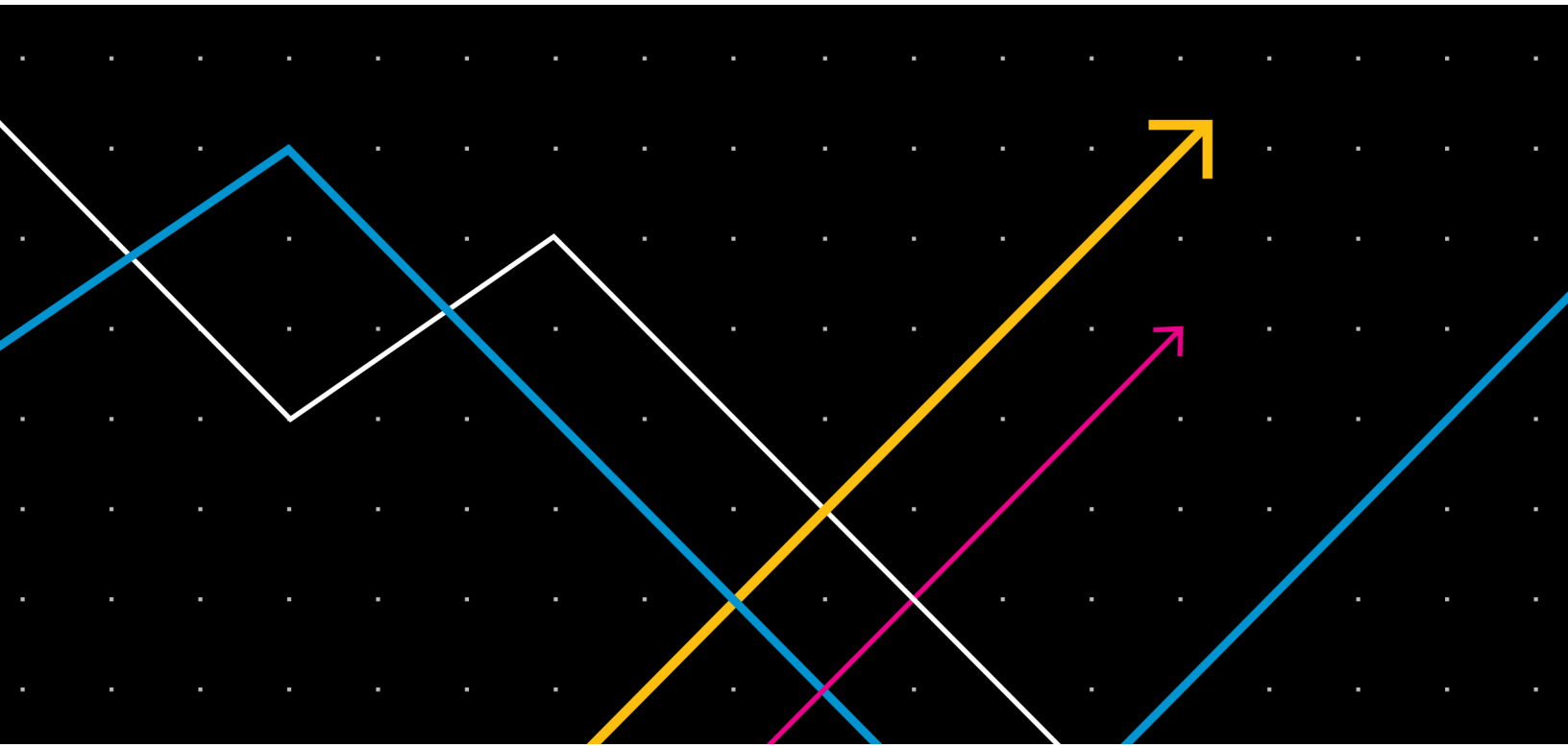

RESEARCH REPORT

Evaluation of the Urban Alliance High School Internship Program

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Executive Summary

Various programs and support services exist across the US to connect young people from disadvantaged communities to college resources and employment opportunities to help them succeed. However, many of these programs and services have not conducted external evaluations and the evaluations that have been completed contain mixed results.

In 2016, Urban Alliance commissioned the Urban Institute to conduct a second impact and process evaluation 1 of its High School Internship Program, funded through an Investing in Innovation (i3) grant from the US Department of Education. Urban Alliance is a national nonprofit that partners with schools, employers, government, and philanthropy to increase equitable access to economic opportunity among young people from underserved communities who are predominantly students of color. For 25 years, the High School Internship Program, Urban Alliance's flagship program, – has provided high school seniors at risk of disconnecting from economically self-sufficient pathways with soft skills and digital literacy training, mentoring, career exposure, and paid internships to support their post–graduation transition to college, a living wage job, or career training program. Urban Alliance operates in Washington, DC, Montgomery Country, Northern Virginia, Baltimore, Chicago, and Detroit.

This report presents findings from the expanded four-site impact and process evaluation of the internship program. During this evaluation, we examine two cohorts participating in the program during the 2016–17 and 2018–18 school years with the aim to see if the program leads to increases in students' educational attainment, as well as economic self-sufficiency and skill development. This evaluation follows the first randomized controlled trial (RCT) that Urban Alliance commissioned the Urban Institute to conduct in 2011. That two-site RCT evaluated the High School Internship Program in Baltimore and Washington, DC, and was funded by the Corporation for National and Community Service's Social Innovation Fund. The first RCT found positive impacts on high school graduation and college attendance for male students in addition to college enrollment for students with mid-level grade point averages (GPAs) between 2.0 and 3.0. These effects were not as strong or not present for young women (Theodos et al. 2014; 2016; 2017).

Evaluating the High School Internship Program

Urban Alliance's organizational goals center around "empowering economically disadvantaged youth to aspire, work, and succeed." The four core components of its High School Internship Program model are

skills training, paid work-based learning experiences, mentoring, and wrap-around support, including continued coaching for program alumni. Urban Alliance targets its flagship internship program to high school seniors in select public schools and public charter schools in underserved communities who are at risk of disconnecting from an economically self-sufficient pathway (i.e., college, living wage work, or career training) after high school graduation. Many of these students are "middle-of-the-road" students with GPAs between 2.0 and 3.0. The High School Internship Program, however, does not restrict program eligibility to this group.

This RCT was designed to answer four research questions about the High School Internship Program:

1. Do young people who participate in the Urban Alliance program subsequently exhibit stronger hard and soft skills?
2. Does the Urban Alliance program lead to increased rates of college enrollment and persistence for participants?
3. Do Urban Alliance participants subsequently have higher rates of employment and earnings after high school graduation?
4. Are Urban Alliance participants more likely to be "connected"—either in college or employed—after high school?

Additionally, we explore changes in college preparation, high school achievement, employment earnings, hours worked, and savings.

What We Learned

We set out to estimate the impact of the Urban Alliance internship program on education and job preparation, college enrollment, and employment for its participants. For each outcome below, we took into account differences between participants at the time of application and differences in participants' academic experiences.

High School Outcomes

To determine how Urban Alliance affects high school performance, we examined suspensions and graduation rates of participants, relative to the comparison group. Across all participants, we found no statistically significant effect on either of these outcomes.

Education Preparation

We wanted to know how well Urban Alliance improves preparation for college. We examined whether participants took the SAT or ACT, whether they filled out a Free Application for Federal Student Aid (FAFSA), how comfortable they felt with the FAFSA and scholarship application processes, whether they applied to college, and whether they applied to a two- or four-year college. Combining participants across all regions, we found that Urban Alliance led to a rise in applications to two-year colleges but no increase in college applications overall and no change in the other education-preparation outcomes that we examined. Young people in both the treatment and control groups took the SAT or ACT at similarly high rates. They also filled out the FAFSA at similar rates and reported similar levels of comfort with FAFSA and scholarships. Although participants in the treatment group were more likely to apply to two-year colleges than those in the control group, they were no more likely to apply to four-year colleges.

College Enrollment and Persistence

We examined Urban Alliance's impact on college enrollment and persistence, identifying whether participants attended college and what type of school. We examined persistence in college by identifying which students enrolled in a second semester, completed a full year, or completed two years. Using the full group of young people in the study, we found no statistically significant effects on college enrollment or persistence.

College Quality

To examine Urban Alliance's impact on the characteristics of the colleges that participants attended, we looked at three measures of school quality: the 75th percentile of admitted student SAT scores, retention rate, and graduation rate—across all participants. We found no effects on these measures of college quality.

Job Preparation

We evaluated job preparation using three measures based on a survey of youth participants. The first, "job application comfort," is the average reported comfort level for writing a cover letter or résumé, completing a job application, asking someone to serve as a reference, and being interviewed for a job. The second, "hard skills comfort," is based on reported comfort with performing general office work.

And the third, "soft skills comfort," is the average reported comfort level for speaking with and writing emails to professionals, giving a presentation, dressing professionally, completing work assignments on time, and getting to work on time.

We find that Urban Alliance increased participants' job preparation across all three measures. Participants in both the treatment and control groups expressed high levels of comfort with job applications, hard skills, and soft skills with average responses falling between "somewhat" and "very" comfortable for each. The results showed increases in job application comfort, hard skills comfort, and soft skills comfort for program participants.

Employment and Savings

To understand employment and economic impact, we asked study participants in a survey whether they had a job, whether they had a checking or savings account, and how much money they had saved. We find that Urban Alliance increased the share of young people with a job and the share with a checking or savings account. At the time of the follow-up survey, Urban Alliance High School Internship Program alumni had saved more money than the control group ($927 on average as opposed to $663), though this large variation of savings is not statistically significant.

Connection

A primary goal of the Urban Alliance program is to ensure that participants remain connected to an economically self-sufficient pathway (i.e., college, living wage work, or continued career training) after the program ends. We examined connection on May 1st the year following the program. We do not find evidence that Urban Alliance increased connection to these pathways among the young people it served. Participants in the internship program were about 7 percentage points more likely to have a job than the control group. This increase, however, appears driven by an increase in young people who were both working and going to school. We found high levels of connection among the control group. Seventy-three percent of the control group went to college and 87 percent remained connected one-year post-program.

Impacts by Region

We disaggregated the sample by region and estimated the program's effects on education and employment for each region. Small sample sizes, especially for Baltimore and Northern Virginia, make it challenging to draw many conclusions. Even with that caveat, however, some notable differences arise. The Baltimore region shows evidence of college progress. We do not, however, find increases in connection to economically self-sufficient pathways in any region.

Education Outcomes by Region

We looked at impacts in college preparation by region. In Baltimore, Urban Alliance appeared to make participants less likely to take the SAT or ACT. We did not find statistically significant effects on the likelihood of participants taking the SAT or ACT in Chicago, Northern Virginia, or Washington, DC.

We see no effects on applying to college in any region and no effects on applying to four-year colleges. We do, however, see an increase in applications to two-year colleges in Washington, DC. The estimated effect on the overall likelihood of applying to college was not statistically significant. Among the treatment group, 93 percent applied to college with 88 percent applying to a four-year college and 41 percent applying to a two-year college.

Turning to college enrollment, we do not see any large effects either overall or for four-year or two-year schools in any region. We do, however, find increases in the share of Baltimore Urban Alliance alumni who completed one year of college and who completed two years of college.

We also see evidence of impacts on college quality and persistence for participants in Baltimore. Participants in Baltimore attended colleges with higher SAT scores and graduation rates. Across Washington, DC, Chicago, and Northern Virginia, we do not see any consistent patterns or significant effects.

Employment and Savings Outcomes by Region

We estimate that Urban Alliance has a positive effect on job application comfort in Baltimore, Northern Virginia, and Washington, DC. We also estimate statistically significant effects on hard skills comfort in Chicago and Washington, DC. Examining comfort with soft skills, we see statistically significant effects in Northern Virginia and Washington, DC, but rule out large effects in Baltimore and Chicago.

The full group positive effect for employment appears relatively consistent across regions but was only statistically significant in Washington, DC.

Examining bank accounts and the accumulation of savings, we see that Urban Alliance in Northern Virginia and Baltimore led to an increased likelihood of having a checking or savings account. In Baltimore, we also see an increase in savings of around $1,300. We do not see large or statistically significant increased savings in any of the other regions. Looking across the control groups, we see that the baseline level of savings varied by a large amount across regions, ranging from an average of $310 in Baltimore to an average of $1,308 in Northern Virginia.

Impacts by Gender

In our previous two-site study, we found considerable differences in outcomes by gender. That RCT found increased high school graduation rates, increases in college applications, and increases in college enrollment among male participants but not female participants. In this expanded study, we find general alignment in impact of Urban Alliance separately for male and female participants.

Education Outcomes by Gender

As with the full group result, we do not find a program impact for females or males on the likelihood of taking the SAT or ACT, filling out the FAFSA, or comfort with the FAFSA and scholarship applications among either male or female participants. Female participants in the Urban Alliance program were somewhat less likely to be suspended senior year.

Among female participants, Urban Alliance appears to have reduced the likelihood of applying to four-year colleges by about 7 percentage points. Even with this estimated effect, 82 percent of female participants in the treatment group applied to a four-year college. We find no effects on college applications among male participants.

As with the full group results, we find no statistically significant effects on college enrollment overall for female participants. Male participants were less likely to attend a two-year college by a statistically significant margin. Male participants were more likely to attend a four-year college and less likely to attend college overall, but neither of these differences were statistically significant.

As with the full group results, we find no effects on the SAT scores, retention rates, and graduation rates of both male and female participants' colleges. And, mirroring the full group results, we also estimate no effects on college persistence among either male or female participants.

Employment and Savings Outcomes by Gender

Urban Alliance's impact on job application comfort, hard skills comfort, and soft skills comfort does not appear to differ between male and female participants—nor do we estimate different impacts on the probability of having a job.

The increase in likelihood of having a checking or savings account, however, appears only among female participants. We do not find statistically significant increases in savings for either male or female participants.

Impacts by GPA

We also disaggregated the sample cohort by GPA and estimated the program's effects separately for participants with GPAs between 2.0 and 3.0 and for participants with GPAs of 3.0 or higher. There were only 57 young people in the study with GPAs below 2.0 (and only 15 in the control group), so we did not estimate treatment effects for that subgroup.

Education Outcomes by GPA

As with the full group result, we find no effects on taking the SAT or ACT, likelihood of filling out the FAFSA, or comfort with the FAFSA and applying for scholarships for either participants with GPAs between 2.0 and 3.0 or for participants with GPAs of 3.0 or higher.

Young people with a GPA between 2.0 and 3.0 were less likely to attend college, and specifically less likely to attend a two-year school after participating in Urban Alliance. However, young people with a GPA of 3.0 or higher were more likely to attend college and more likely to specifically attend a two-year school.

Employment and Savings Outcomes by GPA

As with the full group result, we see impacts for both GPA groups on job application comfort. We find improvement in comfort with hard skills for participants with GPAs of 3.0 or greater, but not with GPAs between 2.0 and 3.0. Urban Alliance's effect on comfort with soft skills is not statistically significant for either GPA group. We do not find differences between these two groups in Urban Alliance's impact on employment, the likelihood of having a checking or savings account, or money accumulated.

Introduction

Young people can benefit substantially from support and mentoring to succeed in their post–high school years. Support can come in many different forms—from family, friends, mentors, and schools, as well as from nonprofit organizations whose work complements these support systems. Urban Alliance is a national, evidence-based nonprofit that partners with schools, employers, government, and philanthropy to increase equitable access to economic opportunity among young people from underserved communities who are predominantly students of color. For 25 years, the High School Internship Program – Urban Alliance's flagship program – has provided high school seniors at risk of disconnecting from economically self-sufficient pathways with soft skills and digital literacy training, mentoring, career exposure, and paid internships to support their post–graduation transition to college, a living wage job, or career training program. Urban Alliance operates in Washington, DC, Montgomery Country, Northern Virginia, Baltimore, Chicago, and Detroit.[2]

Students in areas served by Urban Alliance encounter both circumstantial and institutional barriers to achieving their post–high school goals. These emerge from and reflect historical patterns of disenfranchisement and exclusion. For example, in each jurisdiction a varying number of children and young people under age 18 live in households where incomes fall below the federal poverty level, though the percentage varies by region. In Baltimore, this is the case for 31 percent of children and young people under 18, 27 percent in Chicago, 25 percent in Washington, DC, 19 percent in Alexandria, and 7 percent in Arlington.[3] Some young people in these cities experience challenges in academics, which has implications for lifetime earnings. Six percent of adults in Arlington and 7 percent in Alexandria do not have a high school diploma or equivalency; this rate was 15 percent for Baltimore and Chicago and 9 percent in Washington, DC.[4]

In 2011, Urban Alliance commissioned the Urban Institute to conduct a two-site randomized controlled trial (RCT) to evaluate its High School Internship Program in Baltimore and Washington, DC. That evaluation, funded by the Corporation for National and Community Service's Social Innovation Fund, found positive statistically significant impacts on high school graduation and college attendance for male students in addition to college enrollment for students with mid-level GPAs between 2.0 and 3.0. These effects were not as strong or not present for young women (Theodos et al. 2014; 2016; 2017). In 2016, Urban Alliance commissioned the Urban Institute to conduct a second impact and process evaluation of its High School Internship Program, funded through an i3 award. This evaluation, expanding in scope to a four-site RCT with the addition of sites in Chicago and Northern Virginia, examines two cohorts participating in the program during the 2016–17 and 2017–18 program years.

This RCT aims to see if the program leads to increases in students' educational attainment, as well as economic self-sufficiency and skill development.

This report presents findings from the four-site impact and process evaluation. In this report, we estimated the impact of the Urban Alliance internship program on education and job preparation, college enrollment, and employment. For a detailed description of the implementation of the Urban Alliance internship program during the 2016–17 and 2017–18 school years, see Theodos et al. (2021).

