—and I have friends all over the world—and I can work to make things better, but there are some things that I can never really understand because I don't experience them.

One thing that was surprising for me was just the diversity issue. Coming from an area where most people need a college degree to get a job and then working with kids coming out of high school and kids who hadn't even graduated from high school, and having us be on the same level. Seeing that everyone was capable of doing the work and that they gave that responsibility to younger people was really surprising to me, but good.

Social Trust

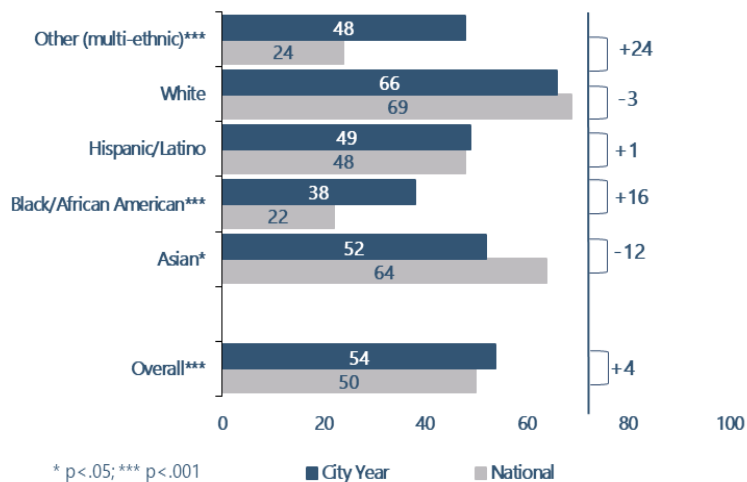
Social trust is a composite measure of alumni’s attitudes toward society. Specifically, it measured whether respondents believed that most people can be trusted and whether people try to be helpful or try to be fair. According to the political science literature, social trust is the basis for collaboration and other forms of social cooperation. According to Robert Putnam in “Bowling Alone: The Collapse and Revival of American Community”¹⁰ social trust is strongly associated with civic engagement and social capital: “People 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, give blood more frequently...” (pp. 136-147).

City Year raised alumni’s trust in society. City Year alumni scored five points higher on the social trust index (55 out of 100 points) than did similarly situated members of the national population (50 out of 100). Differences in the social trust scores for City Year alumni compared with the national population, however, did vary somewhat by race/ethnicity, service activity, prior education, and cohort.

City Year had a stronger impact on the social trust scores of alumni who were multi-ethnic or black/African American than it did on alumni from other racial/ethnic groups. When asked whether they agreed with a series of statements that measured the extent to which they trusted society, alumni who were multi-ethnic and black/African American scored higher (24 and 16 points, respectively) than similarly situated members of the national population and higher than alumni who were white, Hispanic/Latino, and Asian (Exhibit 26). By contrast, Asian and white alumni scored an average of 12 and three points lower, respectively, than similarly situated members of the national population, although the difference for white alumni was not statistically significant.

These differences in scores indicate that City Year had less of an impact on Asian and white alumni’s trust in society compared to members of the national population (and compared to alumni from other racial/ethnic groups). Focus group data suggest that this may be the result of some City Year alumni finding themselves exposed to social inequities—perhaps for the first time—through their City Year service activity or through the cross-cultural/racial friendships they sometimes formed in their corps member teams. In the June 2004 focus groups, some alumni described how they began to understand, for the first time, some of the problems of American society:

Exhibit 26
Average Social Trust Score, by Race/Ethnicity, and by City Year Alumni vs. National Population



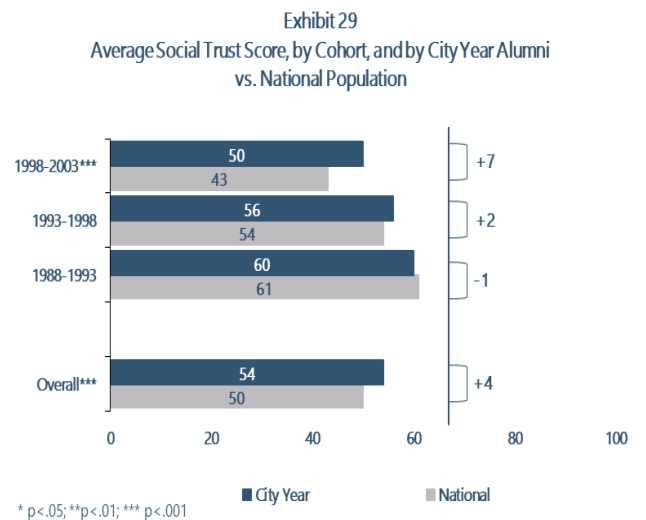
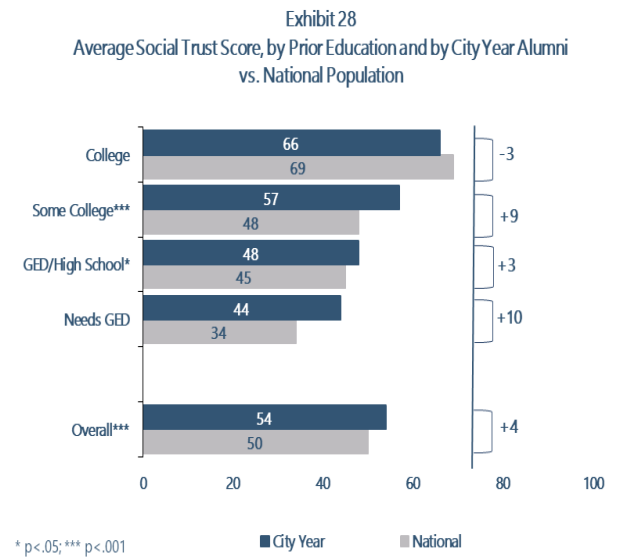
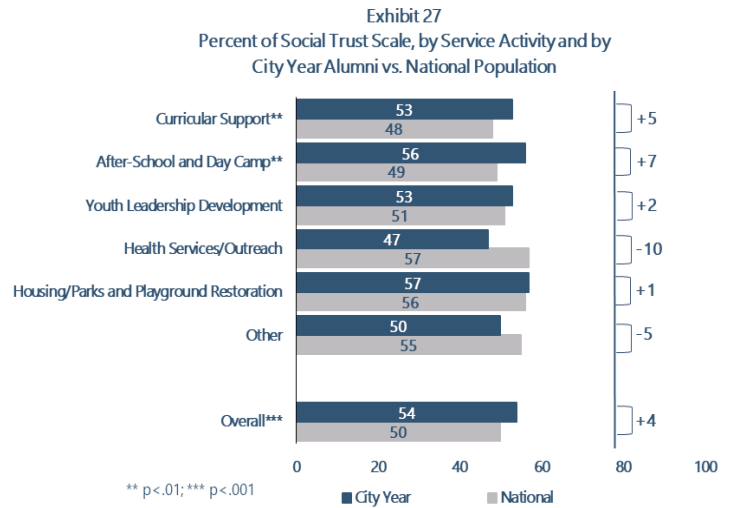
¹⁰ Putnam, R. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.

I learned very fast that the kids that we worked with don't have the life that I had taken for granted—a lot of things that people back home take for granted.

Going from [the City Year] atmosphere back to school is just really disheartening. I don't know why I was expecting people to say 'Hey!' every morning or whatever. I feel like I've gained a greater understanding for things that happen around me, and also to question things that happen around me, not take things for what they are and just look deeper, I suppose.

City Year had a stronger impact on alumni's trust in society among those who participated in service activities that involved working in an after-school/day camp program or providing curricular support (scores of 56 and 53, respectively) compared to alumni participating in other service activities. Although there were differences in the levels of social trust between City Year alumni and the national population of 18 to 40-year-olds for most service activities, City Year had a stronger impact on the social trust of alumni who participated in activities involving curricular support or working in after-school/day camps (Exhibit 27).

Compared with alumni who came to City Year with their bachelor's degree—and ostensibly with greater amounts of civic resources, including social trust—City Year had a stronger impact on the social trust of those who came with less than a college degree. That is, City Year increased the social capital scores of these groups by 10, 3, and 9 points, respectively, compared to the social trust scores of alumni with bachelor's degrees, whose actual scores were statistically the same as their predicted scores based on analyses of 18 to 40-year-olds in the national population.



Nevertheless, social trust scores were directly associated with the level of education alumni had at the time they joined City Year, from a low of 44 among those who came without a GED to a high of 66 among those with a bachelor's degree (Exhibit 28).

While social trust scores were relatively high among the earliest cohort of alumni, they did not differ significantly from the social trust scores of the national population. Indeed, only in the latest cohort of alumni did social trust scores differ significantly from that of the 18 to 40-year-olds in the national population. That is, City Year alumni who participated in City Year between 1998 and 2003 scored 7 points higher on the social trust index compared with the national population. This suggests that the program had an immediate and positive impact on the trust alumni place in society—a degree of trust that was higher than what was found in the national population—but that contrary to City Year's theory of change, this difference or effect washes out over time (Exhibit 29).

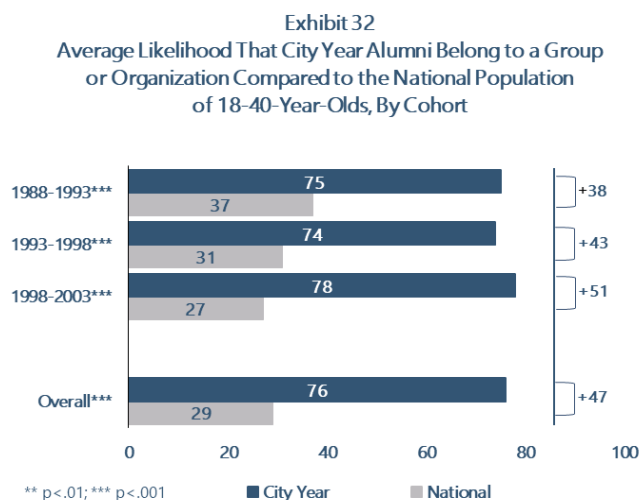
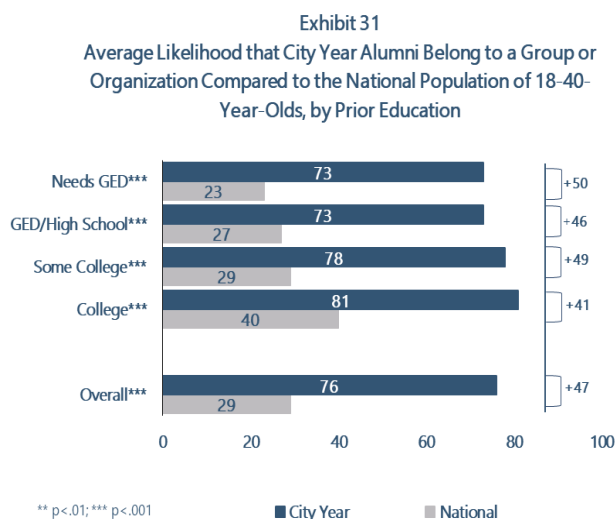
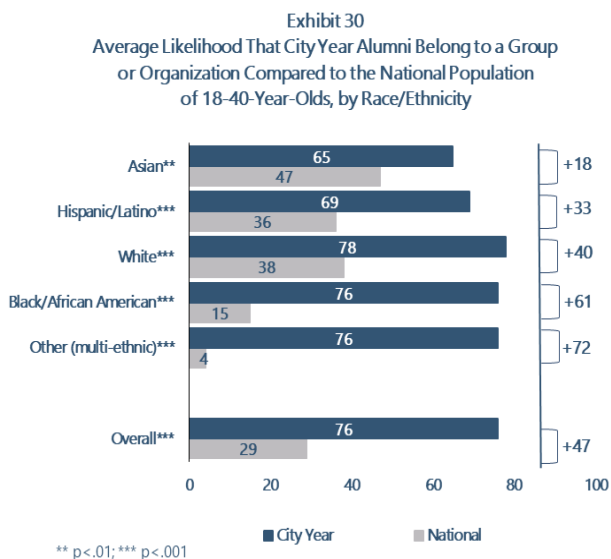
Organizational Membership

People gain information about life beyond their narrow individual and family lives through a wide network of contacts and informal associations. These informal social ties “can influence who gets a job, a bonus, a promotion, and other employment benefits” (Putnam, 2000; p. 317). According to Putnam, individuals and society as a whole are better off when people have extensive networks that connect them with information and opportunities they might otherwise not encounter. In addition, Putnam argues that membership and participation in a wide range of activities teaches social trust, which is the basis for collaboration and other forms of social cooperation. According to Verba, Schlozman, and Brady, “undertaking activities that themselves have nothing to do with politics—for example, running the PTA fund drive or managing the church soup kitchen—can develop organizational and communications skills that are transferable to politics” (1995, p. 40).

As a result of participating in City Year, the percent of alumni who belonged to a group or organization was more than double the expected percent when compared with the membership rates of similarly situated members of the national population. Analysis of similarly situated members of the national population showed that only 29 percent of 18- to 40-year olds belonged to a group or organization. Among the City Year alumni, however, 76 percent belonged to a group or organization. Accordingly, City Year increased the percent of alumni belonging to a group or organization by an average of 47 percentage points based on analyses of organizational membership among similarly situated members of the national population. In fact, City Year increased the percent of alumni joining a group or organization—compared to 18 to 40-year-olds in the national population—regardless of their racial/ethnic characteristics, their service activity, their prior education, or their City Year cohort. There was no type of alumnus for whom the likelihood of joining a group or organization did not increase. Nevertheless, the relative strength of City Year's impact on alumni's organizational membership varied somewhat by race/ethnicity, by prior education, and by cohort; it did not vary by service activity.

City Year had a large positive impact on the likelihood that alumni of all racial/ethnic characteristics—white, black/African American, Asian, Hispanic/Latino, and multi-ethnic—will belong to a group or organization. In particular, City Year’s impact on the percent of black/African American alumni who belong to a group or organization was large and significant. Although City Year increased the percent of all racial/ethnic groups who belonged to a group or organization, it increased the percentage of black/African American and multi-ethnic groups by 61 and 72 percentage points, respectively, compared to the increase of 40, 33, and 18 percentage points among white, Hispanic/Latino, and Asian alumni, respectively. This suggests that City Year had a larger impact on group membership among alumni who were black/African American or multi-ethnic compared with alumni from every other racial/ethnic group (Exhibit 30). This City Year effect may indicate, however, not a differential impact on particular types of alumni, but rather, an equalizing effect on all alumni. That is, after participating in City Year, alumni were about equally likely to belong to a group or organization regardless of their racial/ethnic group whereas before joining City Year—based on data from the national population of 18- to 40-year olds—there were significant differences among the racial/ethnic groups in the likelihood that they would belong to a group or organization.

