

RESEARCH REPORT

A Pathway to Economic Opportunity for Communities and AmeriCorps Members

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Executive Summary

The Local Initiatives Support Corporation (LISC) AmeriCorps program offers people the opportunity to serve communities and engage with residents while also developing skills that can benefit their future career paths and educational goals. But how do program placement sites and local LISC offices ensure these members have a positive experience and see lasting benefits from their service?

The Urban Institute contracted with LISC to examine the effects of AmeriCorps service and the occupational and educational outcomes tied to service and civic engagement for AmeriCorps LISC members in an effort to design and implement improved programming and technical assistance for our partners. This study is the third commissioned by LISC in recent years. LISC has previously contracted with external evaluators to conduct evaluations focusing on (1) the impact of the LISC AmeriCorps program on organizations that serve as host sites for members, and (2) the impact of the program on recipients of service provided by Financial Opportunity Centers. The purpose of this study is to focus on the benefits of service to the AmeriCorps members themselves, and how the structure, design, and management of the LISC AmeriCorps program contribute to members' outcomes.

This study addressed the following research questions:

1. What occupational and educational outcomes post-service do members attain, and do members experience changes in attitudes and behaviors pertaining to personal efficacy and civic engagement that appear to be related to their volunteer experience?
2. What, if any, social, demographic, and attitudinal attributes are related to these outcomes?
3. What attributes of the LISC AmeriCorps site recruitment and selection process influence, if at all, the types of members selected into the program and their match to placement sites?
4. What characteristics of the placement partner are associated with positive member outcomes, including the type of assignment and varieties of member management and supervision?
5. What aspects of national and local LISC program management (including the supports given to the member and the placement partner) are associated with different placement partner practices and member outcomes?

This evaluation used the following methodology and survey instruments:

- member data: a baseline survey (response rate: 70.6 percent), an end-of-year survey conducted by CNCS (response rate: 66.3 percent), and a follow-up survey six months post-service (response rate: 48.5 percent)¹
- placement site data from web-based survey (response rate: 71.3 percent)

- operating site (local LISC office) data from semi-structured interviews
- administrative data as a source of member demographics
- a quasi-experimental comparison, using propensity score matching and data from the CNCS exit survey, to compare outcomes for LISC AmeriCorps members with those of other AmeriCorps programs

Evaluating Outcomes for LISC AmeriCorps Members

We studied members' outcomes in four categories: occupational, educational, civic engagement, and personal efficacy—to evaluate what elements of the program contributed to their success.

TABLE ES.1

Key Outcome Definitions and Measures

Outcome	Measures
Occupational Outcomes: the extent to which AmeriCorps helped to define and shape an individual's professional goals	<ul style="list-style-type: none"> ▪ responses to survey question asking what the member had done in the six months immediately following LISC AmeriCorps ▪ degree of influence of service on forming and making progress toward professional goals (self-assessed) ▪ improvement of job skills
Educational Outcomes: the extent to which AmeriCorps helped define and shape an individual's educational goals	<ul style="list-style-type: none"> ▪ degrees earned ▪ degree of influence of service on forming and making progress toward educational goals (self-assessed)
Civic Engagement: attitudes, beliefs, and behaviors consistent with active involvement in community life, such as participating in community organizations or voting in national and local elections	<ul style="list-style-type: none"> ▪ frequency and quality of participation in community organizations (school, religious, issue-based, recreational) ▪ level of engagement with news and public issues ▪ act of volunteering for a cause or issue that you care about ▪ donation of money or goods to a cause or issue that you care about ▪ participation in an activity or group to keep the community safe and clean ▪ voting in elections
Personal Efficacy: the ways in which service helps members increase their effectiveness at working with others	<ul style="list-style-type: none"> ▪ level of connection to community ▪ incorporation of innovation and teamwork into work activities ▪ expansion and improvement of quality interpersonal relations in community ▪ improvement in management skills ▪ improvement in problem-solving abilities and techniques

Occupational Outcomes

After exiting the program, seventy-nine percent of LISC AmeriCorps members were satisfied with the professional training that they received on the job, reporting that it was either excellent or good. Most members also reported that the program helped them develop 21st century workforce and management skills.

Participation in LISC AmeriCorps had a positive influence on members’:

- **Professional goals:** Eighty percent of members said their service affected the pathways they chose; 96.5 percent said their service made them more interested in the types of jobs they pursued; and 85.6 percent said their service helped them develop or expand their personal goals for occupational attainment.
- **Career-oriented soft skills:** Most members credited their service experience with helping them improve their innovation and teamwork skills, as well as helping them build management skills and other essential job skills such as planning, funding, budgeting, and staffing an organization; effectively communicating with diverse populations; project management; time management; and critical thinking.
- **Employment six months post-service:** Seventy-three percent reported being employed or self-employed six months after their service ended (with most being employed in the nonprofit sector). 10.1 percent reported continuing another term of AmeriCorps service either with LISC (6.3 percent) or with another AmeriCorps program (3.8 percent). 7.2 percent reported being unemployed and not in school.