Urban Alliance High School Internship Program Model

Young people from underserved communities, who are predominantly young people of color, face systemic barriers to equitably accessing opportunities for higher education and employment after high school. Programs and services like Urban Alliance connect young people in need of additional support to college resources and employment opportunities. Many other programs and models are available across the US, as well as a robust research literature about some of these efforts that serve as a comparison for Urban Alliance's High School Internship Program. We review what is known about other programs and supports for young people in our baseline and process study of the Urban Alliance High School Internship Program (Theodos et al. 2021).

The goal of the Urban Alliance model is "empowering economically-disadvantaged youth to aspire, work, and succeed."[5] The High School Internship Program is designed to accomplish this through workplace skills training, exposure to professional work and mentorship, support from dedicated case managers, and continued access to resources and support for program alumni. This section describes the program's target population, its logic model, and its program components.

Target Population, Recruitment, and Logic Model

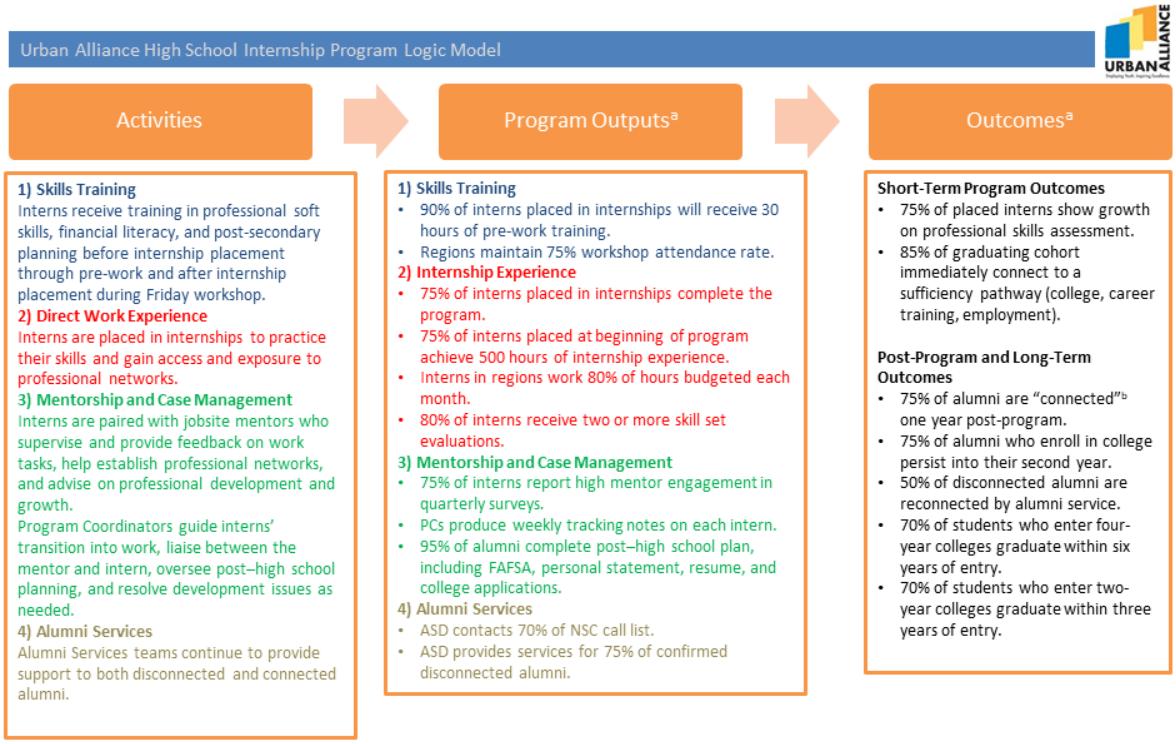
The High School Internship Program targets high school seniors in select public schools and public charter schools in underserved communities who are at risk of disconnecting from an economically self-sufficient pathway (i.e., college, living wage work, or career training) after high school graduation. Many of these students are "middle-of-the-road" students with GPAs between 2.0 and 3.0. The HSIP, however, does not restrict program eligibility to this group. Participants also need to have enough course credits to qualify for an early-release schedule, allowing them to participate in an internship in the afternoon. Programs in each region start student recruitment in the spring of students' junior year and continue into the fall of their senior year.

Urban Alliance first developed a full logic model for its flagship High School Internship Program in 2007 and has made refinements over time (Winkler, Theodos, and Grosz 2009). Figure 1 details Urban Alliance's key activities, along with expected outputs and outcomes from each activity. This model

reflects organizational expectations during the 2016–17 and 2017–18 program years, when the cohorts examined in this evaluation participated in the program.

FIGURE 1

Urban Alliance High School Internship Program Logic Model



Source: Urban Alliance.
Notes: ASD = alumni services department; FAFSA = Free Application for Federal Student Aid; NSC = National Student Clearinghouse; PC = program coordinators; ROI = return on investment.
[a] Outputs and outcomes for interns are targets among interns placed at job sites, and those for alumni are targets among interns who complete an internship.
[b] "Connected" means involved in education and/or employment.

Program Components

The four core components of its HSIP model are skills training, paid work-based learning experiences, mentoring, and wrap-around support, including continued coaching for program alumni.

- **Skills training.** Participating seniors attend mandatory training sessions that begin in the fall and run through late July, starting with *prework* trainings that help prepare young people for work in a professional setting before their internships, focused on both soft and hard skills. Soft skills include speaking with and writing emails to professionals, making presentations, dressing

professionally, completing work assignments on time, and getting to work on time whereas hard skills include performing general office work, like learning how to use Microsoft Excel, making photocopies, and filing papers. Prework trainings were typically held after school four days a week, usually lasting one to two hours for three to six weeks and ending before the start of internships. Once internships begin in late fall or early winter, interns are required to attend Friday afternoon workshops that focus on life skills and post–high school planning. Workshops lasted one to two hours during the school year and a half-day after the end of the school year. Some workshop time is set aside for young people to prepare for the Public Speaking Challenge event at the end of the program, during which young people make presentations on their internship experiences and post–high school plans before a panel of volunteer judges. Other workshop sessions dedicate time to college planning, including steps to prepare for the FAFSA and take the SAT or ACT.

- **Paid work-based learning experiences.** Urban Alliance places students in paid internships with local employers, accounting for students' interests, skills, and personal situations. Students work at their internships after school Monday through Thursday during the school year and then full days Monday through Thursday during the summer after graduation until the end of the program. Most students are paid by Urban Alliance, while some employers pay students directly. Urban Alliance places young people across several job sectors, including corporate, government, and nonprofit organizations, and most interns work in office settings. Interns have opportunities to gain hard skills needed for specific industries and soft skills needed to succeed in most professional settings.
- **Mentoring and wrap-around support.** Young people are assigned job mentors or supervisors who are employees at their internship sites. These employees are responsible for advancing their interns' professional skills by assigning tasks and providing feedback, both to their interns and to Urban Alliance on interns' performance at work. The program model also includes program coordinators—frontline staff at Urban Alliance—who plan and operate training workshops, provide dedicated support to a caseload of students, and track youth performance indicators to target support, enforce program requirements, and award merit-based hourly wage increases to interns. All young people are expected to check in with their Urban Alliance program coordinator at least weekly, and program coordinators provide post–high school planning support through one-on-one meetings with each young person two to three times a year. Program coordinators also arrange three site visits with each intern on their caseloads, so their job mentors can meet with the intern and program coordinator together. Young people can be terminated from the program if they fail to meet goals for improvement.

- **Alumni services.** Urban Alliance's alumni services staff offer support to prevent college attrition and connect alumni to employment opportunities. These services became a more formalized program component in each region beginning in the 2016–17 program year, overseen by a national alumni services director and full-time regional alumni services directors. Alumni services directors proactively pulled college enrollment information twice a year from the National Student Clearinghouse (NSC) – which maintains information on college enrollment for most colleges in the United States, including individual-level data on date of enrollment and completion of each semester for each institution an individual attended – to help those alumni who did not appear as enrolled pursue work or education. They also sent out monthly newsletters with professional resources and opportunities to stay engaged with Urban Alliance. Alumni could also go to their regional Urban Alliance office for support related to job searches, interview preparation, skills training, and time management.

Evaluation Design

This evaluation represents the second RCT evaluation of Urban Alliance. RCTs are experiments in which participants are randomly assigned to either a treatment or control group. The treatment group receives an intervention or an opportunity to participate and the control group does not. Researchers then compare outcomes between the two groups. In this experiment, the Urban Alliance internship program was offered to some, but not all, of the young people who expressed interest in participating.

The first RCT evaluation of the Urban Alliance (Theodos et al. 2017) examined the impact of the program in Washington, DC and Baltimore during the 2011–12 and 2012–13 program years. The evaluation found that participation in the Urban Alliance internship program increased participating young people's self-reported comfort with filling out the FAFSA and applying for other scholarships, as well as increased comfort with both hard and soft skills. However, the impact on skills faded between the one- and two-year marks. The evaluation also found increased high school graduation rates, college applications, and college enrollment among male participants; and for participants with GPAs above 3.0, the internship program increased enrollment in two-year colleges. For participants with GPAs between 2.0 and 3.0, the program reduced enrollment in two-year colleges but increased enrollment in four-year colleges. For participants with GPAs below 2.0, college enrollment did not increase (by a statistically significant amount) but persistence—defined as finishing a two-year program or starting a third year—increased.

This evaluation serves as a replication and expansion study. We evaluate new participants across an expanded number of regions. In collaboration with Urban Alliance, we conducted randomization for the study of applicants in the 2016–17 and 2017–18 program years across four regions: the first regions of Washington, DC and Baltimore, along with the expansion regions of Northern Virginia and Chicago. In the remainder of this section, we define our research questions and detail our approach to random assignment, data collection, and analysis methods. A detailed discussion of the survey methodology is provided in appendix A.

Research Questions

This evaluation was designed to answer four research questions:

1. Do young people who participate in the Urban Alliance program subsequently exhibit stronger hard and soft skills?

2. Does the Urban Alliance program lead to increased rates of college enrollment and persistence for participants?
3. Do Urban Alliance participants subsequently have higher rates of employment and earnings after high school graduation?
4. Are Urban Alliance participants more likely to be "connected"—either in college or employed—after high school?

Additionally, we explore impacts on college preparation, high school achievement, employment earnings, hours worked, and savings.

Random Assignment

Given that Urban Alliance could not serve all interested young people, we assigned program applicants in Baltimore, Chicago, Northern Virginia, and Washington, DC at random to a treatment or control group. We included young people who expressed interest in the program over two program years to increase the sample size and the likelihood of detecting the impacts of the internship program if they exist.

First, Urban Alliance collected all applications for eligible young people from each high school. Then, the study team randomly assigned applicants separately in each high school. In Baltimore, Chicago, and Northern Virginia—and in DC for the 2016–17 program year—we randomly assigned two-thirds of all applicants to the treatment group and one-third to the control group. In DC, for the 2017–18 program year, we assigned three-quarters of all applicants to the treatment group to fill all available slots in the program. As part of the application, students gave researchers permission to collect or access data about them as well as permission to be contacted to complete a survey. Consent to participate in the study was not a requirement to receive Urban Alliance services and varied across study data sources (table 1). Urban Alliance invited those assigned to the treatment group to participate in the program, which began with mandatory prework training before assignment to an internship position. Urban Alliance did not invite young people in the control group to participate in the program.

TABLE 1

Share of Urban Alliance Applicants Who Consented to Data Collection

	All	Treatment	Control	Baltimore	Chicago	Northern Virginia	Washington, DC
High school transcripts (%)	84	85	82	83	81	81	89
National Student Clearinghouse (NSC) (%)	82	83	81	83	80	81	86
Program participation information from Urban Alliance (%)	87	87	87	87	85	85	90
Survey (%)	88	89	87	89	86	84	90
Number of young people	**1,435**	**981**	**454**	**331**	**509**	**155**	**440**

Source: Urban Alliance applicant consent forms.

Data Collection

This study incorporates quantitative data from the sources summarized below. To understand educational outcomes for young people, we collected student-level information on high school academic performance, college application, and college enrollment and persistence, as well as information on the high schools and postsecondary institutions young people attended. We also collected student-level data to assess their employment outcomes, primarily through a survey one year after high school graduation. Application and program data provided by Urban Alliance informed the characteristics of young people as well as their progression through the High School Internship Program. Although we focus on quantitative analyses in this report, we summarize some qualitative insights we discussed in our prior process study (Theodos et al. 2021).

Application Baseline Data

Urban Alliance staff gave all High School Internship Program applicants a 16-page application form to complete. The self-reported application requested detailed contact information, demographics, GPA, attendance record, coursework, extracurricular activities, goals, career interests, work history, household structure, family educational attainment, family receipt of public benefits, whether the applicant has children, and comfort levels with post–high school education planning, employment-seeking activities, employment skills, and communication skills. Applicants also submitted signed parent consent to participate in the research study and student assent forms.

Secondary High School Baseline Data

We collected aggregated, secondary data about the high schools attended by program applicants. We pulled school-level performance data for each school from the Urban Institute's Education Data Explorer. The Education Data Explorer incorporates multiple data sources, including the Integrated Postsecondary Education Data System (IPEDS), the Common Core of Data, the College Scorecard, and others. To understand the relative performance of schools attended by Urban Alliance young people, we gathered data from the US Department of Education's EDFacts Initiative, not only on the schools attended by study participants, but also about all schools in Illinois, Maryland, Virginia, and Washington, DC, to determine each school's percentile rank among schools in that state or district based on their average 10th-grade reading and math standardized test scores.

Additionally, we used data from the National Center for Education Statistics for school-level information on school size and racial composition. We linked these data on high school characteristics with Urban Alliance applicant records to better understand young people's educational environments, opportunities, and challenges.

Neighborhood Baseline Data

We relied on the American Community Survey (ACS) to provide data on neighborhood (defined as census tract) characteristics, including unemployment rates, poverty rates, and racial and ethnic composition. We matched study participant addresses to census tracts and accompanying indicators from the ACS 2014–18 five-year estimates.

Student-Level High School Data

We accessed student-level data from six school districts: Baltimore City Public Schools; Catalyst Schools and Chicago Public Schools in Chicago; DC Public Schools and DC Public Charter Schools; and Alexandria Public Schools in Northern Virginia. Data fields included GPA, attendance, suspensions, and other indicators such as whether students were in a special education program and whether they graduated high school. We were unable to access student-level data from Noble Network of Charter Schools in Chicago or Arlington Public Schools in Northern Virginia. For these students and others for whom data on GPA were missing from their transcripts, we used counselor-reported or student-reported GPAs from program applications. We excluded participants who attended Noble Network of Charter Schools and Arlington Public schools from analysis of impacts on high school outcomes.

Program Data

Urban Alliance provided program data on the two intern cohorts. These data included daily attendance at prework trainings and workshops, internship placement information, number of hours worked at internships, youth payment information, interaction with alumni services, information on post–high school plans (including colleges applied to and accepted by), information on Urban Alliance program costs, and the length of time Urban Alliance staff had a young person on their caseload. We relied on these indicators to define treatment status, intensity, and topics covered in prework and workshops.

Outcome Survey Data

We conducted surveys of the treatment and control groups in both study cohorts to collect data on their educational, employment, and well-being outcomes. From the total sample of 1,435 participants, 1,261 young people (88 percent) consented to be surveyed with about 87 percent of the treatment group (n = 855) and 89 percent of the control group (n = 406) consenting to the survey. Research Support Services (RSS) first tried to contact those study participants by email, informing them about the online survey and offering a $50 gift card for completing the survey. For those young people whose emails were missing or ignored, RSS attempted to conduct telephone interviews with applicants. For the applicants that they could not reach by email or phone, RSS conducted in-person fielding. The survey was fielded about one year after study participants' predicted high school graduation date, capturing outcomes mostly during the first summer after high school graduation. The survey asked study participants about their high school experiences, postsecondary education preparation, assets and savings, receipt of public benefits, experiences of hardship, and family members' educational attainment. For those in the survey sample, the survey achieved a 73 percent response rate overall, with response rates for the treatment and control groups of 76 and 67 percent, respectively. Regarding the overall sample of the study, 64 percent of all study participants responded to the survey. The study's treatment group had a slightly higher response rate of 60 percent compared with the control group's rate of 60. See appendix A for more detailed information on the survey methodology and response rates. Appendix B shows baseline characteristics for the analysis sample, providing an assessment of differential nonresponse across the treatment and control groups.

Among respondents, only a small number of responses were missing, so we did not use imputation methods for missing data. Instead, we omitted the few observations with missing data from each analysis.

Postsecondary Institution Outcome Data

For study participants in both groups, we collected data on college enrollment from the NSC. The NSC maintains information on college enrollment for most colleges in the United States, including individual-level data on date of enrollment and completion of each semester for each institution an individual attended.

We also collected data on the quality of the postsecondary institutions that young people attended. We obtained these data from the National Center for Education Statistics' IPEDS, which gathers information from all colleges, universities, and technical and vocational institutions that participate in any federal student financial aid program (e.g., Pell grants and federal student loans).

Analysis Methods

Our analysis proceeded in three steps. First, we used application data to provide a description of study participants and make comparisons across regions and between treatment and control young people. Second, we used program data to examine factors associated with program take-up and attrition. Third, we estimated program impacts by comparing the treatment and control groups after the program. We estimated impacts on young people assigned to participate in the internship program through intent-to-treat (ITT) analyses and the impact of the program on young people who completed it through treatment-on-the-treated (TOT) analyses.

Descriptive Analysis

We used program application data to describe the young people who participated in the internship program. We also used data from the ACS to describe their neighborhoods.