City Year had a stronger effect on the percent of alumni belonging to groups or organizations among those who came to City Year with some college, a GED/high school diploma, or needing a GED than it did on the membership of alumni who came to City Year with a bachelor’s degree. That is, compared with similarly situated members of the national population, more City Year alumni belonged to a group or organization. However, the difference in these percentages—or the difference in City Year’s relative impact on alumni’s membership activity—varied by education level at the time alumni joined City Year. That is, City Year had a smaller, but statistically significant effect on the organizational membership of



alumni who came to City Year with their

bachelor's degree (increasing the percent who belonged to organizations by 41 percentage points) compared with alumni who came with a GED/high school diploma (an increase of 46 percentage points) or some college (an increase of 49 percentage points). The difference in City Year's relative impact on alumni by prior education may have been due to the higher expected percentage of alumni with bachelor's degrees who would belong to an organization (40 percent based on data from the national population of similarly situated 18- to 40-year olds) than alumni in all other prior education categories. The fact that City Year had an even stronger effect on the organizational membership of alumni with a GED/high school diploma or some college is a testament to the scope and depth of City Year's impact (Exhibit 31).

City Year had a stronger impact on the later cohort than on the middle and early cohorts of alumni in terms of the percent who would belong to a group or organization.

The percent of City Year alumni who belonged to a group or organization was 51 percentage points higher among alumni who participated in the later years of the program than it was for similarly situated members of the national population. Higher percentages of alumni in the middle and early cohorts of the program—43 and 38 percentage points, respectively—belonged to a group or organization than did members of the national population. The strongest impact, however, was on alumni from the latest cohort. This differential City Year impact, however, is largely a function of where alumni started when they joined City Year. That is, City Year's effect on membership activity appears to transcend time. Alumni who participated in the earliest years of the program were joining groups and organizations at about the same rate—at 75 percent—as alumni who participated in City Year most recently (78 percent). City Year's effect is larger, however, among younger alumni because they started out with a lower expected likelihood of membership compared to similarly situated members of the national population (Exhibit 32).

Media Usage

Media usage has to do with behaviors that help people follow and stay current with political and social changes and events. Media usage is a measure of civic engagement. The more people use various forms of media to obtain information about politics and society, the greater the likelihood of their civic engagement. The quantity and quality of information that citizens receive forms the basis upon which they decide whether or not to vote and otherwise participate politically.

Media usage was measured 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, alumni 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, alumni were asked how often they talked to family and friends about current events or things they had heard about in the news.

City Year raised alumni’s media usage slightly.

When asked about the extent to which they used various forms of media to get news and information, City Year alumni scored an average of 48 points (on a scale of 0 to 100). By comparison, similarly situated members of the national population received an average score of 45 points. Accordingly, City Year affected the media usage scores of alumni by a factor of 3 points. With only a few exceptions, City Year increased alumni’s media usage score regardless of their racial/ethnic characteristics, their service activity, their prior education, or their City Year cohort. Nevertheless, the relative strength of the impact on media usage varied somewhat by race/ethnicity and by cohort.

City Year had a small but positive effect on alumni’s media usage in every racial/ethnic group but among Asians. City Year alumni gained an average of 3 to 8 points over their expected media usage score compared with similarly situated members of the national population. This was true for every racial/ethnic category but Asians. Asian alumni received a media usage score that was 4 points lower than their expected score, although this difference was not statistically significant. For all other racial/ethnic categories, the size of City Year’s impact did not vary greatly. Among racial/ethnic categories, the City Year impact on media usage was either the same as the overall impact of three points, or slightly larger. Multi-ethnic and Hispanic/Latino alumni, for example, scored 8 and 7 points higher on the media usage index, respectively, than did the national population (Exhibit 33).

Exhibit 33
Media Usage, by City Year Alumni vs. National Population of 18-40 Year-Olds, by Race/Ethnicity

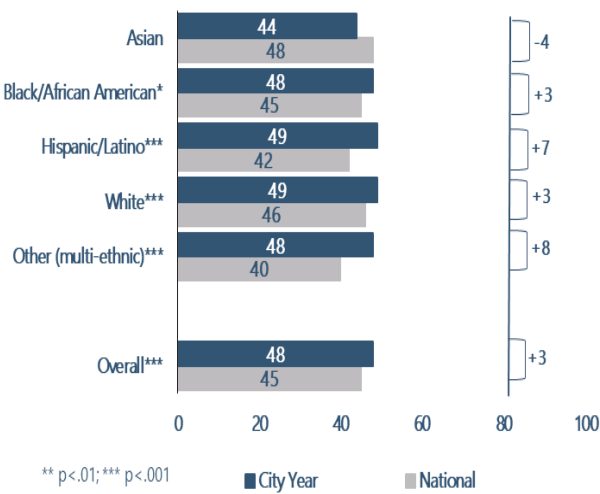
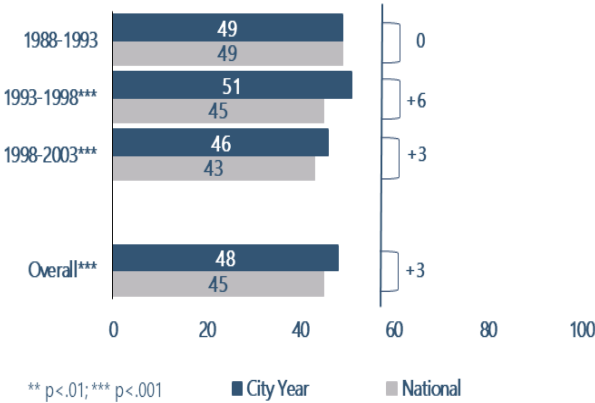


Exhibit 34
Media Usage, by City Year Alumni vs. National Population of 18 to 40 Year-Olds, by Cohort



While City Year alumni’s media usage varied slightly by cohort, these variations did not correspond to age or time. The media usage score of alumni from the early cohort was no difference than the score of similarly situated members of the national population. Indeed, if City Year affected the media usage of its oldest alumni, it is undetectable now (Exhibit 34). Middle and late cohorts of alumni, however, did show a 6- and 3-point difference, respectively, in their media usage scores compared with the national population. The only statistically significant difference in the relative size of City

Year’s impact on media usage scores among the cohorts was between the earliest and middle cohorts of alumni. The middle cohort showed a 6-point increase in alumni’s media usage score whereas the early cohort showed no City Year effect on media usage. This may have to do with media usage scores in the national population steadily increasing over time (albeit modestly), and eventually catching up with, and thereby washing out the City Year effect.

V. Civic Engagement

City Year has long believed that engaging young adults in service and teaching them leadership skills that use inventiveness and compassion to solve current social problems will ultimately engage them in political and social life.

The following discussion examines the civic engagement of City Year alumni by measuring their voting behavior, their political expression or voice, their likelihood of making political contributions, and their volunteerism—all activities that contribute to one's social capital. To determine whether City Year has indeed affected alumni's civic engagement, the study also compared alumni's political and social behaviors to those of similarly situated members of the national population.

Summary of Findings

City Year had a strong, positive impact on the civic engagement of alumni. That is, City Year substantially increased the percent of alumni who vote, make political contributions, and volunteer. In addition, City Year affected the political expression of alumni, ensuring that they engage in a broader variety of political and social expression than similarly situated members of the national population.

City Year increased the civic engagement of its alumni regardless of their racial/ethnic characteristics, their educational background when they joined City Year, their service activity while at City Year, or their cohort. The relative strength of City Year's impact, however, did vary somewhat by certain characteristics. That is, City Year appears to have had less of an impact on voting, political contribution, and political expression among alumni who are black/African American or who had no GED when they joined City Year.

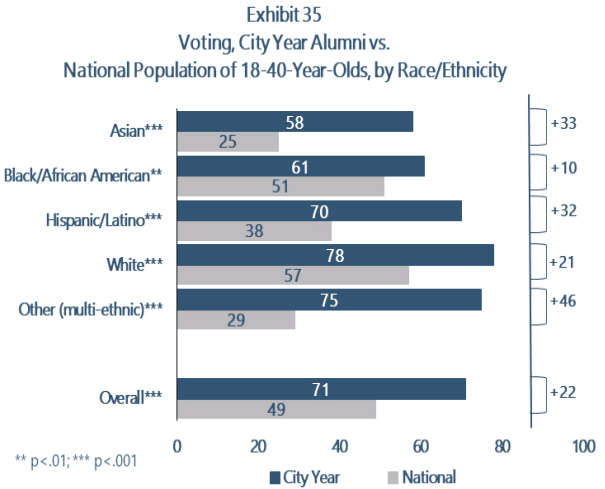
Voting

Among those eligible, 71 percent of City Year alumni voted in the 2000 presidential election. When compared with similarly situated members of the national population, City Year alumni had a much higher likelihood of voting than predicted. Indeed, City Year had a strong, positive effect on the voting behavior of alumni regardless of their racial/ethnic characteristics, their educational background when they joined City Year, their service activity while at City Year, or their cohort. When compared with the voting behavior of 18 to 40-year-olds in the national population, City Year alumni were 22 percent more likely to vote.

Within each of the explanatory variables—race/ethnicity, service activity, prior education, and cohort—City Year had a positive impact on alumni voting behavior. Nevertheless, the relative size of City Year's impact did vary somewhat within these categories.

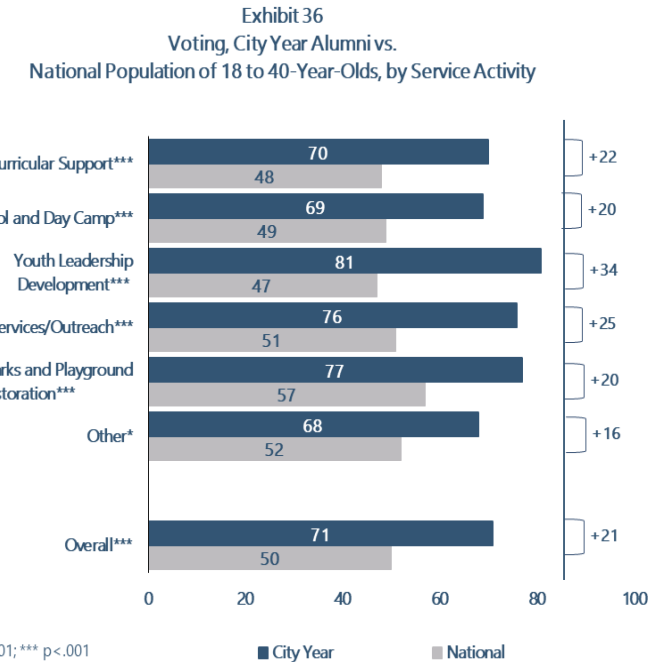
City Year had a positive impact on the voting behavior of alumni across all racial/ethnic categories; the degree of its impact, however, varied slightly by group.

Compared with the voting behavior of similarly situated members of the national population, City Year had a positive impact on the voting behavior of all its alumni, regardless of their racial/ethnic category. Asian alumni, for example, voted in much higher numbers (33 percentage points higher) in the 2000 presidential election than similarly situated members of the national population. Similarly, 70 percent of Hispanics/Latinos voted in 2000 compared with 38 percent of the national population of 18 to 40-year old Hispanics/Latinos (Exhibit 35). Among all the racial/ethnic groups, however, City Year appears to have had the strongest impact on the voting behavior of alumni who are multi-ethnic. City Year increased the percentage of multi-ethnic alumni who voted in the 2000 presidential election by 46 percentage points—a much stronger impact than on all other racial/ethnic groups. City Year had the smallest impact on the voting behavior of black/African American alumni, however, increasing the percent who voted by 10 percentage points compared with 21 percentage points among whites, 32 percentage points among Hispanics/Latinos, 33 percentage points among Asians, and 46 percentage points among multi-ethnic groups.



City Year had a positive impact on the voting behavior of all alumni, regardless of their service activity compared with the voting behavior of similarly situated members of the national population.

For example, 76 percent of City Year alumni who participated in service activities that focused on health services/outreach voted in the 2000 presidential election compared with 51 percent in the national population—a 25 percentage point difference (Exhibit 36). Similarly, 69 and 70 percent of alumni who provided curricular support or participated in after-school/day camp activities voted in 2000 compared with 49 and 48 percent, respectively, of similarly situated members of the national population.



Among all the service activities, however, City Year appears to have had the strongest impact on the voting behavior of alumni who participated in service activities related to youth leadership development (e.g., Youth Heroes). City Year

increased the voting percentage of alumni who participated in these activities by 34 percentage points compared with similar members of the national population. The size of City Year’s impact on their voting behavior was greater than it was among alumni who participated in any other service activity.

Regardless of their educational attainment when they joined City Year, more alumni voted than would have had they not participated in City Year. City Year affected the voting behavior of all alumni, regardless of whether they had a bachelor’s degree or had no GED. For example, 47 percent of alumni with no GED when they joined City Year voted compared with 35 percent of the national population. Similarly, 83 percent of alumni who had a college degree at the time they joined City Year voted compared with 56 percent of the national population. That is, among alumni who had a college degree, City Year increased the percent who voted by 27 percentage points compared with similarly situated members of the national population. Indeed, at every education level attained by corps members at the time they arrived at City Year—college, some college, GED/high school, no GED—City Year had a positive impact on their voting behavior (Exhibit 37).

The relative magnitude of City Year’s impact on the voting behavior of alumni, however, varied somewhat by educational attainment. That is, City Year did not seem to have as strong an impact on the voting behavior of alumni who had no GED when they came to City Year as it did on alumni who came to City Year with some college or a bachelor’s degree. City Year alumni who had some college or a bachelor’s degree voted at a rate that was 24 and 27 percentage points higher, respectively, than their comparison groups. By contrast, alumni with less than a GED/high school diploma voted at a rate that was only 12 percentage points higher than their comparison group.