Additionally, we examined baseline differences between the treatment and control groups that could confound our analysis. Randomization ensures that the treatment and control groups are nearly identical before random assignment if the sample size is large. Given the sample size of this study, we expect randomization will lead to similar treatment and control groups, with some differences expected to arise by chance. To identify these differences, we calculated a *t*-test of weighted group averages. The weights account for the fact that the relative sizes of the treatment and control groups are not the same across regions or over the two cohort-years within the DC region. Without these weights we might mistakenly attribute differences between participants in DC and the other sites to differences between

treatment and control. Weights for each person, w_i, are as the inverse probability of being in the treatment group, as follows:

$$w_{ijkt} = {(n_j/n)}\Big/{(n_{jkt}/n_{kt})}$$

where n is the total number of participants; n_j is the number of young people in the treatment group if person i is in the treatment group or the number of young people in the control group if person i is in the control group; n_{kt} is the number of participants at each person's region in their cohort-year t; and n_{jkt} is the number of young people in the treatment or control group at each person's region in their cohort.

Predicting Treatment Take-Up

Not everyone who was assigned to the treatment group chose to participate in the internship program, and not everyone who started the program completed it. To understand which characteristics are associated with participation and completion, we examined participation levels at three key benchmarks in the program: beginning of prework, completion of prework, and completion of the internship.

We used a logistic model to estimate the probability of completing each stage of the program for those assigned to the treatment group. The model has the following underlying variable structure:

$$l_i^* = \beta_0 + \beta_1 ind_i + \beta_2 school_i$$

where ind_i is a vector of individual characteristics from the application data and high school data including program year, gender, previous job experience, whether the student was a parent, family structure, GPA, and the poverty rate for the individual's neighborhood; $school_i$ is a dummy variable that accounts for different influences at each school; and l_i^* is the log of the odds associated with the probability that an individual will complete each stage of the program, conditional on completing earlier stages (conditional on attending prework and on completing prework).

Within each region, we grouped schools with fewer than 10 students participating and treated them as a single school. These models excluded participants if everyone from their school (or group of schools) reached the benchmark.

Intent-to-Treat Analysis

An intent-to-treat (ITT) analysis identifies the effect of being assigned to the treatment group instead of the control group. In this study, the ITT analysis identifies the effect of being offered a place in the internship program among those who apply and consent to participate. We identified the ITT effect by comparing outcomes between the treatment and control groups, directly and after controlling for chance differences in baseline characteristics.

We first made direct comparisons between treatment and control groups by calculating *t*-tests of weighted group averages. As mentioned, we used weights that account for different randomization ratios across regions. This ensures that differences between regions do not bias our estimates of differences between the treatment and control groups.

To account for differences between the treatment and control groups that might affect outcomes, we used a regression-based estimation approach. Including control variables that are correlated with outcomes also reduces the amount of unexplained variation in outcomes, thereby increasing our precision so that we can detect smaller effects.

For yes/no outcomes, we used a logistic regression model with the form:

$$l_i^* = \beta_0 + \beta_1 X_i + \beta_2 (Region_i \times Cohort_i) + \delta\ treated_i$$

where X_i is a vector of individual characteristics from the application data that were not equivalent between treatment and control at baseline (dummy variables for race and ethnicity); $Cohort_i$ is a dummy variable that identifies the year in which the individual applied to participate; $Region_i$ is a dummy variable that identifies the region of the study participant; $treated_i$ is equal to 1 if the youth is in the treatment group and zero if they are in the control group; and l_i^* is the log of the odds associated with the probability that the outcome is equal to 1.

For all other outcomes, we used linear regression of the form:

$$y_i = \beta_0 + \beta_1 X_i + \beta_2 (Region_i \times Cohort_i) + \delta\ treated_i + \epsilon_i$$

where y_i is the outcome of interest. Both the logistic and linear models are estimated with heteroskedastic robust errors.

Treatment-on-the-Treated Analysis

While the ITT analysis provides estimates of the impact of being assigned to the treatment group, we also wanted to know the effect of the program on those who choose to participate. This is the treatment-on-the-treated (TOT) estimate. The TOT analysis allows us to identify the effect of the internship program itself, excluding the effects on young people who did not participate in it.

Because we do not know which young people in the control group would have participated in the program if given the opportunity, we cannot make a direct comparison between treatment and control groups to estimate the TOT. Instead, we used an instrumental variables model that estimates two relationships: between assignment to the treatment group and program participation and between predicted likelihood of program participation and the outcomes of interest (Angrist, Imbens, and Rubin 1996).

For our primary analysis, we define program participation as completing the prework assigned to participants at the beginning of the program. (In the appendix, we also include estimates that define participation as completing the program). We estimated these relationships using linear two-stage least squares regression, using the same control variables as in the ITT analysis, and again reporting heteroskedastic robust standard errors.

Study Participants

This section outlines the self-reported characteristics of the 1,435 young people who applied to the Urban Alliance program and consented to participate in this evaluation. We present differences by region and by treatment or control group status.

Participant Characteristics

On average, students were almost 18 years old at the time of application, which was generally at the end of their junior year or early in their senior year, and about 18 years old when they began prework training (table 2). Most Urban Alliance applicants reported their race and ethnicity as Black (79 percent). Two-thirds of Urban Alliance applicants identified as female. We discuss in our baseline and process evaluation potential contributing factors, including challenges in recruiting male students, as well as insights from a broader research literature finding that males are more likely to take nontraditional career and technical education (CTE) courses and pursue hands-on occupations, as opposed to the office environments in which many Urban Alliance interns work (Theodos et al. 2021).

Across all regions, 39 percent of students had previous work experience before applying to Urban Alliance. Students with work experience had worked six months on average, most often in food service, child care or camp counselor roles, and retail jobs. Many study participants had previously participated in summer youth employment programs. Roughly one-third of Urban Alliance applicants would be the first in their family to attend college, and about half had a parent who had attended college.

Across all regions, 44 percent of study participants lived with only their mother. About one-quarter of the students in the study lived in two-parent homes (26 percent). Another quarter lived with a grandparent or other guardian. Around 5 percent of students had a child in their care at the time of application. More than one in nine applicants had experienced an out-of-home spell for four or more months, primarily occurring during high school or at or after the age fourteen. Almost half were in families that received public benefits.

Similarities and Differences across Regions

Differences in study participants across study sites reflect demographic differences across the regions in which they were located; Chicago and Northern Virginia had large shares of applicants reporting their race as Hispanic or Latine[6] (32 percent and 44 percent, respectively) and 15 percent of applicants in

Northern Virginia reported their race as Asian. Applicants in Northern Virginia were less commonly living with their mother as sole guardian and more commonly living in two-parent households. The average self-reported GPA of an Urban Alliance intern was 3.0 with slight variation across sites, aligning with the type of student Urban Alliance generally strives to target (table 2). Thirteen percent of students were absent more than 10 days in the past school year.

TABLE 2

Demographic and Academic Characteristics of Urban Alliance Applicants

	All regions	Baltimore	Chicago	Northern Virginia	Washington, DC
Demographic characteristics					
Age (at start of prework)	18	18	18	18	18
Female (%)	68	64	71	63	70
Race and ethnicity (%)[a]					
Asian	3	2	3	15	0
Black	79	93	65	36	95
Hispanic or Latine	19	3	32	44	8
White	4	5	3	15	1
Family (%)					
Living arrangement					
Mother only	44	50	36	26	53
Father only	5	5	4	8	5
Two parents	26	25	32	43	16
Student is a parent	7	4	8	4	9
Has a child in his or her care	5	2	6	3	6
Applicant had out of home spell for 4+ months	12	18	8	15	10
Family receives public benefits	42	53	45	25	36
Parent attended college	48	47	50	50	48
Would be first in family to attend college	34	37	31	39	33
Academic experiences					
Average GPA[b]	3.0	2.8	3.1	3.1	3.0
Days absent in past year (%)					
0–5 days absent	66	62	64	64	73
6–10 days absent	20	22	23	17	17
11–15 days absent	7	7	8	9	5
More than 15 days absent	6	9	5	10	5
Work history					
Previous work experience (%)	39	49	31	39	39
Previous months worked, for those with past jobs	6	5	5	10	6
Number of young people	**1,211**	**289**	**416**	**115**	**391**

Source: Urban Alliance program data.

Note: This table does not include young people who did not consent to sharing their application data or for whom application data were incomplete or missing.

[a] Race and ethnicity are based on 1,199 participants who provided this information. Note that racial and ethnic categories are not mutually exclusive; in the program application, young people could designate all groups they identify with.

[b] Average GPA is based on 1,138 participants who provided this information.

Urban Alliance applicants typically resided in neighborhoods with high poverty levels and high rates of unemployment (table 3). Across all regions, almost one in two applicants lived in a neighborhood with 25 percent or more of residents below the federal poverty level. More than half lived in a neighborhood with an unemployment rate of at least 10 percent. Applicants' neighborhoods also typically had higher concentrations of residents of color.

TABLE 3

Characteristics of Urban Alliance Applicants' Neighborhoods

	All regions	Baltimore	Chicago	Northern Virginia	Washington, DC
Neighborhood economic characteristics					
Share in poverty					
Less than 10%	12	9	9	28	13
10% to 25%	35	30	34	43	35
25% to 40%	28	37	26	3	34
More than 40%	9	12	12	1	7
Missing neighborhood	16	13	18	26	11
Share unemployed					
Less than 5%	12	8	7	41	11
5% to 10%	22	21	17	32	24
10% to 20%	31	50	29	0	30
More than 20%	19	8	28	1	24
Missing neighborhood	16	13	18	26	11
Neighborhood demographic characteristics (race and ethnicity)					
Percent Asian non-Hispanic/Latine					
Less than 20%	84	87	80	74	89
20% to 50%	0	0	1	0	0
50% to 80%	0	0	0	0	0
More than 80%	0	0	0	0	0
Percent Black non-Hispanic/Latine					
Less than 20%	14	5	26	32	2
20% to 50%	12	8	4	41	15
50% to 80%	13	15	11	1	19
More than 80%	44	59	40	1	53
Percent Hispanic or Latine					
Less than 20%	66	85	51	35	81
20% to 50%	10	2	10	37	8
50% to 80%	3	0	8	3	0
More than 80%	4	0	12	0	0
Percent white non-Hispanic/Latine					
Less than 20%	60	65	67	12	66
20% to 50%	18	16	10	45	19
50% to 80%	6	4	4	18	4
More than 80%	1	2	0	0	0
Percent race missing	16	13	18	26	11
Number of young people	**1435**	**331**	**509**	**155**	**440**

Sources: Urban Alliance program data and ACS 2013–17 five-year estimates.

Note: This table does not include data for young people who did not consent to sharing application data or whose addresses were missing or could not be geo-coded.

The characteristics of schools attended by applicants varied by region (table 4). A higher share of applicants attended charter schools in Baltimore and Washington, DC, than in other regions. Student achievement, as measured by standardized tests, varied somewhat across the regions. Average school proficiency levels ranged from lows of 7 percent in math in Washington, DC, and 17 percent in reading in Baltimore to highs of 62 percent in math and 81 percent in reading in Northern Virginia. Student body racial and ethnic composition in each region aligned with the characteristics of Urban Alliance applicants.

TABLE 4

Urban Alliance Applicants' School Characteristics

	All regions	Baltimore	Chicago	Northern Virginia	Washington, DC
School size and type[a]					
Number of students	1,175	640	1,483	3,117	706
Charter school (%)	20	25	17	0	26
Magnet school (%)	4	0	0	3	13
Student Achievement[b]					
School share (%) proficient in reading	23	17	15	81	17
School share (%) proficient in math	21	36	12	62	7
School race and ethnicity (%)[c]					
Asian non-Hispanic/Latine	2	0	2	7	1
Black non-Hispanic/Latine	71	91	58	22	82
Hispanic or Latine	21	4	35	39	14
White non-Hispanic/Latine	5	4	3	27	2
Other race and ethnicity	1	0	1	4	1
Number of young people	**1,201**	**289**	**408**	**115**	**389**

Sources: Urban Alliance program application forms for school attended, Education Data Explorer (Version 0.6.0), National Center for Education Statistic data from 2016 for student body demographic information, and US Department of Education's EDFacts data from 2016 for math and reading proficiency.

[a] School type available for all 1,201 participants.

[b] Average student achievement excludes 40 students across seven schools in Baltimore, Chicago, and Northern Virginia for which data were unavailable.

[c] School demographics exclude six students at two schools in Northern Virginia for which data were unavailable.

Similarities and Differences between Treatment and Control Groups

As expected, because of randomization, Urban Alliance's application and school data show few differences between the treatment and control groups at baseline (table 5). A slightly higher share of the control group than the treatment group identified as Asian (4 percent versus 2 percent), a marginally statistically significant difference. No other differences were found to be statistically significant.

TABLE 5

Characteristics of Urban Alliance Applicants, Overall and by Treatment Group

	Full Sample	Treatment	Control	Significance
Student characteristics[a]				
Age (at time start of prework)	18	18	18	
Female (%)	58	58	57	
Sex unknown (%)	16	16	15	
Is a parent (%)	6	6	7	
Parental status unknown (%)	16	16	15	
Has a child in his or her care (%)	4	4	4	
Unknown if a child in his or her care (%)	16	16	15	
Asian (%)	3	2	4	*
Black (%)	66	65	66	
Hispanic or Latine (%)	15	16	15	
White (%)	3	3	4	
Race unknown (%)	16	17	15	
Parent attended college (%)	41	41	42	
Unknown if parent attended college (%)	16	16	15	
Would be first in family to attend college (%)	28	28	30	
Unknown if would be first in family to attend college (%)	16	16	15	
Average GPA[b]	3.0	3.0	3.0	
0–5 days absent (%)	56	57	54	
6–10 days absent (%)	17	17	19	
11–15 days absent (%)	6	5	7	
More than 15 days absent (%)	5	5	5	
Unknown number of days absent (%)	16	16	15	
Had a previous job (%)	39	40	37	
Job history unknown (%)	16	16	15	
Previous months worked, for those with past jobs	6	6	6	
School characteristics				
Average proficient in reading (school %)	23	22	23	
Average proficient in math (school %)	21	20	22	
Neighborhood characteristics				
Percent under federal poverty level in participant's census tract	25	24	25	
Unemployment rate in participant's census tract	13	13	13	
Number of young people	**1,435**	**981**	**454**	

Sources: Urban Alliance High School Internship Program application forms. US Department of Education's EDFacts data from 2016 for math and reading proficiency; ACS 2013–17 five-year estimates. Number of observations vary with data source.

[a] Note that racial and ethnic categories are not mutually exclusive; in the program application, young people could designate all groups they identify with.

[b] Based on 1,160 students (794 treated and 366 in control) for whom GPA data were available.

* significant at 10%, ** significant at 5%, *** significant at 1%

Program Take-Up and Services Received

In this section, we describe the level of participation for young people in the Urban Alliance High School Internship Program and various reasons for attrition from the program as informed by our prior process evaluation. We found that program completion varied with family structure, previous work experience, neighborhood poverty rates, and the caseload (number of young people served) by program staff. We also tested whether the treatment group was more likely to receive employment and education support services than the control group and found that the treatment group was more likely to report receiving job help.

Program Participation

The Urban Alliance model allows young people to enroll themselves in the program and program leadership expect and plan for some attrition from the program. Attrition occurs at three stages in the program—during prework, after completion of prework but before internship placement, and during the internship (table 6).

TABLE 6

Program Participation, by Region

	All	Baltimore	Chicago	Northern Virginia	Washington, DC
Program participation (of those completing prior stage)					
Attended prework (% of applicants)	77	64	70	85	89
Completed prework (% of those who attended)	74	66	83	90	66
Placed at a job (% of those completing prework)	96	98	100	95	92
Completed program[a] (% of those placed at a job)	76	68	81	83	72
Completed program[a] (% of all applicants)	41	28	46	60	39
Number of young people with program Data	862	199	287	86	290
Program participation (all)					
Attended prework (%)	77	64	70	85	89
Completed prework (%)	56	42	57	77	59
Placed at a job (%)	54	41	57	73	54
Completed internship (%)	41	28	46	60	39
Number of young people	862	199	287	86	290
Program participation (of those attending prework)					

	All	Baltimore	Chicago	Northern Virginia	Washington, DC
Completed prework (%)	74	66	83	90	66
Placed at a job (%)	71	64	83	86	61
Completed internship (%)	54	44	67	71	44
Number of young people	660	128	200	73	259

Source: Urban Alliance program data.

Notes: Sites include young people from both the 2016–17 and 2017–18 program years. Only includes young people assigned to the treatment group who consented to participate in the study and who consented to Urban Alliance sharing information about their program participation.

[a] "Completed program" is defined as having been classified as an alumnus in the Urban Alliance program data.

Recruitment for and application to the High School Internship Program mostly took place during the spring semester of students' junior year, often extending into early fall of students' senior year before the start of prework later in the fall semester. Among those offered access to the program, 77 percent (660 Urban Alliance program applicants) attended prework training. Of those who started prework, 74 percent completed prework. Only 4 percent who completed prework were not subsequently placed at a jobsite, and most of those who were placed (76 percent) completed the program. To be considered an alumnus who completed the program, young people generally were required to have completed all main program components, including prework and Friday workshop trainings, the paid internship, and an end-of-program capstone event called the Public Speaking Challenge. Among applicants offered access to Urban Alliance, 41 percent completed the program (table 6), which was remarkably consistent with the 2011–12 and 2012–13 Urban Alliance cohorts (Theodos et al. 2014).

There were modest differences across the four regions, both in terms of attrition from the program and program participation (table 6). Baltimore and Washington, DC had lower completion rates. Northern Virginia achieved the highest completion rate.

The average young person who attended prework completed 70 percent of prework sessions, and the average young person who attended workshops attended 77 percent of workshops (table 7). Among those placed in internships, each young person worked an average of 361 hours total, averaging 40 hours a month during the school year and 75 hours a month during the summer.

TABLE 7

Program Attendance, by Region

	All	Baltimore	Chicago	Northern Virginia	Washington, DC
Prework (of those attending)					
Average number of prework days attended	15	15	20	15	10
Average percent of prework completed (%)	70	69	87	80	55
Workshops (of those attending)					
Average number of workshops attended	17	17	18	22	16
Average percent of workshops attended (%)	77	79	81	80	72
Average caseload	21	22	22	17	22
Internships (of those placed)[a]					
Average total hours worked	361	299	420	340	342
Average hours worked per month during school year	40	35	45	35	40
Average hours worked per month during summer	75	73	76	72	77

Source: Urban Alliance program data.

Notes: Sites include young people from both the 2016–17 and 2017–18 program years. Only includes young people assigned to the treatment group who consented to participate in the study and who consented to Urban Alliance sharing information about their program participation.

[a] Young people typically start internships toward the end of October or beginning of November. Most young people in Baltimore in the 2016–17 program year started their internships in December.

We estimated predictive models[7] that related baseline characteristics of young people to the likelihood that they would complete each stage of the program: attending prework, completing prework, and completing the internship (table 8). Program year 2017–18 was associated with lower rates of attending and completing prework than program year 2016–17.

Program completion did not vary by gender or by parenting status (though parents were less likely to attend prework). Young people not living with a parent were 15 percentage points less likely to complete the program, conditional on completing prework, than young people from a two-parent family structure. Young people with previous work experience were 6 percentage points less likely to complete the program, conditional on completing prework, than young people without work experience.

We found that an increase in the caseload of a young person's program coordinator by 10 young people increased the probability of completing the program, conditional on completing prework, by more than 1 percentage point. This contrasts with the 2011–12 and 2012–13 Urban Alliance cohorts where a higher caseload was negatively associated with program completion (Theodos et al. 2017).

The probability of completing an internship was negatively associated with neighborhood poverty rates. Those living in neighborhoods with high poverty levels were less likely to complete the program than those living in neighborhoods with low poverty levels, controlling for other factors.

TABLE 8

Probability of Program Attendance and Completion

	Probability of Attending Prework	Probability of Completing Prework	Probability of Completing Program[a]	
Variable	Unconditional	Conditional on attending prework	Conditional on completing prework	Unconditional
Female	-0.025	-0.007	-0.029	-0.022
	(0.016)	(0.042)	(0.057)	(0.020)
Single-parent family	0.057	0.016	-0.049	0.041
	(0.044)	(0.041)	(0.089)	(0.027)
Other family structure	0.009	0.010	-0.150**	-0.028
	(0.048)	(0.056)	(0.068)	(0.029)
Student is a parent	-0.054*	0.080	-0.043	0.014
	(0.031)	(0.089)	(0.136)	(0.060)
Previously held a job	0.014	0.079***	-0.058**	0.000
	(0.029)	(0.015)	(0.025)	(0.035)
Poverty in neighborhood	0.055	-0.372***	0.080	-0.143**
	(0.047)	(0.135)	(0.170)	(0.069)
GPA: 3.0 to 4.0	0.093	-0.067**	0.060	0.088
	(0.085)	(0.034)	(0.151)	(0.111)
GPA: 2.0 to <3.0	0.061	-0.135***	-0.100	0.010
	(0.043)	(0.052)	(0.146)	(0.069)
2017–18 cohort	-0.018	-0.077**	0.083**	-0.039
	(0.023)	(0.032)	(0.036)	(0.025)
Caseload			0.014***	
			(0.003)	
Number of young people (*n*)	1,209	560	396	1,198
R-squared[b]	0.069	0.113	0.189	0.068

Sources: Urban Alliance program application forms and Urban Alliance program data.

Notes: Estimates are marginal effects from a logistic regression that includes school fixed effects. Standard errors of the marginal effects are given in parentheses. The GPA reference group is GPA <2.0 or no GPA. The family structure reference group is two-parent family. The 2017–18 cohort reference group is the 2016–17 cohort. Caseload represents the number of young people that program coordinators served during the program. Only includes young people assigned to either the treatment or control group who consented to participate in the study and who consented to Urban Alliance sharing information about their program participation.

[a] "Completing the program" is defined as having been classified as an alumnus in the Urban Alliance program data.

[b] McFadden's pseudo *R*-squared reported.

* $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

Reasons for Attrition from the Program

Our process evaluation revealed many reasons why young people exited the program (Theodos et al. 2021). Some factors contribute to attrition across all stages of Urban Alliance programming, while others are more relevant at a specific stage of the program year.

- **School schedules**, in some cases, conflicted with Urban Alliance programming. Young people typically applied to the program as high school juniors and may not have known their senior year academic schedules. Academic schedules could also shift throughout their senior year.
- **Academics** also contributed to attrition across various stages of the program. Students sometimes needed to take additional classes during their senior year to meet graduation requirements. Senior year could also be a difficult time for students as they make decisions about post-high school plans.
- **After-school commitments**, particularly athletics, also contributed to attrition. **The overall time commitment** required to participate in the program could also be challenging for young people.
- **Urban Alliance competes with other local employers** that may offer higher wages or more available working hours. **Lack of pay for young people during prework** was cited by students and staff as a contributing factor to attrition during prework, especially considering that an internship placement was not guaranteed. Young people who had not completed prework mentioned not meeting requirements for attire, not understanding the program requirements, and length of prework as other reasons for leaving the program.
- **Workshop location** was an obstacle for some students, given transportation difficulties and transportation costs. In Chicago, young people paid for their own transportation to prework, which was a financial burden for some. As a solution, Urban Alliance staff in Chicago decided to loan young people prepaid transportation cards and then deduct the amount spent on transportation from future wages for young people who were hired for an internship.

Poor job performance and low levels of engagement at work could lead to termination of young people, but the bar for termination was high. As one job mentor from Chicago described,

> We took exiting the intern very seriously, and it was a hard decision for us, but we ultimately decided that it's a disservice to them to allow poor performance and poor behavior and not upholding the standards of Urban Alliance and our own company values. As one Urban Alliance staffer summarized, "I think if a young person is not engaged at work, they will not make it through the program and there's only so much a program coordinator or program director can do to make a case to an employer."

Services Received

We tested whether young people in the treatment group were more likely to report receiving employment and education support services than those in the control group. We asked young people in both the treatment and control groups, through the outcome survey, whether they had received any job or college help through a class or workshop. It is important to understand the support and programming available to young people outside of Urban Alliance because impacts are assessed for the treatment group relative to the control group. Although we measured the receipt of employment and education support services, we were limited in our ability to assess the quality of services provided and note it is highly plausible that not all services were equally intensive. We provide the results of the analysis in table 9.

The "weighted mean" columns show the average share of young people in the treatment and control groups, respectively, who reported receiving college or job help. As with our analysis of the 2011–12 and 2012–13 Urban Alliance cohorts, we found that most young people—both in the treatment and control groups—received job and college help. The ITT columns show differences in weighted means and the regression-adjusted estimates. The TOT column shows the instrumental variables (IV) regression estimates.

The treatment group was more likely than the control group to report receiving job help. The difference in college help received between the two groups was not statistically significant. The differences were relatively small under the ITT framework—2 percentage points for college help and 8 percentage points for job help—reflecting the high rates of control group young people receiving college help (89 percent) and job help (88 percent).

It appears that young people—as shown here through the control group—are accessing college and career services to a high degree through regular school channels and at levels higher than they have in the past. Urban Alliance college and job help treatment effects were smaller than the 8 percentage points for college help and 12 percentage points for job help found for the 2011–12 and 2012–13 Urban Alliance cohorts. The larger effects in the previous study are due presumably to higher rates of control group young people receiving college help in the current study. In the previous study, 85 percent of control young people received career help versus 89 percent for the current study, and 82 percent received job help versus 88 percent for the current study (Theodos et al. 2016). Compared with the differences under the ITT framework, the differences under the TOT framework were about the same for college help (4 percentage points) but quite a bit larger for job help (18 percentage points).

TABLE 9

Impacts on Services Received

	Weighted Mean		ITT		TOT	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
Received college help	0.915	0.895	0.020	0.020	0.025	920
			(0.022)	(0.022)	(0.028)	921
Received job help	0.963	0.881	0.082***	0.084***	0.107***	922
			(0.021)	(0.022)	(0.027)	920

Sources: Urban Alliance program data (control variables) and outcome survey (outcome variables).

Notes: Outcomes are equal to 1 for "yes" and 0 for "no." ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT using logit and TOT using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Only includes young people who consented to participate in the study and who consented to and participated in the outcome survey.

* significant at 10%, ** significant at 5%, *** significant at 1%

Program Impacts

We estimated the impact of the Urban Alliance internship program on education and job preparation, college enrollment, and employment. We also estimated the impacts separately for each region, by GPA and gender. In this section, we present the impact estimates based on the full population of Urban Alliance participants and highlight some interesting differences between subgroups. For complete results of each subgroup analysis, see appendix C.

High School Outcomes

We found no significant difference between the treatment and control groups for either of the two high school outcomes measured using student-level high school data: (1) suspensions, and (2) graduation rates (table 10).

TABLE 10

Impacts on High School Performance

	Weighted Mean		ITT		TOT	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
Graduated from high school	0.968	0.966	0.002	0.003	0.003	1,082
			(0.012)	(0.012)	(0.016)	
Suspended senior year	0.113	0.147	-0.034	-0.029	-0.043	792
			(0.027)	(0.025)	(0.035)	

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, and DC Public Schools.

Notes: Outcomes are equal to 1 for "yes" and 0 for "no." ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using logit and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Only includes young people who consented to participate in the study and who consented to having their high school transcripts shared.

* significant at 10%, ** significant at 5%; , *** significant at 1%

Education Preparation

To understand how well Urban Alliance improves preparation for college, we examined whether participants took the SAT or ACT, whether they filled out a FAFSA, how comfortable they felt with the FAFSA and scholarship application processes, whether they applied to college, and whether they applied to a two- or four-year college, all self-reported in the outcomes survey. Comfort completing the FAFSA and applying for scholarships is scored on a four-point scale with 4 representing "very comfortable" and 1 representing "very uncomfortable."[8]

We found that participation in Urban Alliance led to an increase in applications to two-year colleges, but no increase in college application overall and no change in the other education preparation outcomes that we examined (table 11). Young people in both the treatment and control groups took either the SAT or ACT at similar, high rates. They also filled out the FAFSA at similar rates and reported similar levels of comfort with the FAFSA and scholarship applications. While young people in the treatment group were more likely to apply to two-year colleges than those in the control group (table 11), they were no more likely to apply to four-year colleges. An important caveat here is that participants in both the treatment and control groups prepared for and applied to colleges at high rates. Looking only at the control 97 percent of the participants took the SAT or ACT and 90 percent applied to college.

TABLE 11

Education Preparation Impacts

	Weighted Mean		ITT		TOT	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
Took SAT or ACT[a]	0.950	0.965	-0.015	-0.012	-0.016	923
			(0.014)	(0.013)	(0.016)	
Filled out FAFSA[a]	0.908	0.925	-0.017	-0.009	-0.011	895
			(0.020)	(0.020)	(0.025)	
Comfort with FAFSA and scholarships[b]	3.483	3.466	0.017	0.026	0.032	916
			(0.057)	(0.058)	(0.072)	
Applied to college[a]	0.907	0.902	0.005	0.014	0.018	922
			(0.022)	(0.021)	(0.027)	
Applied to two-year college[a]	0.542	0.476	0.066*	0.066**	0.083**	922

	Weighted Mean		ITT		TOT	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
			(0.036)	(0.034)	(0.043)	
Applied to four-year college[a]	0.788	0.814	-0.026	-0.015	-0.018	921
			(0.029)	(0.027)	(0.034)	

Sources: Urban Alliance program data and outcome survey.

Notes: ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Only includes young people who consented to participate in the study and who consented to and participated in the outcome survey.

[a] Outcomes equal to 1 for "yes" and 0 for "no."

[b] Outcomes on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable."

* significant at 10%; , ** significant at 5%; , *** significant at 1%

College Enrollment and Persistence

Next, we examined Urban Alliance's impact on college enrollment and persistence using data from the NSC. We found no statistically significant effects on college enrollment—in two-year colleges, four-year colleges, or overall—or on college persistence, defined as completing a full year or completing two years (table 12). The young people in our study appear to have been headed toward college, even without admittance into the Urban Alliance program. Looking only at the control group, about two-thirds of them attended college (66 percent) and nearly half went to a four-year school (47 percent).

TABLE 12

College Enrollment and Persistence Impacts

	Weighted Mean		ITT		TOT	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
Attended college	0.661	0.655	0.006	0.011	0.015	1,195
			(0.030)	(0.029)	(0.039)	
Attended a two-year college	0.227	0.228	-0.001	-0.004	-0.005	1,195
			(0.026)	(0.025)	(0.033)	
Attended a four-year college	0.480	0.473	0.007	0.015	0.020	1,195
			(0.031)	(0.029)	(0.039)	
Completed one year	0.481	0.472	0.009	0.016	0.020	1,195
			(0.031)	(0.030)	(0.040)	
Completed two years	0.246	0.247	-0.000	0.008	0.010	1,195
			(0.027)	(0.027)	(0.035)	

Sources: Urban Alliance program data, NSC, and IPEDS.

Notes: Outcomes equal to 1 for "yes" and 0 for "no." ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Only includes young people who consented to participate in the study and who consented to researchers requesting their information from the NSC.

* significant at 10%; , ** significant at 5%; , *** significant at 1%

College Quality

Next, we examined Urban Alliance's impact on the quality of the colleges that participants attended using IPEDS. Because this analysis examines only young people who attended college, the estimates may suffer from selection bias and cannot be considered treatment effects. Even with that caveat, we believe that it is still interesting to explore protentional differences in college quality. However, we found no statistically significant effects on the 75th percentile of admitted students' SAT scores, retention rate, and graduation rate (table 13).

TABLE 13

College Quality

	Weighted Mean		ITT Model[a]		TOT Model[a]	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
75th percentile SAT score	1141	1147	-5.295	2.847	3.680	438
			(16.346)	(14.115)	(17.981)	
Retention rate[b]	0.683	0.684	-0.001	0.001	0.001	786
			(0.010)	(0.009)	(0.011)	
Graduation rate[b]	0.393	0.396	-0.003	0.002	0.002	784
			(0.016)	(0.015)	(0.020)	

Sources: Urban Alliance program data, NSC, and IPEDS.

Notes: ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Only includes young people who consented to participate in the study and who consented to researchers requesting their information from the NSC.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

[b] Measured as fractions between 0 and 1.

* significant at 10%; , ** significant at 5%; , *** significant at 1%

Job Preparation

We evaluated job preparation using three measures based on the outcome survey of youth participants. The first, job application comfort, is the average reported comfort level for writing a cover letter or résumé, completing a job application, asking someone to serve as a reference, and being interviewed for a job. The second, hard skills comfort, is based on reported comfort with performing general office work. And the third, soft skills comfort, is the average reported comfort level for speaking with and writing emails to professionals, giving a presentation, dressing professionally, completing work assignments on time, and getting to work on time. Each measure is scored on a four-point scale with 4 representing "very comfortable" and 1 representing "very uncomfortable."[9]

We find that Urban Alliance increased participants' job preparation across all three measures (table 13). Participants in both the treatment and control groups expressed high levels of comfort in job

applications, hard skills, and soft skills with average responses falling between "somewhat" and "very" comfortable—or between 3 and 4 in the scale—for each measure. Based on the regression-adjusted ITT estimates, the program increased job application comfort by about 0.13, hard skills comfort by about 0.17, and soft skills comfort by about 0.10. All three estimated impacts are statistically different from zero at the 0.01 level (table 14).

TABLE 14

Job Preparation Impacts

	Weighted Mean		ITT		TOT	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
Job application comfort	3.554	3.416	0.138***	0.133***	0.168***	921
			(0.043)	(0.043)	(0.054)	
Hard skills comfort	3.555	3.381	0.174***	0.174***	0.219***	921
			(0.056)	(0.057)	(0.072)	
Soft skills comfort	3.706	3.608	0.098***	0.097***	0.122***	921
			(0.035)	(0.036)	(0.045)	

Sources: Urban Alliance program data and outcome survey.

Notes: Outcomes are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT using least squares and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Only includes young people who consented to participate in the study and who consented to and participated in the outcome survey.

* significant at 10%; , ** significant at 5%; , *** significant at 1%

Employment and Savings

In the outcome survey, we asked study participants about their work history, whether they had a checking or savings account, and how much money they had saved by approximately one year after high school graduation. Because the internship continues through the summer after graduation, we identified whether participants were working between September and May following graduation. We find a statistically significant impact on the probability of having a job during the year after graduation (table 15). The ITT estimate implies that Urban Alliance increased the likelihood of having a job by

around 12 percentage points. We also find that Urban Alliance increased the likelihood of having a savings or checking account, by about 6 percentage points. At the time of the follow-up survey, Urban Alliance alumni had saved more money than the control group ($927 on average as opposed to $663). However, with large variation in savings within the treated group and a higher level of nonresponse on the survey (many respondents did not know how much they had in at least one account), this difference is not statistically significant. Our regression-adjusted results also show no statistically significant impact on money accumulated.

TABLE 15

Employment and Savings Impacts

	Weighted Mean		ITT		TOT	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
Had a job[a] (September to May following graduation)	0.607	0.483	0.124***	0.114***	0.146***	801
			(0.034)	(0.034)	(0.043)	
Has a savings or checking account	0.857	0.797	0.061**	0.059**	0.074**	917
			(0.028)	(0.027)	(0.034)	
Money accumulated ($)	927	663	264	311	391	520
			(216)	(238)	(295)	

Sources: Urban Alliance program data and outcome survey.

Notes: ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Only includes young people who consented to participate in the study and who consented to and participated in the outcome survey

[a] Outcomes equal to 1 for "yes" and 0 for "no."* significant at 10%, ** significant at 5%; , *** significant at 1%

Connection

A primary goal of the Urban Alliance program is to ensure that participants remain connected to an economically self-sufficient pathway (i.e., college, living wage work, or continued career training) after the program ends (figure 1). We examined connection on May 1st the year following the internship program.