The size of City Year’s effect on alumni voting behavior did not vary significantly for middle and late cohorts. City Year had about the same size impact on the voting behavior of alumni who participated in the middle cohort as it did on alumni who participated in the late cohort. Compared with the national population, alumni from middle and late cohorts voted at a rate that was 23 and 22 percentage points higher, respectively, than it would have been had they not participated in City Year

Exhibit 37
Voting, City Year Alumni vs.
National Population of 18 to 40-Year-Olds, by Prior Education

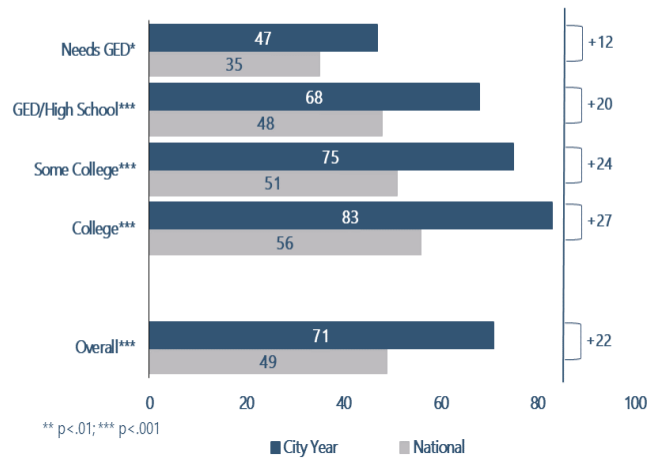
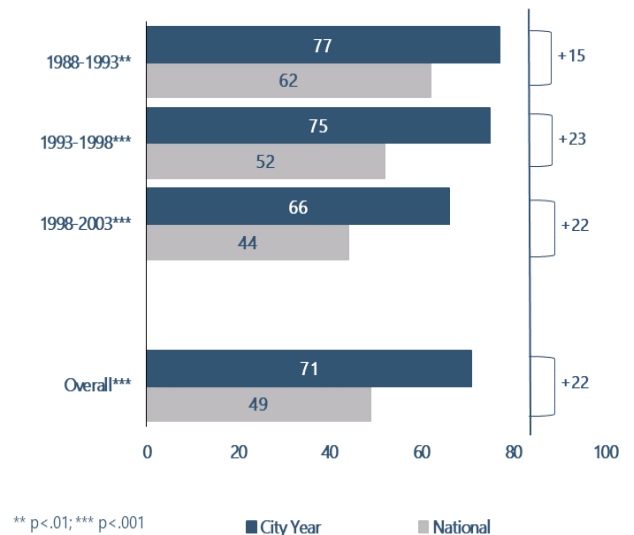


Exhibit 38
Voting, City Year Alumni vs.
National Population of 18 to 40-Year-Olds, by Cohort



(Exhibit 38). Although a small difference in impact on voting behavior appeared between alumni who participated in the early cohort and alumni who participated in the middle or late cohorts, this difference was not statistically significant.

There are a number of possible explanations for why City Year showed such strong positive effects on alumni voting behavior when compared with the national population. In focus group sessions, for example, several alumni said that participating in City Year ultimately convinced them that they needed to vote or that they needed to reconsider the way they thought about voting. Some alumni said they believed it was their civic responsibility to vote; others said that although they have always voted, they now try to be better informed about the candidates they support.

City Year stimulated a desire to want to know more. Prior to becoming involved with City Year, I had never voted. I was a registered voter, but I reached voting age right as I was going away to college, so I didn't vote in local elections because I didn't feel like I lived anywhere; I just kind of like stayed somewhere for a while. Then I did City Year and I felt strongly about not voting, because I didn't feel informed enough, so I felt like I didn't want to throw votes away and that was my conception of being politically involved... Just being aware of the source of what you read, and what you hear, and what you are told, and keeping a different perspective on things, not just accepting regurgitated information because it's coming from a "reputable source." So it's reading newspapers and just kind of being involved in that, and City Year has kind of taught me that and it's, I guess, it's just a different lens to look at things.

I voted before City Year, and I've been a registered voter. But I think City Year has just kind of made me think about who I'm voting for, and to be informed about what candidates stand for, and so forth—just to be more informed and aware.

That was definitely one of the biggest gains from City Year that I was probably intimidated by politics. Before that, in high school, no one really talks about voting. It's really not taught, at least not at the high school I went to.

Political Contributions

Making a monetary contribution to a political candidate or campaign is a type of political participation. The political contribution index measures whether alumni made monetary contributions to: (a) an individual candidate; or (b) a party, group, or political action committee (for City Year alumni, the question references the start of the last national election campaign in January 2004; for NES 2002, the question references the 2000 presidential election beginning in January 2000).

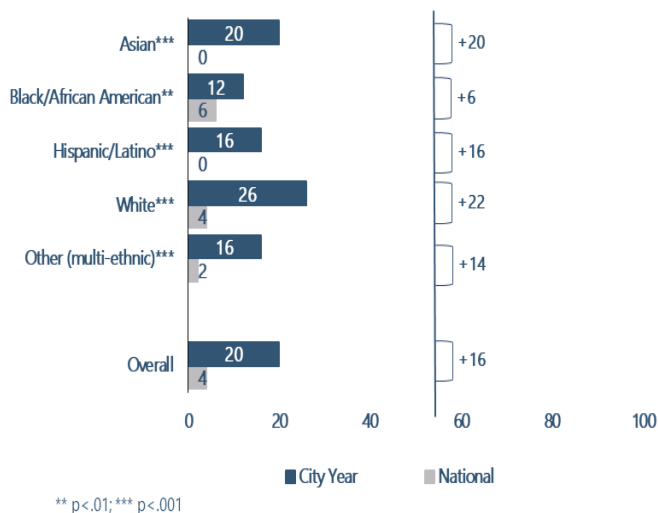
The proportion of City Year alumni who contributed money to a political candidate or campaign was higher than it would have been had they not participated in City Year.

Analysis of similarly situated members of the national population showed that only four percent of 18- to 40-year olds made political contributions. Among the City Year alumni, however, 20 percent reported making political contributions. Accordingly, participating in City Year increased by five times the percentage of City Year alumni who were expected to contribute money to a political candidate or campaign, based on analyses of similarly situated members of the national population.

City Year increased the percent of alumni making a political contribution regardless of their racial/ethnic characteristics, their service activity, their prior education, or their City Year cohort. Nevertheless, the relative strength of the impact varied somewhat within each of these variables.

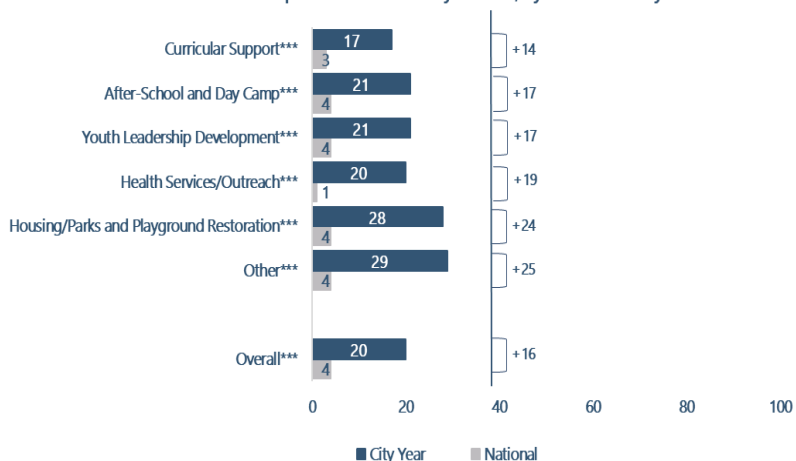
City Year had a large positive impact on the percent of alumni from all racial/ethnic groups who would contribute money to a political candidate or campaign; however, the degree of its impact varied slightly by group. City Year increased the percent of white, Hispanic/Latino, Asian, and multi-ethnic alumni who would make a political contribution by 14 to 22 percentage points. While City Year’s impact on the percent of black/African American alumni making a political contribution was positive, it was smaller than for other racial/ethnic groups. For black/African Americans, the percent making a political contribution was only six percentage points higher than the national population, suggesting that City Year had less of an impact on the political contributions of black/African American alumni compared with alumni from other racial/ethnic groups (Exhibit 39).

Exhibit 39
Political Contributions, City Year Alumni vs. National Population of 18 to 40-Year-Olds, by Race/Ethnicity



City Year’s impact on the percent of alumni contributing money to political candidates or campaigns was slightly larger among alumni who participated in service activities involving housing, park, and playground restoration compared with alumni who participated in curricular support—one of the most common service activities in which corps members participate. Twenty-eight percent of alumni who participated in housing, parks, and playground restoration activities reported making a political contribution compared with four percent of similarly situated members of the national population—a difference of 24 percentage points. By contrast, 17 percent of alumni who participated in curricular support made political contributions compared with three percent in the national population—a difference of 14 percentage points (Exhibit 40).

Exhibit 40
Political Contributions, City Year Alumni vs. National Population of 18 to 40-year-olds, by Service Activity



City Year had less effect on the political behavior of alumni who came with no GED compared with alumni who came with a college degree, some college, or a GED/high school diploma.

Compared with similarly situated members of the national population, all City Year alumni were more likely to contribute to a political campaign. However, the difference among alumni, or in City Year’s relative impact on alumni’s political behavior, varied by alumni’s educational backgrounds at the time they joined City Year. City Year had virtually no effect on the political behavior (as measured by monetary contributions) of alumni who had arrived with no GED. Or, put another way, City Year alumni who came with no GED had no more likelihood of making a political contribution to a candidate or campaign after participating in City Year than they did before participating.¹¹ By contrast, City Year increased the percent of alumni making political contributions by 14, 18, and 21 percentage points among those who came to City Year with a GED or high school diploma, some college, or a college degree compared with similarly situated members of the national population (Exhibit 41).

Exhibit 41
Political Contributions, City Year Alumni vs. National Population of 18 to 40-year-olds, by Prior Education

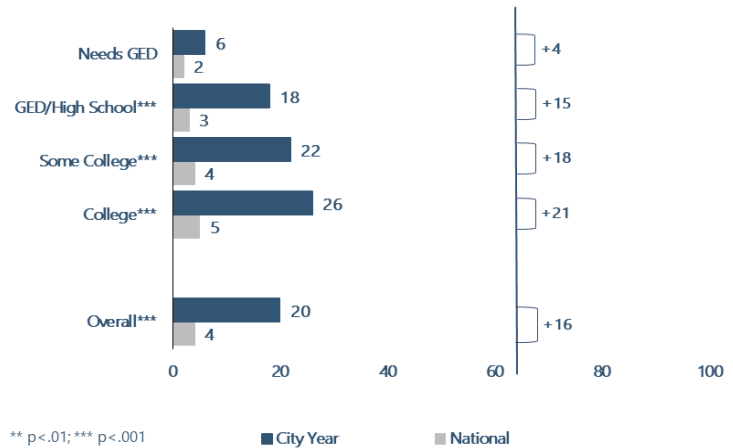
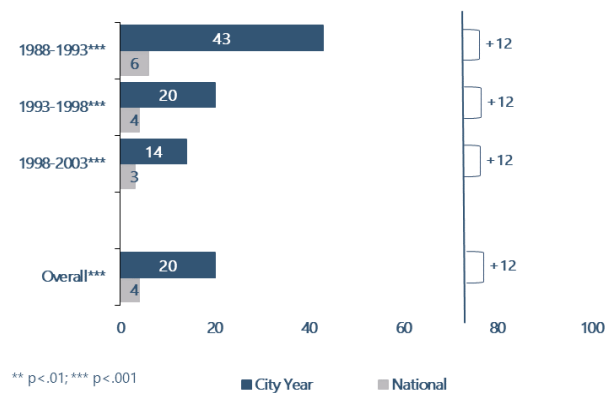


Exhibit 42
Political Contributions, City Year Alumni vs. National Population of 18 to 40-year-olds, by Cohort



The proportion of City Year alumni contributing money to political candidates or campaigns increases over time. The percent of City Year alumni who made political contributions was 37 percentage points higher than the national population among alumni who participated in the earliest years of the program. Among alumni in the middle years of the program, however, the percent making political contributions was only 16 percentage points higher than the national population of similarly situated 18- to 40-year olds. And alumni who participated most recently contributed at a rate that was only 11 percentage points higher than the national population (Exhibit 42).

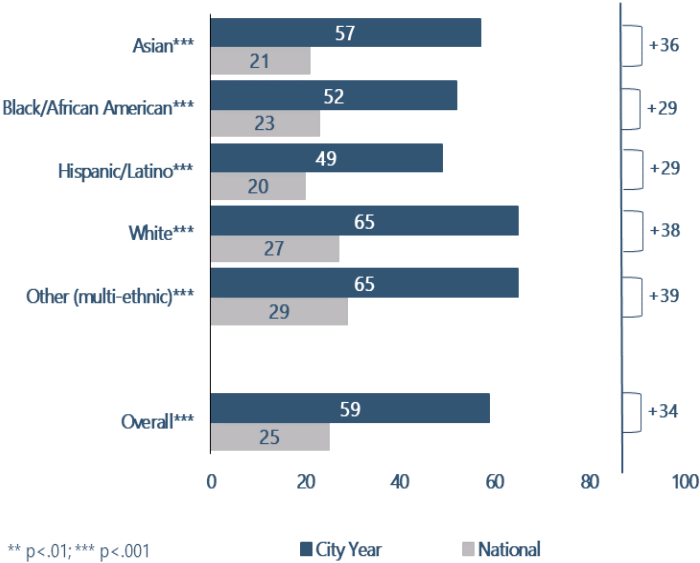
¹¹ Although the “needs GED” group show a 4-point difference between the likelihood of City Year alumni versus the national population making a political contribution, this difference is not statistically significant.

Political Expression

There are several ways to manifest civic and political engagement and participation, including expressing one’s views through public discourse. To measure 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, alumni 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.

City Year alumni engaged in a broader variety of political and social expression than similarly situated members of the national population. When asked whether they expressed their political or social views through various means—by contacting a newspaper, magazine, radio or television talk show, taking part in a protest, march, or demonstration; by signing a petition; buying or not buying something because of the conditions under which a product was made; or working as a canvasser—City Year alumni scored an average of 59 points (on a scale of 0 to 100). By comparison, similarly situated members of the national population averaged a score of 25 points. Accordingly, City Year affected the political expression of alumni by an average of 34 points.

Exhibit 43
Political Expression Score, by City Year Alumni vs. National Population of 18 to 40 Year Olds, by Race/Ethnicity



The relative strength of City Year’s impact on the political expression of alumni was about the same regardless of the type of service activity in which they participated, their prior education, or when alumni joined City Year (in the early, middle, or late years). City Year’s impact on the political expression of alumni did vary slightly, however, by race/ethnicity.

City Year positively affected the political expression of alumni in every racial/ethnic group; however, the degree of its impact varied slightly by group. Political expression scores among the various racial/ethnic categories were either slightly more or slightly less affected by City Year than the

average impact of 34 points. White, multi-ethnic, and Asian alumni scored 38, 36, and 36 points higher, respectively, than the national population on the political expression index. City Year's impact, therefore, was a 36-38-point increase in alumni's predicted political expression scores. Similarly, Hispanic/Latino, and African American City Year alumni scored an average of 29 points higher, respectively, than the national population on the political expression index. However, City Year seemed to have had a slightly weaker effect on the political expression scores of black/African American alumni compared with Asians and multi-ethnic groups, and a slightly weaker effect on Hispanics/Latinos compared with whites. That is, the City Year effect on these two groups averaged 8 points lower than its effect on white, multi-ethnic, and Asian alumni (Exhibit 43).

Volunteerism

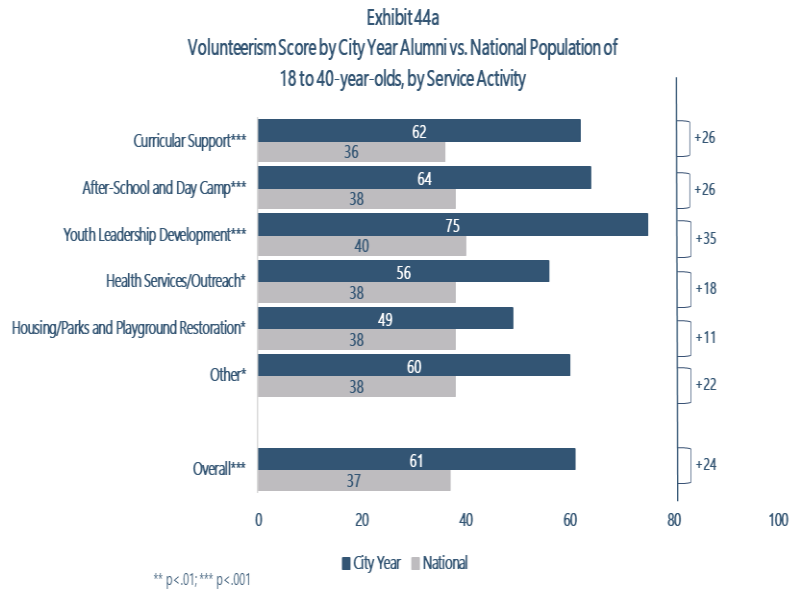
According to Putnam, volunteering begets volunteering, in both formal and informal settings: "Organizational involvement seems to inculcate civic skills and a life-long disposition toward altruism, for adult volunteers and givers are particularly distinguished by their civic involvement as youth" (p. 122).

The alumni cohort study measured volunteerism in two ways. Alumni were asked whether they ever spent time participating in any community service or volunteer activity, and for what types of organizations or groups they volunteered. Specifically, alumni were asked whether they had ever volunteered for a religious group; a political organization or candidate running for office; environmental group; a civic or community organization involved in health or social services, not including education (e.g., an organization to help the poor, elderly, homeless, or a hospital); an organization involved with youth, children, or education; and other. The latter question was used to create an index of organizations for which alumni volunteered.

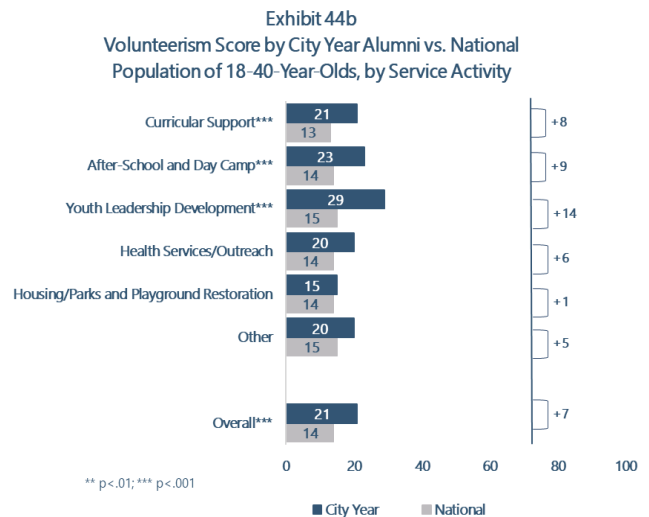
Sixty percent of City Year alumni volunteered for at least one organization or group in the last 12 months. When compared with similarly situated members of the national population, these alumni volunteered in much higher proportions than predicted. City Year had a strong, positive effect on the volunteerism of alumni regardless of their racial/ethnic characteristics, their educational background at the time they joined City Year, their service activity while at City Year, or when they participated when compared with the volunteerism of 18 to 40-year-olds in the national population. That is, 61 percent of City Year alumni volunteered compared with 37 percent of the national population. Accordingly, participating in City Year increased by over a third the percentage of alumni that was expected to volunteer, based on analyses of volunteerism among similarly situated members of the national population. In addition, these alumni volunteered for a wider variety of organizations, scoring 7 points higher on a volunteerism scale compared with the national population.

City Year had a positive impact on alumni volunteerism—both in terms of the likelihood that they would volunteer at all as well as on the number of organizations for which they volunteered. The relative size of City Year's impact, however, varied somewhat by service activity, education, and cohort. It did not vary by race/ethnicity.

City Year had less of an impact on the volunteerism of alumni who participated in service activities that focused on housing, park, and playground restoration than it did on alumni who participated in youth leadership development, curricular support, or after-school/day camp programs. That is, among alumni who participated in housing/parks and playground restoration projects, City Year increased the percent who volunteered by 11 percentage points compared with the volunteerism of similarly situated members of the national population. By contrast, among alumni who participated in youth leadership development, after-school/day camp, and curricular support programs, City Year increased the percent who volunteered by 35, 26, and 26 percentage points, respectively (Exhibit 44a).



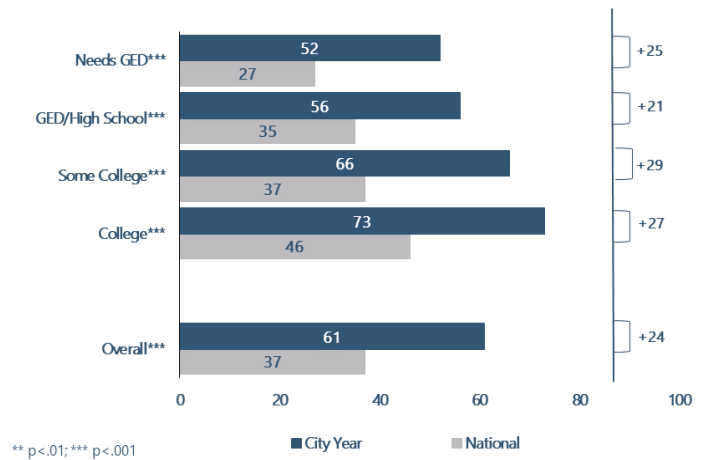
Similarly, the volunteerism score (i.e., number of organizations for which people volunteer) among alumni who participated in restoration projects was about the same as their predicted score. The scores of alumni who participated in youth leadership development, after-school/day camp, and curricular support programs, by contrast, rose by 14, 9, and 8 points, respectively (Exhibit 44b). These differences may be related to alumni's access to volunteer possibilities as a result of their service experience. That is, youth leadership development, after-school/day camp, and curricular support programs are typically provided through schools—an organizational route available to alumni, following their service year, in virtually every community. Opportunities to restore houses, parks, or playgrounds, however, do not always exist in all communities.



Regardless of their educational attainment when they joined City Year, alumni volunteered in higher proportions compared with similarly situated members of the national population. City Year positively and significantly affected the proportion of alumni who volunteered. It made no difference whether a new recruit had a bachelor's degree or a GED/high school diploma when they joined City Year. For example, 27 percent of alumni with no GED at the time they

joined City Year were predicted to volunteer based on analyses of similarly situated members of the national population. The actual proportion of alumni with no GED who volunteered was 52 percent, a difference of 25 percentage points. Similarly, 46 percent of alumni who had a college degree when they joined City Year were predicted to volunteer. The actual proportion of alumni with college degrees who volunteered was 73 percent, for a City Year impact of 27 percentage points. Indeed, for every education level—college, some college, GED/high school, no GED—City Year had a similar, positive impact on alumni volunteerism (Exhibit 45).

Exhibit 45
Volunteerism, City Year Alumni vs. National Population of 18 to 40-Year-Olds, by Prior Education

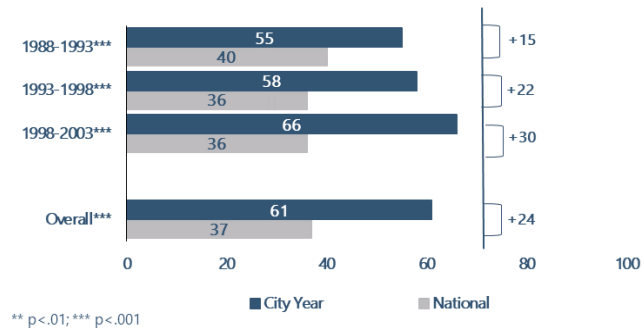


Perhaps most importantly, the relative magnitude of City Year’s impact on alumni volunteerism was very similar across all education levels. Moreover, among alumni with no GED, City Year increased the proportion who volunteered (52 percent) to a level well above the predicted proportion (27 percent) based on analyses of members of the national population.

City Year’s effect on alumni volunteerism varied significantly by cohort.

City Year had the largest impact on the volunteerism of alumni from the late cohort. The proportion of these alumni who volunteered was 30 percentage points higher than predicted. This City Year impact (i.e., the 30-point difference in the actual vs. the predicted proportion of alumni volunteering) was greater than the impact on alumni from the early and middle cohorts. Indeed, alumni from the early and middle cohorts saw only a 15 and 22

Exhibit 46
Average Likelihood that City Year Alumni Volunteer Compared With National Population of 18 to 40-Year-Olds, by Cohort



percentage point increase, respectively, in the proportion of alumni volunteering (Exhibit 46). As alumni grow older, it would appear that City Year’s impact on volunteerism dissipates somewhat in comparison with the national population. That is, although City Year positively affected the volunteerism of alumni in every cohort compared with the national population, the proportion of the national population that volunteered increased slightly over time whereas the proportion of City Year alumni that volunteered decreased slightly over time. This suggests that City Year’s effect on volunteerism may wash out completely by the time alumni reach their fifties.

City Year experiences motivated alumni to seek similar community-service experiences outside of City Year. In the focus group sessions, alumni described what motivated them to continue community service after they had completed their year of service with City Year. They explained that their community service activity had been a meaningful, fulfilling experience that they wanted to try to find again outside of City Year. As one alumna explained, “I’ve always done it. I was volunteering when I was three.” She added, though, that the City Year experience gave more depth and meaning to her service activities, and the relationships she developed with the youth with whom she worked motivated her to try to establish similar relationships with youth in other settings.

At the teen center it was definitely the relationships that I built with the kids who—they were suspended from school, they came to our program, they didn’t get suspended again for the rest of the year, and we had this program and we speak to people who aren’t going to donate large sums of money and we say, oh, we do violence prevention workshops, conflict resolution, and diversity training, and drug resistance empowerment. And it’s true, we do all those things, but I think what we’re really doing when I was in City Year working with kids who were suspended from school—is we build relationships with those kids. And it was kind of that desire to keep those relationships that motivated me to continue volunteering.

City Year deeply affected alumni’s attitudes about the importance of community service in civic life. Indeed, several alumni participating in the focus group sessions were quite passionate in describing City Year’s impact on their attitudes and beliefs regarding community service, as the following comments suggest:

[It’s important for me to continue volunteering apart from City Year] because it’s keeping the spirit alive. City Year is not so much about the survival of cities; it’s more about getting people involved in service. Everybody should do a year of service—not everybody should do a year of City Year, but everybody should take the time to do something that is kind of inside them—to make the world, make the community a better place.

So one of the things that you hear is, be the change you wish to see in the world. I feel like after City Year, I always carried that through. And I would see something that just seemed a little off to me and I would think: ‘What can I do about that?’ So when I moved to Africa, it was totally logical to start this project to work with kids with autism.

VI. 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.

As the previous three chapters of this report have demonstrated, City Year has indeed affected alumni's pathways to civic engagement and social capital. Specifically, City Year has:

- Contributed to the development of alumni civic and workplace skills as well as their knowledge and understanding of social and political issues
- Positively affected alumni educational and career attainment in the years following their City Year experience

And, compared with similarly situated members of the national population, City Year has:

- Strengthened alumni feelings of political efficacy
- Made alumni more egalitarian in their political and social beliefs
- Increased alumni's trust in society
- Increased the percent of alumni who belonged to groups or organizations
- Increased alumni's use of the media to get news and information
- Increased the percent of alumni who voted
- Increased the percent of alumni who made monetary contributions to political candidates or campaigns

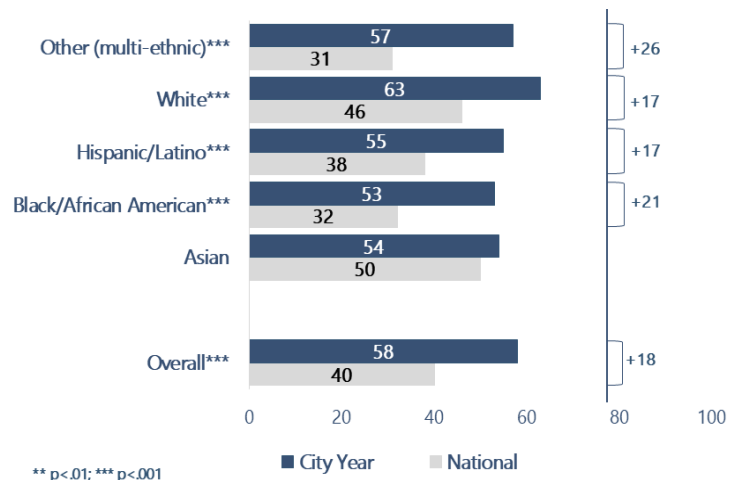
- Increased the percent of alumni engaged in a broader variety of methods to express themselves politically and socially, and
- Increased the percent of alumni who volunteered for at least one organization or group

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 similarly situated 18 to 40-year-olds in the national population. Rather than assume this to be the case, however, alumni’s social capital was measured using an index of attitudes, values, and political and social behaviors and then compared to the social capital possessed by 18 to 40-year-olds in the national population. The following summarizes the findings:

City Year alumni had more social capital than similarly situated members of the national population. After combining their attitudes, values, and political and social behaviors into an index of social capital, City Year alumni received an average score of 58 points (on a scale of 0 to 100). By comparison, similarly situated members of the national population who had not participated in City Year received an average score of 40 points. This difference of 18 points is a measure of City Year’s impact on the social capital of its alumni.