We do not find statistically significant impacts on connection. We estimate that participation in Urban Alliance increases the likelihood of working one year after participation in Urban Alliance, by about 7 percentage points. This increase appears to be driven by an increase in young people who were both attending school and working and therefore did not affect the number of young people who were connected one-year post-program.

TABLE 16

Connection

on May 1st the year following the internship program

	Weighted Mean		ITT		TOT	Number of Young People
Outcome	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	
Connected (in school or working)	0.854	0.865	-0.010	-0.003	-0.004	984
			(0.024)	(0.024)	(0.031)	
In school (college or a vocational program)	0.692	0.727	-0.035	-0.025	-0.032	1040
			(0.031)	(0.030)	(0.039)	
Working in a paid job	0.501	0.425	0.075**	0.067*	0.086*	780
			(0.039)	(0.039)	(0.050)	
Working (among those in school)	0.375	0.311	0.063*	0.059	0.078	731
			(0.037)	(0.039)	(0.050)	
Working (among those not in school)	0.371	0.359	0.012	0.004	0.005	309
			(0.061)	(0.061)	(0.073)	

Sources: Urban Alliance program data, NSC data, and outcome survey.

Notes: ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model and display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Only includes young people who consented to participate in the study and who consented to and participated in the outcome survey or have their data matched with NSC records.

[a] Outcomes equal to 1 for "yes" and 0 for "no."* significant at 10%, ** significant at 5%, *** significant at 1%

Impacts by Region

To understand whether Urban Alliance had different effects on participants in different regions, we disaggregated the sample by region and estimated unique treatment effects for each (appendix C). Small sample sizes, especially for Baltimore and Northern Virginia, limit the precision of our estimates and make it challenging to draw many conclusions. Even with that caveat, however, some interesting results arise, as further described below.

Education Outcomes by Region

Looking first at differences in education preparation outcomes by region, we see a few key differences. Large majorities of participants took the SAT or ACT across all regions. We did not find statistically significant effects on the likelihood of taking the SAT or ACT in Chicago, Northern Virginia, or Washington, DC. In Chicago and DC, more than 98 percent of young people (both treatment and control) took either the SAT or ACT. In Northern Virginia, 86 percent of the treatment group and 79 percent of the control group took the SAT or ACT; that difference was not statistically significant at the 10 percent level. In Baltimore, Urban Alliance appeared to make participants less likely to take the SAT or ACT: 87 percent of the treatment group and 95 percent of the control group took the SAT or ACT.

Across all regions, most young people filled out the FAFSA. Participants in Baltimore were somewhat less likely to fill out the FAFSA than students in the control group, but the difference was not statistically significant in the regression-adjusted ITT estimate. In the other three regions, we found no relationship between Urban Alliance participation and the likelihood of filling out the FAFSA. We found no effect on self-reported comfort with filling out the FAFSA and applying for scholarships in any region.

We see no effects on applying to college in any region and no effects on applying to four-year colleges. We do, however, see an increase in applications to two-year colleges in Washington, DC, where Urban Alliance increased the likelihood of applying to a two-year college by around 16 percentage points (significant at the 1 percent level). Young people in our study in Chicago and DC applied to and attended college at much higher rates than their peers, whether they were selected to participate in Urban Alliance or not. In Washington DC, 89 percent of the control group attended college while only 56 percent of DC public school students did so (Coffin and Meghjani 2020). In Chicago, 74 percent of the control group attended college while only 63 percent of public school students did so (Nagaoka et al. 2020). In contrast, Urban Alliance in Northern Virginia worked with young people who were less likely than their peers to attend college; 63 percent of the control group attended college while more than 75 percent of students in

Arlington, Falls Church, and Fairfax attended college.[10] In Baltimore, less than half of the control group attended college (46 percent), right in line with the overall rate for Baltimore public schools (45 percent) (Durham, Smith, and Cronister 2020).

We see evidence of impacts on college quality and persistence for participants in Baltimore but not in the other regions. Participants in Baltimore attended colleges with higher SAT scores and graduation rates (both significant at the 1 percent level). They also were 9 percentage points more likely to complete 1 year of college and 8 percent more likely to complete two years of college. We did not find similar effects in any of the other three regions and rule out similar effects in Washington, DC, and Chicago with 90 percent confidence.

Employment and Savings Outcomes by Region

We estimate that Urban Alliance has a positive effect on job application comfort in Baltimore, Northern Virginia, and Washington, DC, but not in Chicago. We estimate statistically significant effects on hard skills comfort in Chicago and Washington, DC. (We do not have the sample size to distinguish estimated effects in Baltimore and Northern Virginia from either zero or the positive effects found in Chicago and Washington, DC.) Examining comfort with soft skills, we see statistically significant effects in Northern Virginia and Washington, DC, and rule out large effects in Baltimore and Chicago.

We are unable to determine whether impacts on employment differ across regions. Among the treated group, a majority of young people had a job between September and May the year after the program in every region. The estimated effect on employment is only statistically significant in Washington, DC. Estimated effects for the other regions are smaller, but statistical tests fail to rule out the possibility that effects are similar to those in DC.

Urban Alliance in Baltimore led to an increase in savings of around $1,300 (significant at the 10 percent level). We can rule out similar increases in savings in Chicago and Washington, DC.

Connection by Region

We did not find statistically significant impacts on connectedness, enrollment in college or a vocational program, or working in a paid job in any of the four regions. We also cannot rule out the 7 percentage point increase in the likelihood of working in a full-time job, that we estimated for the full sample, in any of the regions.

Impacts by Gender

In our previous two-site study, we found considerable differences in impacts by gender. That evaluation found increased high school graduation rates, increases in college applications, and increases in college enrollment among male participants but not female participants. In this study, there are some differences in statistical significance, but these appear more driven by sample size than estimated impacts because the sample of female study participants is roughly twice as large as that of males.

Education Outcomes by Gender

As with the full group result, we do not find a program impact for females or males on the likelihood of taking the SAT or ACT, on filling out the FAFSA, or on comfort with the FAFSA and other scholarship applications among either male or female participants. Female participants in the Urban Alliance program were somewhat less likely to be suspended senior year.

The full group impact of increased applications to two-year colleges for the treatment group is not statistically significant for either males or females, but the estimated values are similar. Among female participants, Urban Alliance appears to have reduced the likelihood of applying to four-year colleges by about 7 percentage points. Even with this estimated effect, 82 percent of female participants in the treatment group applied to a four-year college. We find no effects on college applications among male participants and rule out a similar decline in applications to four-year colleges with 95 percent confidence.

As with the full group results, we find no statistically significant effects on college enrollment overall for female participants.

Male participants were less likely to attend a two-year college, by a statistically significant margin. Male participants were also more likely to attend a four-year college and less likely to attend college overall, but neither of these differences were statistically significant.

As with the full group results, we find no effects on the SAT scores, retention rates, or graduation rates of colleges attended by both male and female participants. And, mirroring the full group results, we also estimate no effects on college persistence among either male or female participants.

Employment and Savings Outcomes by Gender

Urban Alliance's impact on job application comfort, hard skills comfort, and soft skills comfort does not appear to differ between male and female participants. Nor do we estimate different impacts on the

probability of having a job. The estimated effect on having a job between September and May is slightly larger for male participants but only statistically significant for the larger group of female participants.

Among both male and female participants, the treated group was about 9 percentage points more likely to have a savings account (87 percent versus 78 percent in both groups). However, the regression-adjusted estimated treatment effect is only positive and statistically significant among female participants. We do not find statistically significant increases in savings for either male or female participants.

Connection by Gender

Male participants were less likely to be in college or a vocation program one-year post-program. We could rule out neither a similar negative effect nor a positive effect on connection to college or a vocational program for female participants with 90 percent confidence. Female participants were somewhat more likely to be working on May 1st the year after the program. Here, for male participants, we failed to rule out either a similar positive effect or no effect.

Impacts by Grade Point Average

In contrast to our previous two-site RCT study, we found few effects and few differences in estimated impacts across different GPA subgroups during this evaluation. Appendix C shows ITT and TOT impact estimates for participants with GPAs between 2.0 but below 3.0, and participants with GPAs of 3.0 or higher. We have data for only 57 participants with GPAs below 2.0 (and only 15 in the control group), so we did not estimate treatment effects for this group.

Education Outcomes by Grade Point Average

As with the full group result, we find no effects on taking the ACT or SAT, likelihood of filling out the FAFSA, or comfort with the FAFSA and applying for scholarships for participants with GPAs between 2.0 and 3.0 or for participants with GPAs of 3.0 or higher.

We estimate that Urban Alliance made participants with GPAs between 2.0 and 3.0 9 percentage points less likely to attend a two-year college and 10 percentage points less likely to attend college overall. This is compared with a control group in which 29 percent of participants attended a two-year college, 42 percent attended a four-year college, and two-thirds attended college of any kind. In contrast, participants with GPAs of 3.0 or higher were 7 percentage points more likely to attend a two-

year college and 9 percentage points more likely to attend college overall if they were assigned to treatment. Among the control group with GPAs of 3.0 or higher, 19 percent went to a two-year college, 57 percent attended a four-year college, and 70 percent went to college of any kind. Rates of attending four-year colleges appear unaffected by treatment for both groups of participants.

Employment and Savings Outcomes by Grade Point Average

As with the full group result, we see impacts for both GPA groups on job application comfort. We find improvement in comfort with hard skills for participants with GPAs of 3.0 or greater, but not with GPAs between 2.0 and 3.0. Although the effects of Urban Alliance on comfort with soft skills are not statistically significant for either GPA group, they appear similar in magnitude to each other and the overall effect, which is significant at the 1 percent level, meaning this may reflect sample size constraints.

We find no evidence of different employment or savings effects between young people with GPAs from 2.0 to 3.0 and those with GPAs of 3.0 or greater.

Connection by GPA

We find no evidence that Urban Alliance affected connectedness for either participants with GPAs between 2.0 and 3.0 or for participants with GPAs of 2.0 or greater. Estimated effects on working in a paid job on May 1st the year following the program are similar in size to the effect for the full sample but not statistically significant within the subgroups.

Implications for Practice and Policy

The Urban Alliance High School Internship program is now in its 25th year. Since this evaluation, the organization has expanded to Detroit and grown the scale of young people served across its sites via the High School Internship Program and other programming. Further, there is continued philanthropic, corporate, and public sector interest in partnership with Urban Alliance to fund its model. While the program has evolved, it has stayed true to its core design over many years. At the same time, Urban Alliance is increasingly operating in a different environment. This is evident in changes within high schools and the labor market. As a result, Urban Alliance is embarking upon a strategic planning process to ensure continue organizational sustainability and can leverage key RCT findings to inform programmatic improvements.

Regarding the education landscape, states and school districts are increasingly requiring or encouraging schools to provide more college access supports than they have previously. For example, some school districts, such as Chicago Public Schools, now require that high school seniors develop a postsecondary plan to receive a graduation diploma. One of the six postsecondary pathways that students can pursue is applying to college and obtaining a college acceptance letter.[11] Additionally, many schools facilitate students taking the SAT or ACT. A handful of states, including Illinois, now require high school students to complete a FAFSA form and take the SAT to graduate.[12] Such efforts, combined with the traditional guidance counselor role, help explain the control group's high rate of receiving help with college, high prevalence of taking the SAT or ACT, high rate of FAFSA submission, and significant share that applied for college. Changes within high schools may explain why this study does not detect an impact of the Urban Alliance program on these metrics; Urban Alliance does not have much room to improve on some outcomes like high school graduation, as most students applying for the program graduate (i.e. even those in the control group). Illustrating the recent nature of these shifts, in the 2011–12 cohorts, we did detect that the Urban Alliance program had an impact on ACT test taking and young people's comfort with submitting the FAFSA or applying for scholarships, but we did not detect these impacts for the 2016–17 cohorts. Similarly, we do not see impacts on educational outcomes during the program, such as graduation rate, for the 2016–17 cohorts that we previously found in the 2011–12 cohorts.

We do not see evidence of increased college enrollments as a result of young people participating in the program, which was also the case for the for the full-group 2011–12 cohorts. For the 2011–12 cohort, however, we detected educational effects for some subgroups. Most notably, we saw gains in college going for males and students with GPAs in the 2.0 to 3.0 range—in particular, a shift from

attending two-year colleges to attending four-year colleges. However, we do not detect an effect in college application or college going in the 2016–17 cohort for these subgroups.

College persistence is important because while attending a term or two of college leads to a small increase in earnings, a college degree increases one's future earning potential and financial security much more substantially. In 2020, the median earnings of those with a bachelor's degree were 63 percent higher than the earnings of those who completed high school ($36,600), while those with only some college but no degree saw earnings only 9 percent above those who completed high school.[13] In this report, we find that while 61 percent of both groups attended college, only 48 percent of young people in the treatment and control groups completed one year and 25 percent of them completed two years. This means that, of young people in both the treatment and control groups who enrolled in college, nearly 3 in 10 did not complete the first year and more than 6 in 10 did not complete the second year. Certainly, some young people will return to school to complete a course of study, but the significant share of young people who have left college argues for increased support. Such support may come in the form of further targeting colleges that better help students complete degrees, new connections to nonprofit programs that mentor and assist students while in college, or in substantially expanded alumni services provided via Urban Alliance. We anticipate that young people will need a mix of direct help, encouragement, and advocacy. Evidence suggests that support services like tutoring, academic advising, counseling, and financial aid assistance can improve college persistence and academic deficiencies beyond the first year of college (McLellan and Steward 2015).

Along with changes in schools, the workforce is changing. Throughout this study, young people have managed an incredible loss of job opportunities thanks to the COVID-19 pandemic, followed by one of the tightest labor markets in recent memory, though pathways for advancement can still be quite challenging in many entry-level positions. Although the US economy's employment rates have returned to pre-COVID-19 levels for high-wage workers, employment rates remain low for low-wage workers (Chetty et al. 2022). Additionally, low-wage workers' earnings remain low, especially given the high inflation rates post-pandemic (Ross et al. 2022). The Urban Alliance model provides deep exposure to an internship but not necessarily in the field of interest to the youth or with the expectation that they would gain sector-specific skills or training. In this way, the program emphasizes the transferability of soft skills and certain hard skills, including digital literacy. And indeed, we do find positive impacts of the program on self-rated soft and hard skills levels. We also see that Urban Alliance had an impact on having a post-program job. Importantly, it appears that this effect is because of greater rates of working for those in college, rather than increased employment for those not in school. We also see that the program had an effect on increasing access for young people to a savings or checking account, though

not for money accumulated in that account. To the extent that such skills, employment, and financial gains are durable, we would expect to see them benefiting young people participating in the program over the longer term.

While pointed toward the longer-term goal of economic mobility, the Urban Alliance program has always had helped young people access either or both college and living wage work. This combination means the program can serve a broad mix of high school students, without constraining them to only one path. Recognizing the value of both work and school, we assessed whether young people were either in school or working. We do not, however, observe that the program had a measurable effect on this outcome, posing questions for what more or different supports and experiences the program should be providing.

A final observation woven through this report is the similarities and distinctions between the 2016–17 and 2011–12 cohorts. We do not want to overstate those differences—for example, there was not a full-group effect on college going or employment in the 2011–12 study. And there was an effect on soft and hard skills in both studies. But in several other regards, for example in college preparation or college going for males, we observed effects for the 2011–12 cohorts that were no longer present for the 2016–17 cohorts. This was true even when we looked only at Baltimore and Washington, DC, the sites present in the 2011–12. And we did not observe significant changes in the Urban Alliance program during our process study that might explain these changes (Theodos et al. 2021). The research design we used was nearly identical, and only a handful of years had passed between the studies. We offer these external generalizability questions as a challenge for the research community, program practitioners, and funders.

Appendix A. Survey Methodology

This section provides details on the methodology used to survey applicants to the Urban Alliance High School Internship Program who were randomly assigned to be in the treatment or control group in program years 2016–17 and 2017–18. Table A.1 provides details on the universe of applicants we attempted to survey and their group assignment.

TABLE A.1

Survey Universe by Assignment Group and Cohort

	Control	Treatment	Total
Cohort			
2016–17	172	346	518
2017–18	234	509	743
Both cohorts	406	855	1,261
Site			
Baltimore	99	195	294
Chicago	153	286	439
Northern Virginia	44	86	130
Washington, DC	110	288	398
All sites	406	855	1,261

Source: Urban Alliance High School Internship Program application forms.
Note: Only includes young people who consented to participate in the study and who consented to participate in the outcome survey.

A survey subcontractor, Research Support Services (RSS), managed the survey. Before fielding the survey, RSS attempted to contact all study participants who had consented to be surveyed to track any change in location or other contact information. RSS began with contact information from program applications, including one or more email addresses, phone numbers, permanent address, and parent name and phone number. When possible, Urban Alliance staff provided updated contact information for young people in the treatment group with whom they were in contact. Following study enrollment by the internship sites, RSS conducted an initial tracking effort to update the original contact information that young people provided in their application forms. For the 2016–17 cohort, RSS then conducted two additional tracking rounds, at approximately five months and nine months after the initial tracking effort, to update contact information. RSS conducted one additional tracking round for the 2017–18 cohort at approximately five months after initial tracking. For participants with temporary unlocatable status, RSS supplemented Urban Alliance's contact information using a variety of online database searches, including Accurint, jail or prison databases, and Whitepages.

To conduct the survey, RSS emailed an invitation to each member of the survey sample with a valid email address, explaining the purpose of the study and the survey. The email highlighted the offer of a

$50 gift card for completing the survey and invited young people to complete the survey online. Throughout survey administration, RSS sent email reminders to complete the survey, as well as text message reminders for those applicants whose phone numbers had previously been confirmed. During the last week of data collection for the 2016–17 cohort and earlier for the 2017–18 cohort, RSS offered gatekeepers—typically applicants' parents or grandparents—a $25 gift card to encourage their adult children to complete the survey. RSS attempted to conduct telephone interviews for applicants whose invitations by email or text message were undeliverable or ignored.