In fact, City Year increased the social capital of alumni—compared with 18 to 40-year-olds in the national population—regardless of their race/ethnicity, service activity, prior education, or City Year cohort. With the exception of Asians, whose actual and predicted scores on the social capital index were the same statistically, there was no type of alumnus for whom the measure of social capital was not higher compared with the national population. The relative strength of City Year’s impact on alumni’s social capital, however, varied somewhat by race/ethnicity and by prior education.

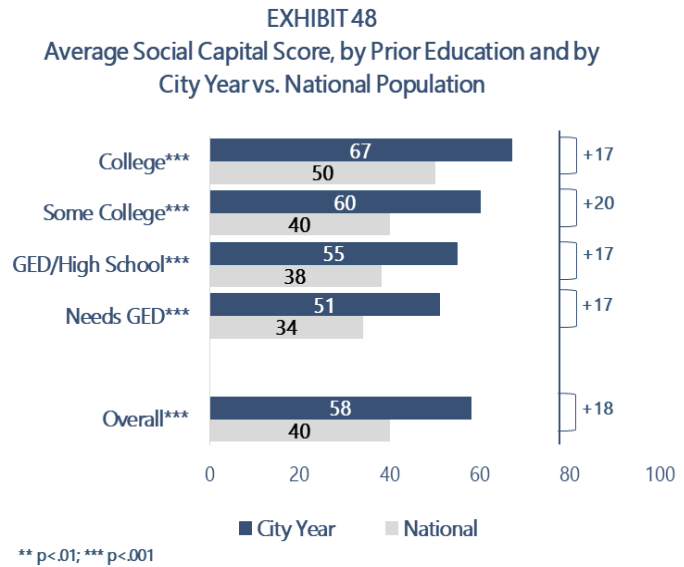
EXHIBIT 47
Average Social Capital Score, by Race/Ethnicity and by City Year Alumni vs. National Population



City Year had a strong, positive effect on the social capital of Hispanic/Latino, multi-ethnic, black/African American, and white alumni; it had no effect, however, on the social capital of Asian alumni. The social capital scores of City Year alumni who were Hispanic/Latino, multi-ethnic, black/African American, and white alumni were between 17 and 26 points higher than the social capital scores of these groups in the national population. City Year had a particularly strong impact on the social capital of multi-ethnic and black/African American alumni. Indeed, City Year’s impact on the social capital scores of multi-ethnic alumni was 5-9 points stronger—compared to the scores in the national population—than its impact on the scores of black/African American, white, Hispanic/Latino, and

Asian alumni (Exhibit 47). City Year also had a slightly stronger impact on the social capital scores of black/African Americans—who scored 21 points higher on the social capital scale than similarly situated black/African Americans in the national population—than it had on white, Hispanic/Latino, and Asian alumni. City Year did not, however, have an impact on the social capital of Asian alumni.

City Year had about the same impact on the social capital of those who came needing a GED or who had a GED/high school diploma, compared with alumni who came to City Year with their bachelor’s degree. In comparison to the national population, City Year increased the social capital scores of alumni who needed a GED or who had a GED or high school diploma by about the same margin—17 points, respectively—as it did the score of alumni with bachelor’s degrees. City Year had the strongest impact—20 points—on the social capital scores of those who came to City Year having attended some college (Exhibit 48).



City Year is closing the gap between traditionally advantaged and disadvantaged populations with respect to civic resources and social capital. Among City Year alumni, the difference in the social capital scores by race/ethnicity ranged from 53 to 63 points for City Year alumni—a difference of 10 points. In the national population, however, the range in scores was 31 to 50 points—a difference of 19 points.

These findings suggest that City Year not only increased the social capital of alumni across racial/ethnic categories (with the exception of Asian alumni) and all levels of prior education, but also reduced the gap between alumni who came with large initial civic resources (i.e., who are not from minority groups and/or who came with a bachelor’s degree) compared with those alumni who came with fewer civic resources (i.e., members of minority groups and/or having only some college).

Appendix A: Sample Weights

Exhibit A-1
Demographic Characteristics of City Year Alumni,
by Population Data, Unweighted Survey Data, Weighted Survey Data

	City Year Population (N=5668)	Alumni Cohort Study Survey Respondents, Unweighted (N=2190)	Alumni Cohort Study Survey Respondents, Weighted (N=2190)
Gender			
Male	45.6%	31.7%	45.6%
Female	54.4%	68.3%	54.4%
Race/Ethnicity			
African American	28.5%	14.6%	28.7%
Asian American	4.8%	5.4%	4.8%
Caucasian	45.8%	63.7%	46.0%
Hispanic/Latino	12.4%	7.3%	12.5%
Native American	1.0%	0.3%	1.0%
Other	7.0%	8.8%	7.0%
Prior Education			
Needs GED	7.7%	4.2%	7.9%
GED	5.4%	1.9%	5.6%
High School	42.8%	36.6%	43.6%
Some college	25.5%	27.0%	25.9%
College	16.7%	30.4%	17.0%
Cohort			
Early Cohort (1989-1993)	10.0%	6.8%	9.9%
Middle Cohort (1994-1998)	40.0%	31.1%	40.0%
Late Cohort (1999-2003)	50.0%	62.1%	50.1%

Appendix B: Survey Design

Exhibit B-1
Topics and Constructs for Alumni Survey

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) Non-political activities (charitable work, religious activity, non-political organizational activity) Civic orientation (egalitarianism, political discussion, tolerance, and both internal and external efficacy) Media usage Perceived impact of City Year on civic participation and skills	National Election Studies; CIRCLE National Election Studies; CIRCLE National Election Studies; CIRCLE National Election Studies; CIRCLE 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) Personal relevance of political phenomena Values (egalitarianism, individualism, etc.) Perceived impact of City year on political attitudes and values	National Election Studies; National Election Studies; National Election Studies; PSA

Survey of City Year Alumni

This is your chance to participate in the City Year Alumni Study!

All you need to do is to complete this survey, which asks about your City Year experience and the extent to which, if at all, it has affected your education and career choices as well as your participation in civic life. **It is very important that we hear from you soon;** the strength of the study depends on the participation of a large and representative group of alumni.

Please complete this survey and return it to PSA at 1718 Connecticut Avenue, NW, Suite 400, Washington, DC 20009, in the enclosed postage-paid envelope by _____.

Be assured that your responses to this survey will remain strictly CONFIDENTIAL; no one other than the study team will have access to completed surveys. PSA will not associate your name or other personally identifying information with your responses, and all reports will be based on aggregated data.

If you have any questions about the study, visit the City Year website at www.cityyear.org and click on "National Alumni Study." If you have any questions about the survey or the study, please contact Lara Fabiano at Policy Studies Associates. Lara can be reached toll free at _____, or at _____, or by email at _____. If you would rather complete the survey online, go to [*link to online survey*].

City Year Service Experience

1. Did you complete at least 4 ½ months of service as a City Year corps member? (Circle ONE)
 - a. Yes 1 *(GO TO QUESTION 3)*
 - b. No 2

2. In that year, did you continue with City Year in some other capacity? (Circle ONE)
 - a. No 1 *(STOP HERE)*
 - b. Yes, I served on a City Year Start-Up Team 2
 - c. Yes, I was hired on as City Year staff 3
 - d. Yes, I was re-deployed to fill another role with City Year (e.g., *Czygy* organizer) 4
 - e. I was in the summer pilot program 5

3. Did you graduate from City Year? That is, did you complete the full 10 months of service? (Circle ONE)
 - a. Yes 1
 - b. No 2

4. When did you serve as a City Year corps member? (Circle ONE)
 - a. Sometime between 1988-89 and 1992-93 1
 - b. Sometime between 1993-94 and 1997-98 2
 - c. Sometime between 1998-99 and 2002-03 3

5. At which of the following City Year sites did you serve as a City Year corps member? (Circle ONE)
 - a. Boston, MA 1
 - b. Chicago, IL 2
 - c. Cleveland, OH 3
 - d. Columbia, SC 4
 - e. Columbus, OH 5
 - f. Detroit, MI 6
 - g. New Hampshire 7
 - h. Philadelphia, PA 8
 - i. Rhode Island 9
 - j. San Antonio, TX 10
 - k. San Jose/Silicon Valley, CA 11
 - l. Seattle/King County, WA 12
 - m. Washington, DC 13
 - n. Don't know/Can't remember 14

6. Of the service activities you participated in during your term as a corps member with City Year, think about the one that you spent the most time on.

A. What did you do? (Circle ONE)

- a. Worked as a classroom aide 1
- b. Worked in an after school program 2
- c. Worked at a camp 3
- d. Worked as a mentor or tutor 4
- e. Worked on a housing project 5
- f. Built or renovated parks and/or playgrounds 6
- g. Other (SPECIFY) _____ 7

B. How much of your service term did you spend on this activity? (Circle ONE)

- a. One month 1
- b. Two months 2
- c. Three months 3
- d. Four months 4
- e. Five months 5
- f. Six months or more 6
- g. Other (SPECIFY) _____ 7

C. Did you work with a service partner (e.g., a school, a non-profit organization) on this activity? (Circle ONE)

- a. Yes 1
- b. No 2 *(GO TO QUESTION 7)*
- c. Don't know/Can't remember 3 *(GO TO QUESTION 7)*

D. What was the name of the service partner? _____

7. What other service activities did you participate in during your service as a corps member?

8. Did you participate in a second year of service with City Year? (Circle ONE)

- a. Yes 1
- b. No 2

Contact with City Year

9. How many times, if any, have you been in touch (e.g., by email, telephone, mail, or in-person) with City Year staff since you completed the program (NOTE: If you were ever a City Year staff member, answer this question from the time *since* you were on staff)? (Circle ONE)

- a. None 1 *(GO TO QUESTION 12)*
- b. One time 2
- c. Two to five times 3
- d. More than five times 4

10. What were your reasons for contacting City Year staff? (Circle ALL That Apply)

- a. Stay in touch with City Year staff who are my friends 1
- b. Attend a City Year event 2
- c. Respond to a City Year mailing 3
- d. Ask for a reference letter 4
- e. Ask for assistance with job search 5
- f. Ask for assistance with pursuing further education 6
- g. Find other City Year alumni 7
- h. Other (SPECIFY): _____ 8

11. Have you been in touch with City Year staff in the last 12 months? (Circle ONE)

- a. Yes 1
- b. No 2

12. How often, if at all, do you communicate with *other* City Year alumni? (Circle ONE)

- a. Never 1
- b. Once a year or less often 2
- c. Several times a year 3
- d. Once a month or more 4

13. Are you in touch with anyone else whom you met during your year of service, not counting other alumni or City Year staff?

- a. Yes 1
- b. No 2

Retrospective Evaluation of City Year's Quality and Impact

14. Looking back on your life since you participated in City Year, to what extent has your City Year experience helped you to (Circle ONE response for each row):

	Not at All	Very Little	Somewhat	Very Much
a. Develop a social network	1	2	3	4
b. Pursue further education	1	2	3	4
c. Explore career options	1	2	3	4
d. Become involved in some type of political activity	1	2	3	4
e. Become involved in some type of service/volunteer activity	1	2	3	4

15. To what extent do you think your City Year experience contributed to your knowledge, skills, and personal development in each of the following areas (Circle ONE response for each row):

	Not at All	Very Little	Somewhat	Very Much
a. Conveying your ideas in writing	1	2	3	4
b. Speaking in front of a group	1	2	3	4
c. Leading others to complete a task	1	2	3	4
d. Critically analyzing ideas and information	1	2	3	4
e. Working as part of a team	1	2	3	4
f. Working with people from diverse backgrounds	1	2	3	4
g. Understanding issues and problems facing society	1	2	3	4
h. Exercising public responsibility and community service	1	2	3	4
i. Understanding politics and government	1	2	3	4
j. Engaging in political activities	1	2	3	4
k. Working to solve problems in your community	1	2	3	4
l. Planning and carrying out your personal goals	1	2	3	4

16. Had you received your high school diploma or passed your high school equivalency test (i.e., GED) **at the time you began your service with City Year?** (Circle ONE)

- a. Yes, I had received my high school diploma 1
 b. Yes, I had passed my high school equivalency test (i.e., GED) 2
 c. No 3
 d. Don't know/Can't remember 4

- A. How many years of school had you completed **at the time you began your service with City Year?** (Circle ONE)

- a. 00-12 years 1
 b. 13-16 years 2
 c. 17+ years 3
 d. Don't know/Can't remember 4

- B. What is the highest degree that you had earned **at the time you began your service with City Year?** (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
 i. Don't know/Can't remember 9

17. Did you complete additional years of school **after you served with City Year?** (Circle ONE)

- a. Yes 1
 b. No 2 (GO TO QUESTION 20)

18. What made you decide to continue your education after your City Year service experience?

19. To what extent did City Year help you to achieve your educational goals? (Circle ONE)

<u>Not at all</u>	<u>Very little</u>	<u>Somewhat</u>	<u>Very much</u>
1	2	3	4

20. Do you plan to pursue more education in the future? (Circle ONE)

- a. Yes 1
- b. No 2 *(GO TO QUESTION 22)*

21. What additional education or degree do you plan to pursue? (Circle All That Apply)

- a. Associate's Degree (AA) 1
- b. Bachelor's Degree 1
- c. Master's Degree 1
- d. Ph.D. Lit, SCD, DFA, DLIT, DPH, DPHIL, JSC, SJD 1
- e. LLB, JD 1
- f. MD, DDS, DVM, MVSA, DSC, DO 1
- g. JDC, STD, THD 1
- h. Don't know 1

- j. Other (SPECIFY) _____ 1

22. Has your City Year experience influenced your future educational plans? (Circle ONE)

- a. Yes 1
- b. No 2 *(GO TO QUESTION 24)*

23. In what ways has your City Year experience influenced your future educational plans?

24. Are you currently a student? (Circle ONE)

- a. Yes, I am a full-time student 1
- b. Yes, I am a part-time student 2
- c. No 3

25. Are you currently working for pay? (Circle ONE)

- a. Yes, I am currently working for pay 1
- b. No, I am working on a volunteer/service activity 2 *(GO TO QUESTION 31)*
- c. No, I am temporarily laid off 3 *(GO TO QUESTION 31)*
- d. No, I am unemployed 4 *(GO TO QUESTION 31)*
- e. No, I am a homemaker 5 *(GO TO QUESTION 31)*
- f. No, I am retired 6 *(GO TO QUESTION 31)*
- g. No, I am permanently disabled 7 *(GO TO QUESTION 31)*

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

I have never worked for pay (*GO TO QUESTION 31*)

- a. Professional 1
- b. Manager [including farm management] 2
- c. An owner or proprietor [including farm owners] 3
- d. Non-managerial white collar [retail sales, clerical, white collar service] 4
- e. Skilled worker or foreman 5
- f. Semiskilled or unskilled blue collar 6

A. What is your current job?

27. How satisfied are you with your current work? (Circle ONE)

Not at all Very little Somewhat Very much
1 2 3 4

28. To what extent did your City Year experience prepare you for the job you are working at now? (Circle ONE)

Not at all Very little Somewhat Very much
1 2 3 4

29. Is your current job helping you to progress in a career that you plan to pursue for some time? (Circle ONE)

- a. Yes 1
- b. No 2 (*GO TO QUESTION 31*)

30. To what extent did your City Year experience influence your choice of this career? (Circle ONE)

Not at all Very little Somewhat Very much
1 2 3 4

31. In the future, do you plan to work or change jobs? (Circle ONE)

- a. Yes 1
- b. No 2 (*GO TO QUESTION 33*)
- c. Not sure..... 3 (*GO TO QUESTION 33*)

A. What work do you plan to do or job changes do you plan to make in the future, and why?

32. To what extent has your City Year experience influenced your future career plans? (Circle ONE)

Not at all Very little Somewhat Very much
1 2 3 4

Civic Participation and Skills

33. 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 2000 presidential election? (Circle ONE)

- a. I did not vote (in the 2000 presidential election)..... 1
- b. I thought about voting that time, but didn't 2
- c. I usually vote, but didn't that time. 3
- d. I am sure I voted. 4 *(GO TO PART C OF THIS QUESTION)*

B. Were you registered to vote in the 2000 presidential election? (Circle ONE)

- a. Yes..... 1
- b. No..... 2
- c. No, I was not a U.S. citizen..... 3
- d. I was not old enough 4
- e. Don't know/can't remember..... 5

C. What about the election this past November 2003? Which statement best describes you: (Circle ONE)

- a. I did not vote (in the November 2003 election). 1
- b. I thought about voting that time, but didn't 2
- c. I usually vote, but didn't that time. 3
- d. I am sure I voted. 4 *(GO TO QUESTION 34)*

D. Were you registered to vote in the November 2003 election? (Circle ONE)

- a. Yes..... 1
- b. No..... 2
- c. No, I was not a U.S. citizen..... 3
- d. I was not old enough 4
- e. Don't know/can't remember..... 5

34. Since January 2004 —the start of the last national election campaign—did you contribute money to any of the following (For each row, circle '1' if YES, '2' if NO):

	<u>Yes</u>	<u>No</u>
a. An individual candidate?	1	2
b. A party, a group, or political action committee (PAC)?	1	2
c. Another organization that supports candidates?	1	2

37. The previous questions asked about your recent political activity. Compared with other periods in your life, would you say that you are less politically active now, more politically active now, or about as politically active now as you have been in the past? (Circle ONE)

- a. Less active..... 1 (GO TO PART A OF THIS QUESTION)
- b. More active 2 (GO TO PART B OF THIS QUESTION)
- c. About as active..... 3 (GO TO QUESTION 38)

A. Why are you less politically active now than you have been in the past?

B. Why are you more politically active now than you have been in the past?

38. Have you **ever** spent time participating in any community service or volunteer activity or have you not had time to do this? Volunteer activity means 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. Yes 1
- b. No 2 (GO TO QUESTION 42)

39. The following is a list of different groups that people sometimes volunteer for. For each one listed below, circle '1' if you have **never** done this, '2' if you have done this but **not** in the last 12 months, or '3' if you have done this **in the last 12 months**. (Circle ONE response for each row)

	No, I Have Never Done This	Yes, I Have Done This But NOT in the Last 12 Months	Yes, I Have Done This in the Last 12 Months
a. Volunteered for a religious group	1	2	3
b. Volunteered for a political organization or candidates running for office	1	2	3
c. Volunteered for an environmental group	1	2	3
d. Volunteered for 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.	1	2	3
e. Volunteered for an organization involved with youth, children, or education (SPECIFY): _____	1	2	3
f. Other (SPECIFY): _____	1	2	3

[NOTE: IF YOU CIRCLED "1" FOR ALL OF QUESTION 39, GO TO QUESTION 42]

40. Thinking about all of your volunteer activities **in the last 12 months**, how much time do you spend volunteering in a typical week or month? (PLEASE PROVIDE THE NUMBER OF HOURS PER WEEK OR HOURS PER MONTH THAT YOU VOLUNTEER. IF YOU DID NOT VOLUNTEER IN THE LAST 12 MONTHS, CHECK THE BOX BELOW AND GO TO QUESTION 41.)

I did not volunteer in the last 12 months

___ Hours per week OR ___ Hours per month

41. Thinking about all of your volunteer activities, have you done any of the following as part of your volunteer work? For each activity listed below, circle '1' if you have *never* done this, '2' if you have done this but *not* in the last 12 months, or '3' if you have done this *in the last 12 months*. (Circle ONE response for each row)

	No, I Have <i>Never</i> Done This	Yes, I Have Done This But <i>NOT in</i> <i>the Last 12 Months</i>	Yes, I Have Done This <i>in the Last</i> <i>12 Months</i>
a. Recruited other volunteers	1	2	3
b. Supervised other volunteers	1	2	3
c. Designed/organized a volunteer/service activity	1	2	3
d. Raised funds	1	2	3
e. Planned or chaired a meeting	1	2	3
f. Served on a board of directors	1	2	3
g. Collaborated with other organizations (e.g., community groups, schools, local government boards)	1	2	3
h. Contacted a government official on behalf of the group	1	2	3
i. Publicized the volunteer/service activities of the group (e.g., garnered media attention, distributed flyers, spoke in public about the group)	1	2	3

42. Have you ever volunteered some of your time to others on your own? Please do not include help given to people living in your household or activities you may have already mentioned. (Circle ONE)

- a. Yes 1
 b. No 2 **(GO TO QUESTION 43)**

- A. The last time you did this, did you help (For each row, circle '1' if No, '2' if Yes, but not in the last 12 months, or '3' if Yes, and in the last 12 months):

	No	Yes, But <i>NOT in</i> <i>the Last 12 Months</i>	Yes, and <i>in the Last</i> <i>12 Months</i>
a. A family member/relative?	1	2	3
b. A friend?	1	2	3
c. A person you work with?	1	2	3
d. A neighbor?	1	2	3
e. A stranger?	1	2	3
f. A cause?	1	2	3
g. Other? (SPECIFY): _____	1	2	3

43. Have you *ever* worked informally with someone or some group to solve a problem in the community where you live?

- a. Yes 1
 b. No 2

44. Have you ever started a group or an organization to solve a problem or address an issue that concerned you?

- a. Yes 1
- b. No 2 (GO TO QUESTION 45)

A. Briefly, 1) what was the group? and 2) what was the issue?

1) Group: _____

2) Issue: _____

45. The previous questions asked about your recent volunteer activity. Compared with other periods in your life, would you say that you are less active, more active, or about as active now in terms of your volunteer work as you have been in the past? (Circle ONE)

- a. Less active..... 1 (GO TO PART A OF THIS QUESTION)
- b. More active 2 (GO TO PART B OF THIS QUESTION)
- c. About as active..... 3 (GO TO QUESTION 46)

A. Why are you less active now with your volunteer work than you have been in the past?

B. Why are you more active now with your volunteer work than you have been in the past?

46. The following is a list of various groups or organizations to which individuals belong. Please circle '1' if you are **not** a member of the group or organization, '2' if you are a member of the group but you **do not attend** regular meetings, or '3' if you are a member of the group **and you attend** regular meetings. (Circle ONE response for each row)

	No, I'm <i>not</i> a member	Yes, I am a member, but I <i>do not attend</i> regular meetings	Yes, I am a member <i>and I attend</i> regular meetings
a. Political groups (apart from being registered to vote with a political party)	1	2	3
b. Labor unions	1	2	3
c. Sports groups	1	2	3
d. Youth groups	1	2	3
e. School service groups	1	2	3
f. Hobby or garden clubs	1	2	3
g. School fraternities or sororities	1	2	3
h. Student government	1	2	3
i. Neighborhood associations	1	2	3
j. Literary, art, discussion, or study groups	1	2	3
k. Faith affiliated groups (e.g., a church, a synagogue, a temple, or other religious organization)	1	2	3
l. Any other groups (SPECIFY: _____)	1	2	3

[NOTE: IF YOU CIRCLED "1" FOR ALL OF QUESTION 46, GO TO QUESTION 50.]

47. Thinking about all of the organizations to which you belong, have you done any of the following as a member of these groups (For each row, circle '1' if No, '2' if Yes, but not in the last 12 months, or '3' if Yes, and in the last 12 months):

	No	Yes, But <i>NOT</i> in <i>the Last 12</i> <i>Months</i>	Yes, and <i>in the</i> <i>Last</i> <i>12 Months</i>
a. Served as an officer?	1	2	3
b. Given money in addition to regular dues?	1	2	3
c. Spoken at meetings?	1	2	3
d. Written letters or contacted government officials on behalf of the group?	1	2	3
e. Organized or lead activities for the organization?	1	2	3
f. Other? (SPECIFY): _____	1	2	3

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

- a. None 1 (GO TO QUESTION 50)
 b. 1-5 people 2
 c. 5-10 people 3
 d. 10 or more people 4

49. Could you call on any of these people for help if you needed it (e.g., for help in finding a job or a place to live)? (Circle ONE)

- a. Yes 1
 b. No 2

50. Think about the way that people get news and information. About how many days have you done each of the following over the past seven days? (NOTE: If your answer is zero, write "0" on the appropriate line below)

- 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 YOU SPENT "0" DAYS ON ALL OF THE ABOVE, GO TO QUESTION 53.]

51. When you get your news and information, how much attention do you pay to stories on *national* politics and public affairs? (Circle ONE)

None Very little Some A great deal
 1 2 3 4

52. When you get your news and information, how much attention do you pay to *local* politics and community affairs? (Circle ONE)

None Very little Some A great deal
 1 2 3 4

53. How often do you talk with your family and friends about current events or things you have heard about in the news? (Circle ONE)

Never Rarely Sometimes Often
 1 2 3 4

54. The following statements are about public life. For each statement, indicate whether you disagree strongly, disagree somewhat, neither agree nor disagree, agree somewhat, or agree strongly. (Circle ONE response for each row)

	<u>Disagree Strongly</u>	<u>Disagree Somewhat</u>	<u>Neither Agree nor Disagree</u>	<u>Agree Somewhat</u>	<u>Agree Strongly</u>
a. I feel that I have a pretty good understanding of the important political issues facing our country.	1	2	3	4	5
b. I consider myself well-qualified to participate in politics.	1	2	3	4	5
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.	1	2	3	4	5
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.	1	2	3	4	5
e. So many other people vote in the national election that it doesn't matter much to me whether I vote or not.	1	2	3	4	5

55. The following statements are about the government. For each statement, indicate whether you disagree strongly, disagree somewhat, neither agree nor disagree, agree somewhat, or agree strongly. (Circle ONE response for each row)

	<u>Disagree Strongly</u>	<u>Disagree Somewhat</u>	<u>Neither Agree nor Disagree</u>	<u>Agree Somewhat</u>	<u>Agree Strongly</u>
a. Public officials don't care much what people like me think.	1	2	3	4	5
b. People like me don't have any say about what the government does.	1	2	3	4	5
c. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.	1	2	3	4	5

Political Attitudes and Beliefs

56. The following statements are about equal rights. For each statement, indicate whether you disagree strongly, disagree somewhat, neither agree nor disagree, agree somewhat, or agree strongly. (Circle ONE response for each row)

	Disagree Strongly	Disagree Somewhat	Neither Agree <u>nor</u> Disagree	Agree Somewhat	Agree Strongly
a. Our society should do whatever is necessary to make sure that everyone has an equal opportunity to succeed.	1	2	3	4	5
b. We have gone too far in pushing equal rights in this country.	1	2	3	4	5
c. It is not really that big of a problem if some people have more of a chance in life than others.	1	2	3	4	5
d. If people were treated more equally in this country we would have many fewer problems.	1	2	3	4	5

57. The following statements are about what it takes to succeed in life. For each statement, indicate whether you disagree strongly, disagree somewhat, neither agree nor disagree, agree somewhat, or agree strongly. (Circle ONE response for each row)

	Disagree Strongly	Disagree Somewhat	Neither Agree <u>nor</u> Disagree	Agree Somewhat	Agree Strongly
a. If people work hard they almost always get what they want.	1	2	3	4	5
b. Most people who do not get ahead in life probably work as hard as people who do.	1	2	3	4	5
c. Hard work offers little guarantee of success.	1	2	3	4	5

58. 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..... 1
- b. Try to be fair..... 2

59. 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..... 1
- b. Just looking out for themselves..... 2

60. 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 1
- b. Can't be too careful..... 2

Relationships

61. 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 1
- b. One or two friends..... 2
- c. Three to five friends 3
- d. Six to ten friends..... 4
- e. More than ten friends 5

62. How do you know the people you consider your close friends? Are they (Circle ONE response for each row):

	Yes	No
a. People you work with, either in your current job or in a previous job?	1	2
b. People you grew up with?	1	2
c. People you went to school with?	1	2
d. Your neighbors or members of the community you live in now?	1	2
e. People you know from volunteering or community service work?	1	2
f. People you know from the organizations you belong to?	1	2
g. Other? (SPECIFY): _____	1	2

63. Are any of your close personal friends (Circle ONE response for each row):

	Yes	No	<u>Don't Know</u>
a. People of a different race from you?	1	2	3
b. People of a different religion from you?	1	2	3
c. People of a different social class from you (e.g., middle class, working class)?	1	2	3

64. How many of your close friends vote, discuss elections with you, campaign for candidates, discuss politics with you, or get involved in other political activities? (Circle ONE)