Interviewers received written materials before survey administration that included an annotated questionnaire, information about the goals of the study, pronunciation of key terms, and guidance on overcoming obstacles to accurate answers. RSS trained interviewers to administer the survey to ensure accurate data collection and maximize response rates. RSS also conducted in-person field interviews for applicants who did not respond to the email invitation and who were not reachable by phone. RSS also mailed invitation letters to all applicants whose phone, electronic, and in-person contact attempts had been unsuccessful.

Before asking whether respondents agreed to the survey, respondents were briefed about the confidential and voluntary nature of the survey. If respondents agreed to the survey, the survey proceeded. If respondents did not agree, the interviewer or online survey screen thanked them for their time and reminded them that they could return to the survey if they changed their mind. The survey used slightly different language for the treatment and control groups: the treatment group was told the survey would be evaluating the Urban Alliance High School Internship Program, and the control group was told the survey was aimed at recent high school students in DC, Baltimore, Chicago, and Northern Virginia.

The survey for the 2016–17 cohort was open from June 11, 2018, through October 5, 2018, and for the 2017–18 cohort from July 5, 2019, through March 31, 2020. The goal was to interview young people about one year after their predicted high school graduation dates in June.

The survey achieved a 73 percent response rate across assignment groups and cohorts (table A.2). The response rate for the first cohort (76 percent) was slightly higher than the second (71 percent). The response rate for the treatment group was modestly higher (76 percent) than for the control group (67 percent).

TABLE A.2

Response Levels and Rates by Treatment Group and Cohort

Cohort	Control	Treatment	Total
Cohort			
2016–17	126 (73%)	266 (77%)	392 (76%)
2017–18	147 (63%)	384 (75%)	531 (71%)
Both cohorts	273 (67%)	650 (76%)	923 (73%)
Site			
Baltimore	60 (61%)	143 (73%)	203 (69%)
Chicago	94 (61%)	196 (69%)	290 (66%)
Northern Virginia	30 (68%)	69 (80%)	99 (76%)
Washington, DC	89 (81%)	242 (84%)	331 (83%)
All sites	273 (67%)	650 (76%)	923 (73%)

Source: Outcome survey.

Note: Only includes young people who consented to participate in the study and who consented to participate in the outcome survey.

Appendix B. Differential Attrition

Differential attrition between the treatment and control groups was minimal, with few differences between treatment control group young people who completed the outcome survey (table B.1).

TABLE B.1

Baseline Characteristics for Survey Respondents and Survey Nonrespondents

	Survey Respondents			Survey Nonrespondents		
	All	Treatment	Control	All	Treatment	Control
Demographic characteristics						
Female (%)	65	65	66	44	44	44
Sex unknown (%)	7	8	5	32	33	31
Race and ethnicity (%)						
Asian	3	2	5	2	2	2
Black	74	73	77	51	51	50
Hispanic or Latine	16	17	14	14	13	18
White	4	4	3	3	3	4
Unknown	7	8	5	33	34	31
Family						
Living arrangement (%)						
Mother only	41	42	38	29	29	31
Father only	4	5	3	4	3	6
Two-parent	24	23	27	18	19	18
Other family structure	24	23	27	16	17	15
Unknown	7	7	5	32	33	30
Has a child in their care (%)	6	6	6	6	5	8
Parenthood unknown (%)	7	7	5	32	33	30
Employed adult in household (%)	73	73	72	54	53	55
Household employment unknown (%)	7	7	5	32	33	30
Academic experiences						
Average GPA at end of junior year	3.0	3.0	3.0	3.0	3.0	3.0
Work history						
Previous work experience (%)	40	40	40	36	39	30
Job history unknown (%)	7	7	5	32	33	30
Number of young people	**923**	**650**	**273**	**512**	**331**	**181**

Source: Urban Alliance High School Internship Program application forms and outcome survey.

Notes: Baseline characteristics come from program application forms. When baseline characteristics were missing for survey respondents, we used their survey responses to fill in for missing data when possible. Summary statistics are only presented for young people with nonmissing data for a particular baseline characteristic. Survey respondents include those who completed or at least started the survey. Survey nonrespondents include those who did not start the survey as well as those young people who did not consent to the survey.

Appendix C. Full Sample and Subgroup Impact Tables

TABLE C.1

Urban Alliance Program Impacts, Full Sample

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	984	0.854	0.865	-0.010 (0.024)	-0.003 (0.024)	-0.004 (0.031)	-0.008 (0.053)
In school (May 1st the year following the internship program)	1040	0.692	0.727	-0.035 (0.031)	-0.025 (0.030)	-0.032 (0.039)	-0.056 (0.067)
Working in a paid job (May 1st the year following the internship program)	780	0.501	0.425	0.075** (0.039)	0.067* (0.039)	0.086* (0.050)	0.151* (0.088)
Working (May 1st, among those in school)	731	0.375	0.311	0.063* (0.037)	0.059 (0.039)	0.078 (0.050)	0.120 (0.078)
Working (May 1st, among those not in school)	309	0.371	0.359	0.012 (0.061)	0.004 (0.061)	0.005 (0.073)	0.011 (0.164)
Took SAT or ACT	923	0.950	0.965	-0.015 (0.014)	-0.012 (0.013)	-0.016 (0.016)	-0.027 (0.027)
Filled out FAFSA	895	0.908	0.925	-0.017 (0.020)	-0.009 (0.020)	-0.011 (0.025)	-0.019 (0.043)
Comfort with FAFSA and scholarships	916	3.483	3.466	0.017 (0.057)	0.026 (0.058)	0.032 (0.072)	0.056 (0.124)
Applied to college	922	0.907	0.902	0.005 (0.022)	0.014 (0.021)	0.018 (0.027)	0.031 (0.046)
Applied to two-year college	922	0.542	0.476	0.066* (0.036)	0.066** (0.034)	0.083** (0.043)	0.143** (0.074)
Applied to four-year college	921	0.788	0.814	-0.026 (0.029)	-0.015 (0.027)	-0.018 (0.034)	-0.031 (0.059)
Attended college	1195	0.661	0.655	0.006 (0.030)	0.011 (0.029)	0.015 (0.039)	0.027 (0.072)

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Attended a two-year college	1195	0.227	0.228	-0.001	-0.003	-0.005	-0.008
				(0.026)	(0.025)	(0.033)	(0.062)
Attended a four-year college	1195	0.480	0.473	0.007	0.015	0.020	0.038
				(0.031)	(0.030)	(0.039)	(0.073)
Completed one full-time year of college	1195	0.481	0.472	0.009	0.015	0.020	0.038
				(0.031)	(0.030)	(0.040)	(0.074)
Completed two years of college	1195	0.246	0.247	-0.000	0.008	0.010	0.019
				(0.027)	(0.027)	(0.035)	(0.065)
Seventy-fifth percentile SAT score [a]	438	1141	1147	-5	3	4	6
				(16)	(14)	(18)	(29)
Retention rate [a]	786	0.683	0.684	-0.001	0.001	0.001	0.001
				(0.010)	(0.009)	(0.011)	(0.018)
Graduation rate [a]	784	0.393	0.396	-0.003	0.002	0.002	0.004
				(0.016)	(0.015)	(0.020)	(0.032)
Had a job (September to May following graduation)	801	0.607	0.483	0.124***	0.114***	0.146***	0.257***
				(0.038)	(0.039)	(0.050)	(0.087)
Has a savings or checking account	917	0.857	0.797	0.061**	0.059**	0.074**	0.128**
				(0.028)	(0.027)	(0.034)	(0.058)
Money accumulated ($)	520	927	663	264	311	391	744
				(216)	(238)	(295)	(560)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, National Student Clearinghouse (NSC), and Integrated Postsecondary Education Data System (IPEDS).

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is

used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

TABLE C.2

Urban Alliance Program Impacts, Baltimore

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	209	0.747	0.792	-0.045 (0.063)	-0.039 (0.063)	-0.058 (0.092)	-0.126 (0.200)
In school (May 1st the year following the internship program)	221	0.526	0.565	-0.039 (0.073)	-0.032 (0.072)	-0.048 (0.106)	-0.099 (0.222)
Working in a paid job (May 1st the year following the internship program)	176	0.488	0.364	0.124 (0.080)	0.119 (0.081)	0.176 (0.118)	0.409 (0.271)
Working (May 1st, among those in school)	119	0.383	0.211	0.172** (0.086)	0.165* (0.091)	0.253* (0.137)	0.448* (0.242)
Working (May 1st, among those not in school)	102	0.384	0.413	-0.029 (0.109)	-0.037 (0.111)	-0.054 (0.157)	-0.127 (0.372)
Took SAT or ACT	203	0.867	0.967	-0.100*** (0.036)	-0.097*** (0.038)	-0.141*** (0.056)	-0.289** (0.121)
Filled out FAFSA	191	0.843	0.930	-0.087* (0.046)	-0.077 (0.048)	-0.114* (0.069)	-0.244* (0.149)
Comfort with FAFSA and scholarships	203	3.448	3.483	-0.034 (0.130)	-0.053 (0.134)	-0.076 (0.191)	-0.156 (0.391)
Applied to college	203	0.811	0.835	-0.023 (0.058)	-0.010 (0.057)	-0.014 (0.082)	-0.028 (0.167)
Applied to two-year college	203	0.580	0.584	-0.005 (0.076)	0.030 (0.075)	0.044 (0.107)	0.090 (0.219)
Applied to four-year college	202	0.585	0.684	-0.099 (0.073)	-0.093 (0.075)	-0.135 (0.107)	-0.278 (0.223)
Attended college	282	0.493	0.463	0.030 (0.063)	0.027 (0.063)	0.042 (0.096)	0.098 (0.224)
Attended a two-year college	282	0.259	0.248	0.011 (0.055)	0.018 (0.056)	0.028 (0.085)	0.064 (0.197)

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Attended a four-year college	282	0.260	0.236	0.024	0.014	0.022	0.051
				(0.055)	(0.053)	(0.081)	(0.188)
Completed one full-time year of college	282	0.281	0.193	0.088*	0.093*	0.144*	0.335*
				(0.052)	(0.053)	(0.080)	(0.185)
Completed two years of college	282	0.143	0.064	0.079**	0.079**	0.122**	0.284**
				(0.036)	(0.036)	(0.055)	(0.128)
Seventy-fifth percentile SAT score [a]	67	1110	1030	80***	78***	124***	216***
				(19)	(19)	(31)	(59)
Retention rate [a]	134	0.616	0.580	0.036	0.029	0.041	0.084
				(0.023)	(0.022)	(0.031)	(0.063)
Graduation rate [a]	135	0.316	0.225	0.091***	0.082***	0.119***	0.241***
				(0.028)	(0.028)	(0.040)	(0.081)
Had a job (September to May following graduation)	179	0.557	0.454	0.103	0.076	0.112	0.255
				(0.081)	(0.083)	(0.120)	(0.272)
Has a savings or checking account	203	0.790	0.598	0.191***	0.189***	0.274***	0.561***
				(0.072)	(0.073)	(0.105)	(0.215)
Money accumulated ($)	132	1319	310	1008**	1301**	1947***	4549***
				(469)	(536)	(768)	(1777)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

TABLE C.3

Urban Alliance Program Impacts, Chicago

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	334	0.905	0.913	-0.008	-0.013	-0.018	-0.025
				(0.033)	(0.033)	(0.045)	(0.061)
In school (May 1st the year following the internship program)	348	0.765	0.763	0.003	0.004	0.006	0.008
				(0.048)	(0.048)	(0.066)	(0.092)
Working in a paid job (May 1st the year following the internship program)	254	0.538	0.518	0.020	0.019	0.026	0.035
				(0.067)	(0.068)	(0.088)	(0.120)
Working (May 1st, among those in school)	266	0.385	0.332	0.053	0.062	0.089	0.119
				(0.061)	(0.064)	(0.091)	(0.122)
Working (May 1st, among those not in school)	82	0.426	0.503	-0.077	-0.085	-0.099	-0.160
				(0.117)	(0.122)	(0.138)	(0.226)
Took SAT or ACT	290	1.000	0.989	0.011	0.011	0.014	0.020
				(0.011)	(0.011)	(0.014)	(0.019)
Filled out FAFSA	287	0.959	0.978	-0.019	-0.016	-0.021	-0.029
				(0.021)	(0.021)	(0.027)	(0.038)
Comfort with FAFSA and scholarships	288	3.438	3.442	-0.004	0.009	0.012	0.016
				(0.098)	(0.100)	(0.129)	(0.180)
Applied to college	290	0.980	0.978	0.001	0.002	0.002	0.003
				(0.018)	(0.019)	(0.024)	(0.034)
Applied to two-year college	290	0.678	0.641	0.037	0.026	0.035	0.048
				(0.060)	(0.060)	(0.077)	(0.108)
Applied to four-year college	290	0.903	0.914	-0.011	-0.005	-0.007	-0.010
				(0.036)	(0.036)	(0.047)	(0.066)
Attended college	409	0.730	0.741	-0.011	-0.009	-0.013	-0.020
				(0.046)	(0.047)	(0.068)	(0.104)
Attended a two-year college	409	0.315	0.316	-0.002	-0.006	-0.008	-0.013
				(0.049)	(0.048)	(0.070)	(0.107)
Attended a four-year college	409	0.486	0.517	-0.031	-0.026	-0.039	-0.059
				(0.052)	(0.052)	(0.075)	(0.114)
Completed one full-time year of college	409	0.519	0.554	-0.034	-0.026	-0.038	-0.058
				(0.052)	(0.053)	(0.076)	(0.116)

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Completed two years of college	409	0.248	0.279	-0.031	-0.023	-0.033	-0.050
				(0.046)	(0.047)	(0.068)	(0.103)
Seventy-fifth percentile SAT score [a]	164	1174	1184	-10	1	1	2
				(26)	(24)	(33)	(48)
Retention rate [a]	300	0.671	0.679	-0.008	-0.001	-0.001	-0.001
				(0.015)	(0.015)	(0.021)	(0.029)
Graduation rate [a]	297	0.400	0.419	-0.019	-0.009	-0.013	-0.018
				(0.026)	(0.026)	(0.037)	(0.051)
Had a job (September to May following graduation)	261	0.630	0.566	0.064	0.060	0.079	0.109
				(0.065)	(0.066)	(0.085)	(0.117)
Has a savings or checking account	288	0.867	0.871	-0.004	-0.005	-0.007	-0.010
				(0.043)	(0.042)	(0.055)	(0.077)
Money accumulated ($)	164	627	780	-153	-175	-213	-323
				(433)	(430)	(514)	(779)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

TABLE C.4

Urban Alliance Program Impacts, Northern Virginia

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	102	0.874	0.903	-0.029 (0.067)	-0.008 (0.074)	-0.009 (0.087)	-0.012 (0.117)
In school (May 1st the year following the internship program)	110	0.736	0.771	-0.035 (0.087)	-0.016 (0.098)	-0.020 (0.116)	-0.028 (0.165)
Working in a paid job (May 1st the year following the internship program)	80	0.585	0.493	0.091 (0.123)	0.078 (0.140)	0.095 (0.164)	0.119 (0.208)
Working (May 1st, among those in school)	82	0.490	0.361	0.129 (0.111)	0.102 (0.131)	0.123 (0.150)	0.148 (0.182)
Working (May 1st, among those not in school)	28	0.350	0.121	0.229 (0.160)	not estimated	not estimated	not estimated
Took SAT or ACT	99	0.856	0.794	0.063 (0.086)	0.065 (0.083)	0.080 (0.099)	0.107 (0.134)
Filled out FAFSA	91	0.767	0.892	-0.125 (0.079)	-0.095 (0.085)	-0.119 (0.102)	-0.156 (0.137)
Comfort with FAFSA and scholarships	96	3.373	3.310	0.063 (0.174)	-0.007 (0.202)	-0.008 (0.236)	-0.011 (0.321)
Applied to college	98	0.812	0.857	-0.045 (0.082)	-0.004 (0.088)	-0.005 (0.105)	-0.006 (0.141)
Applied to two-year college	98	0.493	0.550	-0.057 (0.112)	-0.059 (0.122)	-0.073 (0.145)	-0.098 (0.197)
Applied to four-year college	98	0.596	0.580	0.016 (0.110)	0.010 (0.114)	0.012 (0.136)	0.016 (0.183)
Attended college	125	0.636	0.627	0.009 (0.093)	0.044 (0.098)	0.052 (0.113)	0.077 (0.165)
Attended a two-year college	125	0.364	0.351	0.013 (0.093)	0.040 (0.094)	0.047 (0.109)	0.070 (0.160)
Attended a four-year college	125	0.319	0.276	0.043 (0.088)	0.036 (0.089)	0.043 (0.104)	0.063 (0.152)
Completed one full-time year of college	125	0.508	0.426	0.081 (0.096)	0.114 (0.097)	0.136 (0.111)	0.201 (0.160)

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Completed two years of college	125	0.294	0.225	0.069	0.108	0.128	0.189
				(0.083)	(0.078)	(0.090)	(0.129)
Seventy-fifth percentile SAT score [a]	31	1286	1275	11	23	not estimated	not estimated
				(56)	(47)		
Retention rate [a]	79	0.772	0.756	0.016	0.020	0.023	0.028
				(0.024)	(0.022)	(0.024)	(0.030)
Graduation rate [a]	79	0.454	0.418	0.036	0.035	0.040	0.050
				(0.057)	(0.054)	(0.060)	(0.074)
Had a job (September to May following graduation)	82	0.695	0.558	0.137	0.161	0.196	0.252
				(0.119)	(0.128)	(0.149)	(0.194)
Has a savings or checking account	96	0.941	0.751	0.190**	0.170**	0.206**	0.277**
				(0.088)	(0.085)	(0.100)	(0.134)
Money accumulated ($)	64	1814	1308	506	359	415	624
				(781)	(691)	(755)	(11379)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

TABLE C.5

Urban Alliance Program Impacts, Washington, DC

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	339	0.869	0.847	0.022	0.023	0.026	0.053
				(0.044)	(0.044)	(0.050)	(0.101)
In school (May 1st the year following the internship program)	361	0.714	0.769	-0.055	-0.062	-0.071	-0.148
				(0.051)	(0.051)	(0.058)	(0.123)
Working in a paid job (May 1st the year following the internship program)	270	0.445	0.366	0.079	0.075	0.088	0.191
				(0.066)	(0.067)	(0.078)	(0.169)
Working (May 1st, among those in school)	264	0.322	0.318	0.005	-0.008	-0.010	-0.017
				(0.064)	(0.065)	(0.075)	(0.135)
Working (May 1st, among those not in school)	97	0.320	0.228	0.093	0.101	0.108	0.326
				(0.106)	(0.111)	(0.115)	(0.351)
Took SAT or ACT	331	0.987	0.990	-0.003	-0.003	-0.004	-0.007
				(0.012)	(0.012)	(0.014)	(0.029)
Filled out FAFSA	326	0.945	0.886	0.059	0.060	0.069	0.140
				(0.037)	(0.038)	(0.044)	(0.089)
Comfort with FAFSA and scholarships	329	3.580	3.518	0.062	0.082	0.095	0.195
				(0.093)	(0.094)	(0.107)	(0.220)
Applied to college	331	0.934	0.887	0.047	0.047	0.054	0.112
				(0.037)	(0.038)	(0.043)	(0.089)
Applied to two-year college	331	0.411	0.258	0.153***	0.156***	0.180***	0.370***
				(0.056)	(0.056)	(0.064)	(0.136)
Applied to four-year college	331	0.877	0.862	0.014	0.015	0.017	0.035
				(0.043)	(0.043)	(0.049)	(0.101)
Attended college	379	0.722	0.712	0.010	0.005	0.005	0.012
				(0.053)	(0.053)	(0.060)	(0.135)
Attended a two-year college	379	0.062	0.082	-0.020	-0.022	-0.026	-0.058
				(0.030)	(0.031)	(0.035)	(0.079)
Attended a four-year college	379	0.693	0.658	0.035	0.031	0.036	0.081
				(0.055)	(0.055)	(0.063)	(0.141)
Completed one full-time year of college	379	0.581	0.602	-0.021	-0.028	-0.032	-0.072

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
				(0.057)	(0.057)	(0.066)	(0.148)
Completed two years of college	379	0.305	0.351	-0.046	-0.046	-0.053	-0.119
				(0.055)	(0.056)	(0.064)	(0.145)
Seventy-fifth Percentile SAT score [a]	176	1098	1127	-29	-21	-23	-45
				(26)	(24)	(26)	(51)
Retention Rate [a]	273	0.704	0.718	-0.015	-0.016	-0.018	-0.035
				(0.015)	(0.014)	(0.016)	(0.032)
Graduation rate [a]	273	0.407	0.443	-0.036	-0.035	-0.041	-0.079
				(0.026)	(0.025)	(0.028)	(0.056)
Had a job (September to May following graduation)	279	0.591	0.412	0.179***	0.164***	0.193***	0.419***
				(0.066)	(0.067)	(0.078)	(0.170)
Has a savings or checking account	330	0.867	0.856	0.011	-0.001	-0.001	-0.002
				(0.043)	(0.041)	(0.046)	(0.096)
Money accumulated ($)	160	575	636	-61	-102	-117	-289
				(297)	(325)	(371)	(906)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

TABLE C.6

Urban Alliance Program Impacts, Females

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	645	0.870	0.891	-0.021 (0.027)	-0.023 (0.028)	-0.030 (0.035)	-0.052 (0.062)
In school (May 1st the year following the internship program)	678	0.719	0.745	-0.026 (0.037)	-0.023 (0.037)	-0.029 (0.046)	-0.052 (0.082)
Working in a paid job (May 1st the year following the internship program)	514	0.517	0.428	0.089* (0.048)	0.080* (0.049)	0.100* (0.061)	0.179* (0.109)
Working (May 1st, among those in school)	492	0.392	0.300	0.093** (0.046)	0.085* (0.047)	0.112* (0.061)	0.179* (0.098)
Working (May 1st, among those not in school)	186	0.379	0.421	-0.042 (0.081)	-0.035 (0.082)	-0.040 (0.091)	-0.097 (0.220)
Took SAT or ACT	602	0.956	0.968	-0.012 (0.016)	-0.008 (0.016)	-0.010 (0.019)	-0.018 (0.034)
Filled out FAFSA	587	0.921	0.933	-0.012 (0.024)	-0.005 (0.024)	-0.006 (0.029)	-0.011 (0.051)
Comfort with FAFSA and scholarships	598	3.548	3.528	0.020 (0.068)	0.026 (0.071)	0.032 (0.087)	0.057 (0.154)
Applied to college	601	0.921	0.939	-0.018 (0.022)	-0.012 (0.022)	-0.015 (0.027)	-0.027 (0.047)
Applied to two-year college	601	0.544	0.477	0.067 (0.045)	0.068 (0.043)	0.084 (0.052)	0.148 (0.092)
Applied to four-year college	600	0.819	0.890	-0.071** (0.030)	-0.065** (0.029)	-0.080** (0.036)	-0.142** (0.065)
Attended college	773	0.699	0.680	0.019 (0.036)	0.023 (0.036)	0.030 (0.048)	0.058 (0.091)
Attended a two-year college	773	0.256	0.213	0.043 (0.032)	0.035 (0.031)	0.046 (0.041)	0.089 (0.079)
Attended a four-year college	773	0.499	0.518	-0.019 (0.039)	-0.006 (0.038)	-0.008 (0.050)	-0.015 (0.096)
Completed one full-time year of college	773	0.521	0.501	0.020 (0.039)	0.024 (0.038)	0.032 (0.050)	0.060 (0.096)
Completed two years of college	773	0.260	0.264	-0.003	0.001	0.002	0.003

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
				(0.035)	(0.034)	(0.045)	(0.086)
Seventy-fifth percentile SAT Score [a]	298	1129	1130	-1	7.944	11	17
				(0)	(16)	(21)	(35)
Retention rate [a]	535	0.677	0.680	-0.004	-0.003	-0.004	-0.007
				(0.012)	(0.011)	(0.014)	(0.023)
Graduation rate [a]	533	0.381	0.396	-0.014	-0.009	-0.012	-0.020
				(0.019)	(0.018)	(0.023)	(0.039)
Had a job (September to May following graduation)	528	0.614	0.497	0.117***	0.106**	0.132**	0.238**
				(0.047)	(0.049)	(0.060)	(0.108)
Has a savings or checking account	598	0.871	0.779	0.092***	0.088***	0.109***	0.192***
				(0.035)	(0.034)	(0.042)	(0.074)
Money accumulated ($)	334	636	470	166	157	190	361
				(164)	(136)	(161)	(306)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

TABLE C.7

Urban Alliance Program Impacts, Males

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	276	0.878	0.889	-0.011 (0.026)	-0.026 (0.052)	-0.031 (0.061)	-0.052 (0.104)
In school (May 1st the year following the internship program)	294	0.732	0.745	-0.012 (0.035)	-0.099* (0.059)	-0.119* (0.070)	-0.207* (0.124)
Working in a paid job (May 1st the year following the internship program)	213	0.510	0.430	0.080* (0.046)	0.046 (0.078)	0.057 (0.094)	0.104 (0.171)
Working (May 1st, among those in school)	183	0.390	0.303	0.087** (0.044)	0.025 (0.079)	0.030 (0.091)	0.045 (0.134)
Working (May 1st, among those not in school)	111	0.365	0.426	-0.061 (0.077)	0.090 (0.102)	0.109 (0.115)	0.277 (0.293)
Took SAT or ACT	257	0.959	0.970	-0.012 (0.015)	-0.024 (0.026)	-0.029 (0.030)	-0.050 (0.053)
Filled out FAFSA	245	0.918	0.923	-0.005 (0.024)	-0.044 (0.040)	-0.054 (0.048)	-0.093 (0.083)
Comfort with FAFSA and scholarships	255	3.539	3.493	0.046 (0.066)	-0.038 (0.114)	-0.046 (0.135)	-0.079 (0.234)
Applied to college	257	0.925	0.934	-0.009 (0.022)	0.044 (0.048)	0.053 (0.057)	0.092 (0.099)
Applied to two-year college	257	0.547	0.478	0.069 (0.043)	0.054 (0.061)	0.066 (0.072)	0.114 (0.126)
Applied to four-year college	257	0.817	0.879	-0.062** (0.030)	0.055 (0.060)	0.066 (0.071)	0.115 (0.122)
Attended college	354	0.701	0.669	0.032 (0.035)	-0.037 (0.054)	-0.046 (0.066)	-0.085 (0.124)
Attended a two-year college	354	0.253	0.210	0.043 (0.031)	-0.106** (0.047)	-0.132** (0.057)	-0.246** (0.107)
Attended a four-year college	354	0.500	0.507	-0.006 (0.038)	0.055 (0.051)	0.068 (0.063)	0.127 (0.117)
Completed one full-time year of college	354	0.517	0.490	0.027 (0.038)	-0.027 (0.053)	-0.034 (0.066)	-0.063 (0.122)
Completed two years of college	354	0.260	0.250	0.009	-0.018	-0.022	-0.042

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
				(0.033)	(0.047)	(0.057)	(0.107)
Seventy-fifth percentile SAT Score [a]	117	1131	1130	1 (18)	-7 (32)	-8 (33)	-14 (58)
Retention rate [a]	206	0.678	0.680	-0.002 (0.011)	0.014 (0.017)	0.017 (0.019)	0.027 (0.030)
Graduation rate [a]	206	0.383	0.393	-0.011 (0.019)	0.034 (0.032)	0.040 (0.036)	0.064 (0.057)
Had a job (September to May following graduation)	218	0.605	0.494	0.111** (0.045)	0.120 (0.076)	0.149 (0.092)	0.272 (0.169)
Has a savings or checking account	256	0.872	0.784	0.087*** (0.033)	-0.014 (0.049)	-0.017 (0.058)	-0.030 (0.101)
Money accumulated ($)	148	646	669	-24 (230)	775 (541)	980 (656)	1989 (1339)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

TABLE C.8

Urban Alliance Program Impacts, GPA of 2.0 to 3.0

Outcome (data source)	Number of young people (*n*)	Weighted Mean: Treatment	Weighted Mean: Control	ITT: Difference in weighted means	ITT: Regression adjusted	TOT: IV regression adjusted (attended prework)	TOT: IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	338	0.801	0.820	-0.019	-0.027	-0.034	-0.072
				(0.047)	(0.046)	(0.057)	(0.119)
In school (May 1st the year following the internship program)	365	0.592	0.649	-0.056	-0.079	-0.098	-0.205
				(0.055)	(0.055)	(0.067)	(0.143)
Working in a paid job (May 1st the year following the internship program)	268	0.435	0.356	0.079	0.084	0.107	0.229
				(0.064)	(0.066)	(0.082)	(0.178)
Working (May 1st, among those in school)	223	0.294	0.216	0.078	0.088	0.113	0.211
				(0.062)	(0.065)	(0.082)	(0.154)
Working (May 1st, among those not in school)	142	0.358	0.344	0.014	0.012	0.014	0.034
				(0.089)	(0.094)	(0.104)	(0.255)
Took SAT or ACT	326	0.956	0.961	-0.005	-0.011	-0.014	-0.029
				(0.023)	(0.021)	(0.025)	(0.052)
Filled out FAFSA	310	0.889	0.897	-0.008	-0.021	-0.025	-0.052
				(0.039)	(0.040)	(0.048)	(0.098)
Comfort with FAFSA and scholarships	324	3.456	3.471	-0.015	-0.013	-0.016	-0.033
				(0.099)	(0.101)	(0.121)	(0.250)
Applied to college	326	0.843	0.853	-0.010	-0.023	-0.028	-0.057
				(0.044)	(0.042)	(0.051)	(0.105)
Applied to two-year college	326	0.588	0.463	0.125**	0.112*	0.137**	0.284*
				(0.061)	(0.059)	(0.071)	(0.151)
Applied to four-year college	325	0.700	0.745	-0.045	-0.069	-0.084	-0.174
				(0.054)	(0.053)	(0.063)	(0.132)
Attended college	435	0.572	0.666	-0.094*	-0.096**	-0.125**	-0.275**
				(0.050)	(0.049)	(0.063)	(0.142)
Attended a two-year college	435	0.205	0.289	-0.085*	-0.085**	-0.112**	-0.245**
				(0.045)	(0.044)	(0.057)	(0.126)
Attended a four-year college	435	0.394	0.420	-0.026	-0.029	-0.038	-0.084
				(0.052)	(0.049)	(0.063)	(0.139)
Completed one full-time year of college	435	0.357	0.400	-0.043	-0.061	-0.079	-0.174
				(0.051)	(0.050)	(0.064)	(0.142)
Completed two years of college	435	0.138	0.151	-0.013	-0.019	-0.025	-0.055

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
				(0.037)	(0.038)	(0.048)	(0.106)
Seventy-fifth percentile SAT score [a]	130	1096	1077	19	22	27	54
				(24)	(22)	(27)	(53)
Retention rate [a]	261	0.653	0.649	0.004	-0.002	-0.003	-0.006
				(0.014)	(0.014)	(0.017)	(0.032)
Graduation rate [a]	261	0.341	0.329	0.012	0.006	0.008	0.014
				(0.022)	(0.021)	(0.026)	(0.049)
Had a job (September to May following graduation)	277	0.539	0.440	0.099	0.100	0.126	0.271
				(0.065)	(0.068)	(0.084)	(0.182)
Has a savings or checking account	325	0.846	0.781	0.065	0.068	0.083	0.172
				(0.048)	(0.044)	(0.053)	(0.110)
Money accumulated ($)	191	711	465	247	250	317	746
				(212)	(241)	(295)	(688)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

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TABLE C.9

Urban Alliance Program Impacts, GPA of 3.0 to 4.0

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	518	0.900	0.907	-0.007 (0.028)	0.008 (0.028)	0.010 (0.034)	0.015 (0.052)
In school (May 1st the year following the internship program)	537	0.782	0.804	-0.022 (0.037)	-0.003 (0.037)	-0.004 (0.045)	-0.006 (0.070)
Working in a paid job (May 1st the year following the internship program)	401	0.557	0.465	0.092* (0.054)	0.079 (0.056)	0.094 (0.066)	0.147 (0.102)
Working (May 1st, among those in school)	423	0.412	0.362	0.050 (0.051)	0.039 (0.053)	0.048 (0.064)	0.069 (0.092)
Working (May 1st, among those not in school)	114	0.418	0.322	0.096 (0.098)	0.141 (0.107)	0.161 (0.116)	0.354 (0.247)
Took SAT or ACT	467	0.975	0.974	0.001 (0.016)	0.005 (0.013)	0.006 (0.015)	0.009 (0.023)
Filled out FAFSA	460	0.940	0.967	-0.028 (0.021)	-0.014 (0.020)	-0.016 (0.024)	-0.025 (0.036)
Comfort with FAFSA and scholarships	463	3.556	3.503	0.053 (0.074)	0.055 (0.077)	0.066 (0.091)	0.102 (0.140)
Applied to college	466	0.975	0.968	0.007 (0.018)	0.012 (0.018)	0.015 (0.021)	0.023 (0.032)
Applied to two-year college	466	0.500	0.463	0.037 (0.051)	0.048 (0.046)	0.057 (0.054)	0.088 (0.084)
Applied to four-year college	466	0.891	0.907	-0.016 (0.030)	-0.009 (0.030)	-0.011 (0.035)	-0.017 (0.054)
Attended college	598	0.781	0.698	0.084** (0.039)	0.093** (0.039)	0.117** (0.049)	0.197** (0.083)
Attended a two-year college	598	0.255	0.186	0.068** (0.035)	0.068** (0.034)	0.086** (0.042)	0.145** (0.072)
Attended a four-year college	598	0.592	0.565	0.027 (0.044)	0.039 (0.042)	0.049 (0.053)	0.083 (0.088)
Completed one full-time year of college	598	0.629	0.594	0.034 (0.043)	0.047 (0.042)	0.060 (0.053)	0.100 (0.089)
Completed two years of college	598	0.359	0.361	-0.003	0.009	0.012	0.020

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
				(0.043)	(0.042)	(0.053)	(0.089)
Seventy-fifth percentile SAT score [a]	273	1165	1191	-26	-15	-20	-29
				(21)	(19)	(24)	(35)
Retention rate [a]	451	0.704	0.718	-0.014	-0.010	-0.012	-0.018
				(0.014)	(0.013)	(0.016)	(0.024)
Graduation rate [a]	448	0.428	0.462	-0.033	-0.023	-0.029	-0.044
				(0.023)	(0.023)	(0.028)	(0.043)
Had a job (September to May following graduation)	409	0.678	0.501	0.176***	0.162***	0.193***	0.302***
				(0.053)	(0.054)	(0.064)	(0.100)
Has a savings or checking account	463	0.876	0.839	0.037	0.030	0.036	0.055
				(0.036)	(0.035)	(0.042)	(0.064)
Money accumulated ($)	249	1154	640	514	385	459	783
				(332)	(349)	(404)	(692)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