- None
1
- Very few
2
- Some
3
- All or almost all
4

Demographics and Family Background

65. What racial or ethnic group or groups best describes you? (Circle ALL That Apply)
- a. Asian 1
 - b. Black..... 2
 - c. Hispanic or Latino 3
 - d. Native American 4
 - e. White 5
 - f. Other (SPECIFY): _____ 6
66. How old are you? _____ YEARS OLD
67. Are you male or female? (Circle ONE)
- a. Male 1
 - b. Female 2
68. How long have you lived in your current neighborhood? (Circle ONE)
- a. Less than two years 1
 - b. Two to less than five years 2
 - c. Five to less than ten years 3
 - d. Ten to less than twenty years..... 4
 - e. Twenty or more years..... 5
69. Are you married now or are you widowed, divorced, separated, or have you never married? (Circle ONE)
- a. Married 1 *(GO TO QUESTION 71)*
 - b. Never married..... 2
 - c. Widowed..... 3
 - d. Divorced..... 4
 - e. Separated..... 5
 - f. Partnered, not married 6
 - g. Don't know..... 7
70. Do you live alone or with someone else? (Circle ONE)
- a. Alone 1
 - b. With friend(s)/roommate(s) 2
 - c. With partner/boyfriend/girlfriend 3
 - d. With family..... 4
71. Do you have any children? (Circle ONE)
- a. Yes 1
 - b. No 2 *(GO TO QUESTION 73)*
72. How many children do you have under age 18? _____

73. 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

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

- a. Yes 1
- b. No 2

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

<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Very often</u>
1	2	3	4

76. 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

77. What was your father's (or male guardian's) occupation? What sort of work did he do? Was he a professional, a manager [including farm managers], an owner or proprietor [including farm owners], non-managerial white collar [retail sales, clerical, white collar service], skilled worker or foreman; semiskilled or unskilled blue collar? (Circle ONE)

- a. Professional 1
- b. Manager [including farm management] 2
- c. An owner or proprietor [including farm owners] 3
- d. Non-managerial white collar [retail sales, clerical, white collar service] 4
- e. Skilled worker or foreman 5
- f. Semiskilled or unskilled blue collar 6
- g. Did not work outside the home 7
- h. Don't know 8

78. What was your mother's (or female guardian's) occupation? What sort of work did she do? Was she a professional, a manager [including farm managers], an owner or proprietor [including farm owners], non-managerial white collar [retail sales, clerical, white collar service], skilled worker or foreman; semiskilled or unskilled blue collar? (Circle ONE)

- a. Professional 1
- b. Manager [including farm management] 2
- c. An owner or proprietor [including farm owners] 3
- d. Non-managerial white collar [retail sales, clerical, white collar service] 4
- e. Skilled worker or foreman 5
- f. Semiskilled or unskilled blue collar 6
- g. Did not work outside the home 7
- h. Don't know 8

79. *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 80)*

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

80. 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 2003**, 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 81)*
- d. Don't know 4 *(GO TO QUESTION 81)*

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

- e. \$0-\$14,999 1
- f. \$15,000-\$34,999 2
- g. \$35,000-49,999 3
- h. Don't know 4

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

- i. \$50,000 - \$64,999 1
- j. \$65,000-\$84,999 2
- k. More than \$84,999 3
- l. Don't know..... 4

81. 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)*

D. 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

E. 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 82)*

F. Do you consider yourself to be Catholic, Protestant, Jewish, Muslim, some other religion, atheist, or agnostic?

- a. Catholic..... 1
- b. Protestant (including, but not limited to, Baptist, Episcopal, Jehovah's Witness) 2
- c. Jewish 3 *(GO TO QUESTION 82)*
- d. Muslim 4 *(GO TO QUESTION 82)*
- e. Atheist..... 6 *(GO TO QUESTION 82)*
- f. Agnostic 7 *(GO TO QUESTION 82)*
- g. Other 8
- h. Don't know..... 9

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

- a. Yes 1
- b. No 2 *(GO TO QUESTION 82)*

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

- a. Yes 1
- b. No..... 2

82. 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.

One last thing: In addition to surveying City Year alumni, such as yourself, we would also like to interview some alumni's parents to learn about their impressions of City Year. *If you participated in City Year between 1998 and 2003*, please indicate whether you would be willing to give us permission to contact your mother, father, or whomever raised you to ask them a few questions about their impressions of City Year? If so, please provide their name, address, phone number, and email (if available), and PSA will contact them directly. Again, this information is confidential and will not be shared with City Year or anyone outside the study team.

YES, OK to contact parent(s)/guardian

Mother/Father/Guardian Name: _____

Address: _____

Phone number (s): _____

Email address: _____

NO, please do not contact parent/guardian

Finally, as we mentioned at the beginning of this survey, all of the information you provide to us is strictly confidential and will not be shared with anyone. However, we wonder if you would be willing to share your current contact information with City Year, so they can update their alumni relations database? If you agree, we would give City Year your name, telephone number, and email address. We will not, however, reveal your answers to any other questions on the survey.

YES, OK to share contact information

Phone number: _____

Email address: _____

NO, please do not share contact information

Thank you for participating in this important study!

Appendix C:
Regression Models Predicting
Political and Social Attitudes and
Behaviors in the National Sample of 18 to
40-Year-Olds

Predicting Political Efficacy:

Controlling for other factors, do City Year alumni have higher levels of political efficacy than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Political efficacy	q54q55s (q54b&e, q55a&b)	Scale	0-8 points	NES 2002
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	NES 2002
Age squared	q66	Continuous	Age of respondent squared	NES 2002
Gender	q67	Dichotomous	1=Female; 0=Male	NES 2002
Asian	q65a	Dummy	1=Asian	NES 2002
Black	q65b	Dummy	1=Black	NES 2002
Hispanic	q65c	Dummy	1=Hispanic	NES 2002
Native American or Other <i>White=Reference category</i>	q65df	Dummy	1=Native American or Other	NES 2002
Current Education	curreduc3	Dichotomous	1=Bachelor's degree or more; 0=Less than Bachelor's degree	NES 2002
Marital Status	q69	Dichotomous	1=Married; 0=Not married	NES 2002
Neighborhood Tenure	q68	Dichotomous	1=Lived in neighborhood less than 5 years; 0=Lived in neighborhood 5 or more years	NES 2002
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	NES 2002
Income	q80r	Dichotomous	1 = Total household income is \$50,000 or more; 0 = Total household income is less than \$50,000	NES 2002
Religion: Frequency of attendance at religious services	q81ar	Dichotomous	1 = attend religious services frequently (once a month or more); 0 = Do not attend religious services frequently	NES 2002
Denomination	q81c	Dichotomous	1 = Catholic; 0=Not Catholic	NES 2002

Predicting Egalitarianism:

Controlling for other factors, do City Year alumni have higher levels of egalitarianism—believing in human equality, especially with respect to social, political, and economic rights and privileges—than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Egalitarianism	q56s (q56a-d)	Scale	0-16 points	NES 2000
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	NES 2000
Age squared	q66	Continuous	Age of respondent squared	NES 2000
Gender	q67	Dichotomous	1=Female; 0=Male	NES 2000
Asian	q65a	Dummy	1=Asian	NES 2000
Black	q65b	Dummy	1=Black	NES 2000
Hispanic	q65c	Dummy	1=Hispanic	NES 2000
Native American	q65d	Dummy	1=Native American	NES 2000
Other	q65f	Dummy	1=Other	NES 2000
<i>White=Reference category</i>				
Current Education				
High school diploma/GED	hsqed	Dummy	1=High School Diploma/GED	NES 2000
Some college but no 4-year degree	somecollege	Dummy	1=Some college but no 4-year degree	NES 2000
Bachelor's degree	bachelors	Dummy	1=Bachelor's Degree	NES 2000
Post-graduate studies	masters	Dummy	1=Post-graduate Studies	NES 2000
<i><Less than HS Diploma=Reference category</i>				
Marital Status	q69	Dichotomous	1=Married; 0=Not married	NES 2000
Neighborhood Tenure:				
2 < 5 years	q68b	Dummy	1 = 2 < 5 years	NES 2000
5 < 10 years	q68c	Dummy	1 = 5 < 10 years	NES 2000
10 < 20 years	q68d	Dummy	1 = 10 < 20 years	NES 2000
20 years or more	q68e	Dummy	1 = 20 years or more	NES 2000
<i>< 2 years=Reference category</i>				
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	NES 2000
Income	q80r	Dichotomous	1 = Total household income is \$50,000 or more; 0 = Total household income is less than \$50,000	NES 2000
Religion: Denomination	q81c	Dichotomous	1 = Catholic; 0=Not Catholic	NES 2000
Whether have children	q71	Dichotomous	1=Have children; 0=Do not have children	NES 2000
Where brought up:				
City	q73	Dummy	1=City	NES 2000
Suburb	q73	Dummy	1=Suburb	NES 2000
On a farm	q73	Dummy	1=Farm	NES 2000
<i>In the country, not on a farm=Reference category</i>				

Predicting Social Trust:

Controlling for other factors, do City Year alumni have more positive attitudes of social trust than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Social trust	socialattitudes (q58,q59,q60)	Scale	0-2 points	NES 2002
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	NES 2002
Age squared	q66	Continuous	Age of respondent squared	NES 2002
Gender	q67	Dichotomous	1=Female; 0=Male	NES 2002
Asian	q65a	Dummy	1=Asian	NES 2002
Black	q65b	Dummy	1=Black	NES 2002
Hispanic	q65c	Dummy	1=Hispanic	NES 2002
Native American or Other	q65df	Dummy	1=Native American or Other	NES 2002
White=Reference category				
Current Education	curreduc3	Dichotomous	1=Bachelor's degree or more; 0=Less than Bachelor's degree	NES 2002
Marital Status	q69	Dichotomous	1=Married; 0=Not married	NES 2002
Neighborhood Tenure	q68	Dichotomous	1=Lived in neighborhood less than 5 years; 0=Lived in neighborhood 5 or more years	NES 2002
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	NES 2002
Income	q80r	Dichotomous	1 = Total household income is \$50,000 or more; 0 = Total household income is less than \$50,000	NES 2002
Religion: Frequency of attendance at religious services	q81ar	Dichotomous	1 = attend religious services frequently (once a month or more); 0 = Do not attend religious services frequently	NES 2002
Denomination	q81c	Dichotomous	1 = Catholic; 0=Not Catholic	NES 2002

Predicting Group Membership:

Controlling for other factors, are City Year alumni more likely to be a member of an organization or group than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Organizational membership	q46r	Dichotomous	1 = Yes, member of a group(s); 0 = No, not a member of any group	NES 2002
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	NES 2002
Age squared	q66	Continuous	Age of respondent squared	NES 2002
Gender	q67	Dichotomous	1=Female; 0=Male	NES 2002
Asian	q65a	Dummy	1=Asian	NES 2002
Black	q65b	Dummy	1=Black	NES 2002
Hispanic	q65c	Dummy	1=Hispanic	NES 2002
Native American or Other <i>White=Reference category</i>	q65df	Dummy	1=Native American or Other	NES 2002
Current Education	curreduc3	Dichotomous	1=Bachelor's degree or more; 0=Less than Bachelor's degree	NES 2002
Marital Status	q69	Dichotomous	1=Married; 0=Not married	NES 2002
Neighborhood Tenure	q68	Dichotomous	1=Lived in neighborhood less than 5 years; 0=Lived in neighborhood 5 or more years	NES 2002
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	NES 2002
Income	q80r	Dichotomous	1 = Total household income is \$50,000 or more; 0 = Total household income is less than \$50,000	NES 2002
Religion:				
Frequency of attendance at religious services	q81ar	Dichotomous	1 = attend religious services frequently (once a month or more); 0 = Do not attend religious services frequently	NES 2002
Denomination	q81c	Dichotomous	1 = Catholic; 0=Not Catholic	NES 2002

Predicting Media Usage:

Controlling for other factors, do City Year alumni use of media (newspapers, magazines, television, radio, the internet) more often to get their news and information than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Media usage	media (q50 a-e, q53)	Scale	0-38 points	CIRCLE
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	CIRCLE
Age squared	q66	Continuous	Age of respondent squared	CIRCLE
Gender	q67	Dichotomous	1=Female; 0=Male	CIRCLE
Asian	q65a	Dummy	1=Asian	CIRCLE
Black	q65b	Dummy	1=Black	CIRCLE
Hispanic	q65c	Dummy	1=Hispanic	CIRCLE
Native American	q65d	Dummy	1= Native American	CIRCLE
Other	q65f	Dummy	1=Other	CIRCLE
<i>White=Reference category</i>				
Current Education				
High School Diploma/GED	hsged	Dummy	1=High School Diploma/GED	CIRCLE
Some college but no 4-year degree	somecollege	Dummy	1=Some college but no 4-year degree	CIRCLE
Bachelor's Degree	bachelors	Dummy	1=Bachelor's Degree	CIRCLE
Post-graduate studies	masters	Dummy	1=Post-graduate Studies	CIRCLE
<i><Less than HS Diploma=Reference category</i>				
Marital Status				
Married	q69a	Dummy	1=Never married	CIRCLE
Widowed	q69c	Dummy	1=Widowed	CIRCLE
Divorced	q69d	Dummy	1=Divorced	CIRCLE
Separated	q69e	Dummy	1=Separated	CIRCLE
Partnered, not married	q69f	Dummy	1=Partnered, not married	CIRCLE
<i>Never married=Reference category</i>				
Living Status	q70r	Dichotomous	1=Live alone; 0 =Live with someone	CIRCLE
Neighborhood Tenure:				
2 < 5 years	q68b	Dummy	1 = 2 < 5 years	CIRCLE
5 < 10 years	q68c	Dummy	1 = 5 < 10 years	CIRCLE
10 < 20 years	q68d	Dummy	1 = 10 < 20 years	CIRCLE
20 years or more	q68e	Dummy	1 = 20 years or more	CIRCLE
<i>< 2 years=Reference category</i>				
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	CIRCLE
Income	q80r	Dichotomous	1 = Total household income is \geq \$50,000; 0 = Total household income <\$50,000	CIRCLE
Family spend time volunteering	q74	Dichotomous	1=Yes; 0=No	CIRCLE
Frequency of family political discussions when growing up	q75r	Dichotomous	1=Very often or sometimes; 0=Rarely or never	CIRCLE
Religion:				
Denomination	q81c	Dichotomous	1=Catholic; 0=Not Catholic	CIRCLE
Born again/Evangelical Christian	q81e	Dichotomous	1=Born again/Evangelical Christian; 0=Not Born again/Evangelical	CIRCLE

Predicting Voting Behavior:

Controlling for other factors, were City Year alumni more likely to vote in the 2000 Presidential election than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Whether voted in 2000 presidential election	q33ar2	Dichotomous	1=Voted in 2000 P election; 0=Did not vote in 2000 P election (eligible voter)	CIRCLE
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	CIRCLE
Age squared	q66	Continuous	Age of respondent squared	CIRCLE
Gender	q67	Dichotomous	1=Female; 0=Male	CIRCLE
Asian	q65a	Dummy	1=Asian	CIRCLE
Black	q65b	Dummy	1=Black	CIRCLE
Hispanic	q65c	Dummy	1=Hispanic	CIRCLE
Native American	q65d	Dummy	1= Native American	CIRCLE
Other	q65f	Dummy	1=Other	CIRCLE
<i>White=Reference category</i>				
Current Education				
High School Diploma/GED	hsGED	Dummy	1=High School Diploma/GED	CIRCLE
Some college; no 4-yr. degree	somecollege	Dummy	1=Some college but no 4-year degree	CIRCLE
Bachelor's Degree	bachelors	Dummy	1=Bachelor's Degree	CIRCLE
Post-graduate studies	masters	Dummy	1=Post-graduate Studies	CIRCLE
<i><Less than HS Diploma=Reference category</i>				
Marital Status				
Married	q69a	Dummy	1=Never married	CIRCLE
Widowed	q69c	Dummy	1=Widowed	CIRCLE
Divorced	q69d	Dummy	1=Divorced	CIRCLE
Separated	q69e	Dummy	1=Separated	CIRCLE
Partnered, not married	q69f	Dummy	1=Partnered, not married	CIRCLE
<i>Never married=Reference category</i>				
Living Status	q70r	Dichotomous	1=Live alone; 0 =Live with someone	CIRCLE
Neighborhood Tenure:				
2 < 5 years	q68b	Dummy	1 = 2 < 5 years	CIRCLE
5 < 10 years	q68c	Dummy	1 = 5 < 10 years	CIRCLE
10 < 20 years	q68d	Dummy	1 = 10 < 20 years	CIRCLE
20 years or more	q68e	Dummy	1 = 20 years or more	CIRCLE
<i>< 2 years=Reference category</i>				
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	CIRCLE
Income	q80r	Dichotomous	1 = Total household income is ≥\$50,000 or 0 = Total household income is < \$50,000	CIRCLE
Family spend time volunteering	q74	Dichotomous	1=Yes; 0=No	CIRCLE
Frequency of family political discussions when growing up	q75r	Dichotomous	1=Very often or sometimes; 0=Rarely or never	CIRCLE
Religion:				
Denomination	q81c	Dichotomous	1=Catholic; 0=Not Catholic	CIRCLE
Born again/Evangelical Christian	q81e	Dichotomous	1=Born again/Evangelical Christian; 0=Not Born again/Evangelical	CIRCLE

Predicting Propensity to Make Political Contributions:

Controlling for other factors, are City Year alumni more likely to make a monetary contribution to a political campaign—to an individual candidate; a party, group, or PAC; or another organization that supports candidates—than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Monetary contribution to a political campaign	q34d (q34a&b)	Dichotomous	1=Yes; 0=No	NES 2002
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	NES 2002
Age squared	q66	Continuous	Age of respondent squared	NES 2002
Gender	q67	Dichotomous	1=Female; 0=Male	NES 2002
Asian	q65a	Dummy	1=Asian	NES 2002
Black	q65b	Dummy	1=Black	NES 2002
Hispanic	q65c	Dummy	1=Hispanic	NES 2002
Native American or Other <i>White=Reference category</i>	q65df	Dummy	1=Native American or Other	NES 2002
Current Education	curreduc3	Dichotomous	1=Bachelor's degree or more; 0=Less than Bachelor's degree	NES 2002
Marital Status	q69	Dichotomous	1=Married; 0=Not married	NES 2002
Neighborhood Tenure	q68	Dichotomous	1=Lived in neighborhood less than 5 years; 0=Lived in neighborhood 5 or more years	NES 2002
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	NES 2002
Income	q80r	Dichotomous	1 = Total household income is \$50,000 or more; 0 = Total household income is less than \$50,000	NES 2002
Religion:				
Frequency of attendance at religious services	q81ar	Dichotomous	1 = attend religious services frequently (once a month or more); 0 = Do not attend religious services frequently	NES 2002
Denomination	q81c	Dichotomous	1 = Catholic; 0=Not Catholic	NES 2002

Predicting Political Expression:

Controlling for other factors, do City Year alumni engage in acts of political expression (*contacting a newspaper, magazine or talk show to express their opinion on an issue; taking part in a protest; marching or demonstrating; signing a petition, buying or not buying something, working as a canvasser*) more often than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Political Expression II	q36s	Scale	0-5 points	CIRCLE
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	CIRCLE
Age squared	q66	Continuous	Age of respondent squared	CIRCLE
Gender	q67	Dichotomous	1=Female; 0=Male	CIRCLE
Asian	q65a	Dummy	1=Asian	CIRCLE
Black	q65b	Dummy	1=Black	CIRCLE
Hispanic	q65c	Dummy	1=Hispanic	CIRCLE
Native American	q65d	Dummy	1= Native American	CIRCLE
Other	q65f	Dummy	1=Other	CIRCLE
White=Reference category				
Current Education				
High School Diploma/GED	hsged	Dummy	1=High School Diploma/GED	CIRCLE
Some college but no 4-year degree	somecollege	Dummy	1=Some college but no 4-year degree	CIRCLE
Bachelor's Degree	bachelors	Dummy	1=Bachelor's Degree	CIRCLE
Post-graduate studies	masters	Dummy	1=Post-graduate Studies	CIRCLE
<Less than HS Diploma=Reference				
Marital Status				
Married	q69a	Dummy	1=Never married	CIRCLE
Widowed	q69c	Dummy	1=Widowed	CIRCLE
Divorced	q69d	Dummy	1=Divorced	CIRCLE
Separated	q69e	Dummy	1=Separated	CIRCLE
Partnered, not married	q69f	Dummy	1=Partnered, not married	CIRCLE
Never married=Reference category				
Living Status	q70r	Dichotomous	1=Live alone; 0 =Live with someone	CIRCLE
Neighborhood Tenure:				
2 < 5 years	q68b	Dummy	1 = 2 < 5 years	CIRCLE
5 < 10 years	q68c	Dummy	1 = 5 < 10 years	CIRCLE
10 < 20 years	q68d	Dummy	1 = 10 < 20 years	CIRCLE
20 years or more	q68e	Dummy	1 = 20 years or more	CIRCLE
< 2 years=Reference category				
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	CIRCLE
Income	q80r	Dichotomous	1 = Total household income is \geq \$50,000; 0 = Total household income is < \$50,000	CIRCLE
Family spend time volunteering	q74	Dichotomous	1=Yes; 0=No	CIRCLE
Frequency of family political discussions when growing up	q75r	Dichotomous	1=Very often or sometimes; 0=Rarely/never	CIRCLE
Religion:				
Denomination	q81c	Dichotomous	1=Catholic; 0=Not Catholic	CIRCLE
Born again/Evangelical Christian	q81e	Dichotomous	1=Born again/Evangelical Christian; 0=Not Born again/Evangelical	CIRCLE

Predicting Volunteerism I:

Controlling for other factors, are City Year alumni more likely to have volunteered in the last 12 months than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Volunteerism	q39eq3r	Dichotomous	1 = Yes, volunteered in the last 12 months; 0 = No, did not volunteer in the last 12 months	CIRCLE
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	CIRCLE
Age squared	q66	Continuous	Age of respondent squared	CIRCLE
Gender	q67	Dichotomous	1=Female; 0=Male	CIRCLE
Asian	q65a	Dummy	1=Asian	CIRCLE
Black	q65b	Dummy	1=Black	CIRCLE
Hispanic	q65c	Dummy	1=Hispanic	CIRCLE
Native American	q65d	Dummy	1= Native American	CIRCLE
Other	q65f	Dummy	1=Other	CIRCLE
<i>White=Reference category</i>				
Current Education				
High School Diploma/GED	hsged	Dummy	1=High School Diploma/GED	CIRCLE
Some college but no 4-year degree	somecollege	Dummy	1=Some college but no 4-year degree	CIRCLE
Bachelor's Degree	bachelors	Dummy	1=Bachelor's Degree	CIRCLE
Post-graduate studies	masters	Dummy	1=Post-graduate Studies	CIRCLE
<i><Less than HS Diploma=Reference category</i>				
Marital Status				
Married	q69a	Dummy	1=Never married	CIRCLE
Widowed	q69c	Dummy	1=Widowed	CIRCLE
Divorced	q69d	Dummy	1=Divorced	CIRCLE
Separated	q69e	Dummy	1=Separated	CIRCLE
Partnered, not married	q69f	Dummy	1=Partnered, not married	CIRCLE
<i>Never married=Reference</i>				
Living Status	q70r	Dichotomous	1=Live alone; 0 =Live with someone	CIRCLE
Neighborhood Tenure:				
2 < 5 years	q68b	Dummy	1 = 2 < 5 years	CIRCLE
5 < 10 years	q68c	Dummy	1 = 5 < 10 years	CIRCLE
10 < 20 years	q68d	Dummy	1 = 10 < 20 years	CIRCLE
20 years or more	q68e	Dummy	1 = 20 years or more	CIRCLE
<i>< 2 years=Reference category</i>				
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	CIRCLE
Income	q80r	Dichotomous	1 = Total household income is ≥\$50,000; 0 = Total household income is <\$50,000	CIRCLE
Family spend time volunteering	q74	Dichotomous	1=Yes; 0=No	CIRCLE
Frequency of family political discussions when growing up	q75r	Dichotomous	1=Very often or sometimes; 0=Rarely or never	CIRCLE
Religion:				
Denomination	q81c	Dichotomous	1=Catholic; 0=Not Catholic	CIRCLE
Born again/Evangelical Christian	q81e	Dichotomous	1=Born again/Evangelical Christian; 0=Not Born again/Evangelical	CIRCLE

Predicting Volunteerism II:

Controlling for other factors, do City Year alumni volunteer for a wider variety of organizations or groups (e.g., religious, political, environmental, etc.) than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Volunteerism	q39s (q39a-f)	Scale	0-6 points	CIRCLE
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	CIRCLE
Age squared	q66	Continuous	Age of respondent squared	CIRCLE
Gender	q67	Dichotomous	1=Female; 0=Male	CIRCLE
Asian	q65a	Dummy	1=Asian	CIRCLE
Black	q65b	Dummy	1=Black	CIRCLE
Hispanic	q65c	Dummy	1=Hispanic	CIRCLE
Native American	q65d	Dummy	1= Native American	CIRCLE
Other	q65f	Dummy	1=Other	CIRCLE
<i>White=Reference category</i>				
Current Education				
High School Diploma/GED	hsged	Dummy	1=High School Diploma/GED	CIRCLE
Some college but no 4-year degree	somecollege	Dummy	1=Some college but no 4-year degree	CIRCLE
Bachelor's Degree	bachelors	Dummy	1=Bachelor's Degree	CIRCLE
Post-graduate studies	masters	Dummy	1=Post-graduate Studies	CIRCLE
<i><Less than HS Diploma=Reference category</i>				
Marital Status				
Married	q69a	Dummy	1=Never married	CIRCLE
Widowed	q69c	Dummy	1=Widowed	CIRCLE
Divorced	q69d	Dummy	1=Divorced	CIRCLE
Separated	q69e	Dummy	1=Separated	CIRCLE
Partnered, not married	q69f	Dummy	1=Partnered, not married	CIRCLE
<i>Never married=Reference category</i>				
Living Status	q70r	Dichotomous	1=Live alone; 0 =Live with someone	CIRCLE
Neighborhood Tenure:				
2 < 5 years	q68b	Dummy	1 = 2 < 5 years	CIRCLE
5 < 10 years	q68c	Dummy	1 = 5 < 10 years	CIRCLE
10 < 20 years	q68d	Dummy	1 = 10 < 20 years	CIRCLE
20 years or more	q68e	Dummy	1 = 20 years or more	CIRCLE
<i>< 2 years=Reference category</i>				
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	CIRCLE
Income	q80r	Dichotomous	1 = Total household income is ≥\$50,000; 0 = Total household income is < \$50,000	CIRCLE
Family spend time volunteering	q74	Dichotomous	1=Yes; 0=No	CIRCLE
Frequency of family political discussions when growing up	q75r	Dichotomous	1=Very often or sometimes; 0=Rarely or never	CIRCLE
Religion:				
Denomination	q81c	Dichotomous	1=Catholic; 0=Not Catholic	CIRCLE
Born again/Evangelical Christian	q81e	Dichotomous	1=Born again/Evangelical Christian; 0=Not Born again/Evangelical	CIRCLE

Predicting Social Capital:

Controlling for other factors, do City Year alumni have higher levels of social capital than similarly situated members of the national population?

	Variable Name	Type	Definition	Source
Dependent Variable				
Social Capital	scapital (q33ar2+q34s+ q35r+q39eq3r+q46r+media+ q54s + q55s + socialattitudes)	Index	0-30	NES 2002
Independent Variables				
<i>Demographics and Family Background</i>				
Age	q66	Continuous	Age of respondent	NES 2002
Age squared	q66	Continuous	Age of respondent squared	NES 2002
Gender	q67	Dichotomous	1=Female; 0=Male	NES 2002
Asian	q65a	Dummy	1=Asian	NES 2002
Black	q65b	Dummy	1=Black	NES 2002
Hispanic	q65c	Dummy	1=Hispanic	NES 2002
Native American or Other <i>White=Reference category</i>	q65df	Dummy	1=Native American or Other	NES 2002
Current Education	curreduc3	Dichotomous	1=Bachelor's degree or more; 0=Less than Bachelor's degree	NES 2002
Marital Status	q69	Dichotomous	1=Married; 0=Not married	NES 2002
Neighborhood Tenure	q68	Dichotomous	1=Lived in neighborhood less than 5 years; 0=Lived in neighborhood 5 or more years	NES 2002
Employment	q25r	Dichotomous	1 = Working for pay; 0 = Not working for pay	NES 2002
Income	q80r	Dichotomous	1 = Total household income is \$50,000 or more; 0 = Total household income is less than \$50,000	NES 2002
Religion: Frequency of attendance at religious services	q81ar	Dichotomous	1 = attend religious services frequently (once a month or more); 0 = Do not attend religious services frequently	NES 2002
Denomination	q81c	Dichotomous	1 = Catholic; 0=Not Catholic	NES 2002