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TABLE C.10

Urban Alliance Program Impacts, Cohort 2016–17

		Weighted Mean		ITT		TOT	
Outcome (data source)	Number of young people (*n*)	Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	419	0.855	0.849	0.006 (0.037)	0.012 (0.037)	0.015 (0.045)	0.026 (0.078)
In school (May 1st the year following the internship program)	450	0.670	0.720	-0.050 (0.046)	-0.043 (0.045)	-0.053 (0.055)	-0.095 (0.099)
Working in a paid job (May 1st the year following the internship program)	314	0.488	0.402	0.086 (0.058)	0.077 (0.060)	0.095 (0.073)	0.172 (0.131)
Working (May 1st, among those in school)	308	0.309	0.305	0.004 (0.055)	-0.008 (0.058)	-0.009 (0.070)	-0.015 (0.113)
Working (May 1st, among those not in school)	142	0.357	0.314	0.044 (0.087)	0.036 (0.088)	0.044 (0.103)	0.097 (0.226)
Took SAT or ACT	392	0.933	0.959	-0.026 (0.023)	-0.027 (0.022)	-0.033 (0.026)	-0.057 (0.045)
Filled out FAFSA	378	0.903	0.940	-0.037 (0.028)	-0.027 (0.028)	-0.032 (0.034)	-0.058 (0.061)
Comfort with FAFSA and scholarships	390	3.478	3.481	-0.003 (0.083)	0.025 (0.084)	0.030 (0.099)	0.053 (0.174)
Applied to college	392	0.910	0.910	0.001 (0.031)	0.004 (0.031)	0.005 (0.036)	0.009 (0.063)
Applied to two-year college	392	0.555	0.488	0.067 (0.054)	0.073 (0.053)	0.087 (0.063)	0.152 (0.110)
Applied to four-year college	392	0.778	0.832	-0.053 (0.042)	-0.052 (0.040)	-0.062 (0.047)	-0.109 (0.083)
Attended college	493	0.644	0.680	-0.035 (0.046)	-0.030 (0.045)	-0.038 (0.056)	-0.070 (0.103)
Attended a two-year college	493	0.213	0.271	-0.058 (0.042)	-0.052 (0.041)	-0.065 (0.051)	-0.120 (0.095)
Attended a four-year college	493	0.485	0.482	0.003 (0.049)	0.004 (0.046)	0.005 (0.056)	0.009 (0.104)
Completed one full-time year of college	493	0.478	0.484	-0.006 (0.049)	-0.001 (0.045)	-0.001 (0.056)	-0.002 (0.104)
Completed two years of college	493	0.222	0.264	-0.042	-0.038	-0.048	-0.088

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
				(0.042)	(0.040)	(0.050)	(0.093)
Seventy-fifth percentile SAT score [a]	182	1122	1138	-16 (25)	-9 (24)_	-10 (28)	-17 (45)
Retention rate [a]	322	0.670	0.672	-0.002 (0.015)	-0.004 (0.013)	-0.004 (0.016)	-0.007 (0.026)
Graduation rate [a]	321	0.377	0.375	0.002 (0.024)	-0.003 (0.023)	-0.003 (0.027)	-0.006 (0.046)
Had a job (September to May following graduation)	323	0.574	0.426	0.148*** (0.058)	0.128** (0.060)	0.157** (0.072)	0.286** (0.131)
Has a savings or checking account	389	0.841	0.743	0.098** (0.045)	0.088** (0.045)	0.104** (0.053)	0.182** (0.093)
Money accumulated ($)	226	1017	468	549* (318)	484 (345)	591 (411)	1166 (808)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

TABLE C.11

Urban Alliance Program Impacts, Cohort 2017–18

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
Connected (May 1st the year following the internship program)	565	0.854	0.877	-0.023 (0.032)	-0.012 (0.032)	-0.016 (0.043)	-0.027 (0.072)
In school (May 1st the year following the internship program)	590	0.709	0.733	-0.024 (0.041)	-0.008 (0.041)	-0.011 (0.054)	-0.019 (0.091)
Working in a paid job (May 1st the year following the internship program)	466	0.509	0.444	0.065 (0.052)	0.061 (0.052)	0.082 (0.070)	0.139 (0.118)
Working (May 1st, among those in school)	423	0.422	0.316	0.106** (0.051)	0.109** (0.052)	0.151** (0.072)	0.225** (0.108)
Working (May 1st, among those not in school)	167	0.383	0.396	-0.013 (0.085)	-0.027 (0.085)	-0.033 (0.101)	-0.076 (0.232)
Took SAT or ACT	531	0.962	0.970	-0.008 (0.017)	-0.001 (0.015)	-0.002 (0.020)	-0.003 (0.034)
Filled out FAFSA	517	0.912	0.913	-0.001 (0.029)	0.009 (0.028)	0.012 (0.037)	0.019 (0.061)
Comfort with FAFSA and scholarships	526	3.487	3.454	0.033 (0.078)	0.035 (0.079)	0.047 (0.105)	0.079 (0.177)
Applied to college	530	0.905	0.896	0.008 (0.030)	0.022 (0.029)	0.029 (0.039)	0.049 (0.065)
Applied to two-year college	530	0.533	0.466	0.067 (0.049)	0.063 (0.045)	0.084 (0.059)	0.142 (0.100)
Applied to four-year college	529	0.795	0.800	-0.005 (0.039)	0.013 (0.038)	0.018 (0.050)	0.030 (0.084)
Attended college	702	0.673	0.639	0.034 (0.039)	0.042 (0.039)	0.059 (0.054)	0.111 (0.101)
Attended a two-year college	702	0.237	0.200	0.037 (0.033)	0.030 (0.031)	0.042 (0.043)	0.080 (0.081)
Attended a four-year college	702	0.476	0.466	0.010 (0.041)	0.024 (0.039)	0.034 (0.054)	0.064 (0.102)
Completed one full-time year of college	702	0.483	0.464	0.019 (0.041)	0.027 (0.040)	0.038 (0.056)	0.071 (0.105)
Completed two years of college	702	0.263	0.235	0.028	0.037	0.051	0.096

Outcome (data source)	Number of young people (*n*)	Weighted Mean		ITT		TOT	
		Treatment	Control	Difference in weighted means	Regression adjusted	IV regression adjusted (attended prework)	IV regression adjusted (completed internship)
				(0.036)	(0.035)	(0.049)	(0.091)
Seventy-fifth Percentile SAT score [a]	256	1156	1152	3 (21)	9 (18)	12 (24)	20 (39)
Retention Rate [a]	464	0.692	0.693	-0.001 (0.013)	0.003 (0.012)	0.005 (0.016)	0.007 (0.025)
Graduation rate [a]	463	0.404	0.411	-0.007 (0.022)	0.002 (0.020)	0.003 (0.028)	0.006 (0.045)
Had a job (September to May following graduation)	478	0.628	0.528	0.100** (0.051)	0.104** (0.052)	0.139** (0.069)	0.237** (0.117)
Has a savings or checking account	528	0.869	0.840	0.030 (0.035)	0.035 (0.034)	0.046 (0.044)	0.078 (0.075)
Money accumulated ($)	294	857	811	47 (234)	19 (286)	25 (366)	46 (634)

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, and IPEDS.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, applied to a two-year college, applied to a four-year college, attended college, attended a two-year college, attended a four-year college, enrolled in a second semester, completed one year of college, completed two years of college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, job applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Retention rate and graduation rate are measured as fractions between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who attended prework or completed the internship with those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. Each measure only includes young people who consented to participate in the study and who consented to the relevant data collection effort.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%, ** significant at 5%, *** significant at 1%

Appendix D. Validation

We conducted an evaluation of the Urban Alliance High School Internship Program covering the 2011–12 and 2012–13 program years when the program was operating in two regions: Washington, DC, and Baltimore. We produced a final impact report for that evaluation that found that for the full sample at the one-year mark after high school graduation, the program had positive impacts on young people receiving job help, receiving college help, their comfort completing the FAFSA and other scholarship applications, on soft skills comfort, and the quality of college attended as measured by the 75th percentile SAT score (Theodos et al. 2017). In this appendix, we compare impacts estimated in this study evaluation of the 2016–17 and 2017–18 program years for young people in Washington, DC and Baltimore with the findings from the evaluation of the 2011–12 and 2012–13 program years.

The prior evaluation estimated treatment effects using a random effects model with random effects for each school and controls for gender, employment before entering the program, GPA, and neighborhood poverty rate. Random effects models were used because students were not randomly assigned within high schools, which led to varying shares of treated students across high schools. The random effects models accounted for unobserved heterogeneity across different high schools in the probability of the outcomes. The controls in these models were selected to account for observed differences between the treatment and control groups that remained after randomization.

In the study detailed in this report, we used a fixed-effects model with site-by-cohort fixed effects, weights to account for different treatment and control ratios across regions, and a set of controls that account for observable differences found after randomization in this study (race and ethnicity).

Table D.1 shows the findings from the prior study and two sets of estimates using the data from this study. Model 1 values in table D.1 use the same models we used for the prior evaluation's final report one-year impacts, using only participants in Washington, DC, and Baltimore, but applied to the 2016–17 and 2017–18 program years. Model 2 is the model we used in this study, with the sample limited to participants in Washington, DC, and Baltimore.

We find that some patterns hold, while others changed. As in the prior evaluation, we find that the program had positive impacts on quality of college attended, soft skills comfort, and receiving job help in Washington, DC, and Baltimore. In the prior evaluation, we found positive impacts for comfort with completing the FAFSA and other scholarship applications—those impacts were not present for Washington, DC, and Baltimore in this evaluation. We also found that the program has several positive

impacts for Washington, DC, and Baltimore that had not been present in the prior evaluation—hard skills comfort and probability of having a post-program job.

TABLE D.1

Urban Alliance Program Impacts, 2011–12 and 2012–13 compared with 2016–17 and 2017–18, Full Sample

			2016–17 and 2017–18	
Outcome (data source)	**Estimation technique**	**2011–12 and 2012–13**	**Model 1**	**Model 2**
Received college help (survey)	ITT	0.080***	0.001	-0.001
		(0.027)	(0.028)	(0.029)
	TOT	0.165***	0.002	-0.001
		(0.054)	(0.099)	(0.074)
Received job help (survey)	ITT	0.129***	0.069***	0.073***
		(0.031)	(0.024)	(0.024)
	TOT	0.260***	0.199**	0.212***
		(0.057)	(0.089)	(0.075)
Graduated from high school (HS data)	ITT	0.012	0.010	0.011
		(0.010)	(0.016)	(0.017)
	TOT	0.023	0.036	0.033
		(0.025)	(0.057)	(0.053)
Suspended senior year (HS data)	ITT	-0.011	-0.030	0.011
		(0.018)	(0.025)	(0.017)
	TOT	-0.037	-0.106	0.033
		(0.045)	(0.083)	(0.053)
Took SAT (survey)	ITT	-0.014	-0.042*	-0.054*
		(0.023)	(0.025)	(0.030)
	TOT	-0.036	-0.097*	-0.104**
		(0.049)	(0.052)	(0.046)
Took ACT (survey)	ITT	0.056	-0.013	-0.013
		(0.040)	(0.045)	(0.046)
	TOT	0.115	-0.033	-0.033
		(0.083)	(0.117)	(0.118)
Filled out FAFSA (survey)	ITT	-0.002	-0.006	0.012
		(0.021)	(0.029)	(0.030)
	TOT	-0.004	-0.016	0.032
		(0.046)	(0.071)	(0.076)
Comfort with FAFSA and scholarships (survey)	ITT	0.119**	0.032	0.038
		(0.052)	(0.077)	(0.077)
	TOT	0.244**	0.088	0.098
		(0.108)	(0.202)	(0.196)
Applied to college (survey)	ITT	0.008	0.004	0.025
		(0.021)	(0.029)	(0.030)
	TOT	0.005	0.021	0.071
		(0.043)	(0.099)	(0.081)
Attended college (NSC)	ITT	0.013	0.010	0.016
		(0.032)	(0.037)	(0.040)
	TOT	0.028	0.094	0.022
		(0.073)	(0.112)	(0.052)
Attended two-year college (NSC)	ITT	-0.012	-0.010	-0.006
		(0.018)	(0.028)	(0.029)
	TOT	-0.026	0.084	-0.007
		(0.049)	(0.089)	(0.038)

Outcome (data source)	Estimation technique	2011–12 and 2012–13	2016–17 and 2017–18 Model 1	2016–17 and 2017–18 Model 2
Attended four-year college (NSC)	ITT	0.024 (0.030)	0.021 (0.035)	0.026 (0.039)
	TOT	0.064 (0.072)	0.039 (0.122)	0.035 (0.050)
75th percentile SAT score (IPEDS) [a]	ITT	33** (17)	59*** (20)	36 (19)
	TOT	50 (35)	171*** (62)	3 (22)
Graduation rate (IPEDS) [a]	ITT	1.406 (1.550)	0.024 (0.018)	0.002 (0.029)
	TOT	3.053 (3.421)	0.071 (0.052)	0.003 (0.024)
Hard skills comfort (survey)	ITT	0.098 (0.063)	0.168** (0.087)	0.165** (0.078)
	TOT	0.200 (0.127)	0.436* (0.227)	0.421** (0.199)
Soft skills comfort (survey)	ITT	0.091** (0.038)	0.115*** (0.045)	0.120** (0.050)
	TOT	0.182** (0.077)	0.300*** (0.118)	0.306** (0.127)
Had a job (survey)	ITT	-0.058 (0.042)	0.137*** (0.048)	0.135*** (0.050)
	TOT	-0.121 (0.088)	0.459*** (0.139)	0.172*** (0.066)
Money accumulated ($) (survey)	ITT	39. (97.)	221 -154	266* -159
	TOT	75 (202)	565 -398	332* -197

Sources: Urban Alliance program data, outcome survey, Alexandria City Public Schools, Baltimore City Public Schools, individual charter schools in Chicago, Chicago Public Schools, DC Public Charter School Board, DC Public Schools, NSC, IPEDS, and American Community Survey 2008-2012 and 2013-17 five-year estimates.

Notes: HS = high school, IV = instrumental variables. Received college help, received job help, graduated from high school, suspended senior year, took SAT, took ACT, filled out FAFSA, applied to college, attended college, attended a two-year college, attended a four-year college, and probability of having a post-program job are equal to 1 for "yes" and 0 for "no." Comfort with FAFSA and scholarship applications, hard skills, and soft skills are measured on a four-point scale with 4 as "very comfortable" and 1 as "very uncomfortable." Graduation rate is measured as a fraction between 0 and 1. ITT compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have participated in the internship program) with a control group of individuals who were not accepted into the program. TOT compares outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models use weights to account for different treatment and control ratios across regions and include controls for participant race and ethnicity and a region-by-year fixed effect. We estimate ITT for yes/no outcomes using a logit model, ITT for all other outcomes using least squares, and TOT for all outcomes using two-stage least squares. Where a logit model is used, we display marginal effects. Heteroskedastic robust standard errors are given in parentheses. The 2011–12 and 2012–13 regression and Model 1 include Washington, DC, and Baltimore and exclude Chicago and Northern Virginia; include controls for gender, job history, GPA, and neighborhood; and use random effects. Model 2 is the model described in the methods section of this report, and it applies fixed effects instead of random effects, includes weights. Model 2 does not include controls for gender, job history, GPA, and neighborhood, but does include controls for race and ethnicity.

[a] Estimates are based on the subset of young people that attended college. This introduces selection bias and estimates cannot therefore be considered true treatment effects.

* significant at 10%,** significant at 5%, *** significant at 1%

Notes

[1] In 2011, Urban Alliance commissioned the Urban Institute to conduct a two-site randomized controlled trial (RCT) to evaluate its High School Internship Program in Baltimore and Washington, DC. That evaluation, funded by the Corporation for National and Community Service's Social Innovation Fund, found positive impacts on high school graduation and college attendance for male students in addition to college enrollment for students with middle GPAs (between 2.0 and 3.0). These effects were not as strong or not present for young women (Theodos et al. 2014; 2016; 2017). This second evaluation expands in scope to a four-site RCT with the addition of Chicago and Northern Virginia.

[2] "Urban Alliance," The Urban Alliance, accessed June 22, 2021, https://theurbanalliance.org/.

[3] American Community Survey (ACS) 2015–19.

[4] ACS 2015–19.

[5] "About Us," Urban Alliance, accessed May 5, 2021, https://theurbanalliance.org/about-us/.

[6] "This report uses the term "Hispanic or Latine" to describe participants who reported their race/ethnicity as "Hispanic, Latino(a)." The authors use this term to respect participants who did not identify their gender as either male or female.

[7] We ran the predictive models both using a random-effects model at the high school level and without a random-effects specification. The estimates for the two approaches were similar, and we report on marginal effects for the model without a random-effects specification in this report.

[8] These measures were also used and evaluated in our previous impact evaluation of Urban Alliance (Theodos et al. 2016; 2017).

[9] These measures were also used and evaluated in our previous impact evaluation of Urban Alliance (Theodos et al. 2016; 2017).

[10] "Public Postsecondary Enrollment Reports." Virginia Department of Education, accessed December 21, 2022, https://p1pe.doe.virginia.gov/postsec_public/postsec.do?dowhat=LOAD_REPORT_C11.

[11] "Mayor Emanuel introduces Groundbreaking Initiative to Encourage Post-Secondary Planning and Success Beyond High School" (press release), City of Chicago Mayor's Press Office, April 5, 2017,https://www.chicago.gov/city/en/depts/mayor/press_room/press_releases/2017/april/Groundbreaking_Initiative_Post_Secondary_Planning_PCS.htmlhttps://nces.ed.gov/programs/coe/indicator/cba/annual-earnings.

[12] Bill DeBaun, "Digging Deeper into Universal FAFSA Impacts in Four States," National College Attainment Network, September 7, 2022, https://www.ncan.org/news/613062/Digging-Deeper-into-Universal-FAFSA-Impacts-in-Four-States.htm; "Illinois Financial Aid Application Requirement: Training and Support," Illinois Student Assistance Commission, accessed December 22, 2022, https://www.isac.org/pd/fafsa-mandate.html.

[13] "Annual Earnings by Education Attainment," National Center for Education Statistics, May 2022, https://nces.ed.gov/programs/coe/indicator/cba/annual-earnings.

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