In general, member demographic and preservice characteristics had little to no effect on employment outcomes. Given the diversity of the membership of LISC AmeriCorps, this suggests that that LISC AmeriCorps provides benefits to members with a variety of backgrounds. Some variables, however, did account for variation in career oriented soft skills including innovation and teamwork, management skills, and problem-solving ability. The most common demographic factors related to differences in these outcomes—for instance, figuring out the next steps for career and professional goals—were earning an education award and prior work experience.

HOW PLACEMENT SITES CAN POSITIVELY INFLUENCE MEMBERS’ CAREERS

- **Catalyze members’ enthusiasm and provide them opportunities for broadening their networks:** Sites with higher ratings of member enthusiasm and interest, and sites where

members fostered partnerships with other organizations were less likely to have members unemployed six months after their service ended.

- **Maintain stability:** Sites with more leadership stability had greater impacts on their members' career choices.
- **Cultivate an environment where members can thrive:** When sites described their members' attributes more positively, members reported at higher levels that their service had an impact on their career choices.
- **Partner with other organizations and offer members opportunities to participate:** Sites where members contributed toward fostering partnerships with other organizations were more likely to have members report higher scores on innovation and teamwork measures.

HOW LOCAL LISC OPERATING OFFICES CAN POSITIVELY INFLUENCE MEMBERS' CAREERS

- **Encourage collaboration with other groups:** Research question 5 asks how the working relationship between the local operating offices and the placement sites can influence the management practices used by placement partners, and the outcomes experienced by members. When placement sites report more interactions with other organizations through their involvement in LISC AmeriCorps, members are more likely to report that their service increased their innovation and teamwork skills.

Educational Outcomes

Members overwhelmingly reported that participating in LISC AmeriCorps was a worthwhile experience for their educational, professional, and personal goals.

Participation in LISC AmeriCorps had a positive influence on members':

- **Education pathways:** Nearly 85.7 percent of members responding to questions focused on LISC AmeriCorps' impact on their education pathway said the education award made it possible for them to continue their education. Roughly eighty-two percent said it helped them develop or expand their personal goals for education.
- **Lives six months post-service:** Six months after their service ended, 20.2 percent of members reported continuing their education in either technical training (2.5 percent), undergraduate/community college (10.1 percent), or graduate school (7.6 percent).

Overall, there were few strong associations between education outcomes and demographic or other member characteristics at the start of service. About two-thirds of members lived in the neighborhood where they served when they enrolled; these members were more likely to report that they figured out their next steps in educational goals.

HOW PLACEMENT SITES CAN POSITIVELY INFLUENCE MEMBERS' EDUCATION

- **Develop skills:** In sites that focused on improving members' teamwork or leadership skills, members said their service had a greater impact on their educational choices.
- **Encourage a positive culture:** In sites that rated their members more highly on enthusiasm and energy, ability to work within the AmeriCorps jobs description, ability to work with others, and effectiveness in supporting the overall mission and goals of the organization, members said their service had a greater impact on their educational choices.

HOW LOCAL LISC OPERATING OFFICES CAN POSITIVELY INFLUENCE MEMBERS' EDUCATION

- **Build a reputation of respect and reliability:** Members are more likely to report their service in LISC AmeriCorps affected their educational outcomes when their placement site believes the local LISC office takes its opinions seriously, is serving its purpose, and can be counted on to meet its obligations.

Civic Engagement and Personal Efficacy Outcomes

Members credited their service in LISC AmeriCorps with increasing their connection to their community and the likelihood they will participate in community organizations, keep informed about news and public events, and volunteer for causes they care about. Participation in LISC AmeriCorps has a positive effect on members':

- **Connection to community:** The average score on the questions about members' awareness, attachment, and contributions to their local communities increased from 3.94 at entry (on a 1-5 scale) to 4.47 several months after completing service.
- **Problem-solving techniques:** At follow-up, members were asked how much their AmeriCorps service helped them improve their ability to use several problem-solving techniques. The average score across all these questions was 3.26 on a scale of 1 ("not at all") to 4 ("a great deal").

- **Civic engagement:** The follow-up survey also asked members whether they performed six important civic activities more or less frequently than they did before enrolling in LISC AmeriCorps. The average score on these questions was 2.35 on a 1–3 scale, where 1 is “less frequently,” 2 is “about as often,” and 3 is “more frequently.”

Nearly all members reported a high appreciation for the benefits of diversity after completing their service; the average score on four questions about appreciating diversity was 4.67 (on a 1–5 scale) at exit, and 4.62 at follow-up. In addition, appreciation for diversity is found to be a key outcome fostered by the LISC AmeriCorps experience. Our analysis of propensity score matching reveals that LISC AmeriCorps members exit the program with a greater appreciation of diversity than members of other AmeriCorps programs. Responses related to civic engagement and personal efficacy varied by member demographics. Some key outcomes include the following:

- Respondents with lower-to-middle incomes were more likely to report that they gained an understanding of solutions to the challenges faced by the community.
- Respondents with higher incomes were less likely to report they reexamined their beliefs and attitudes about other people.
- Female respondents were less likely to “strongly agree” that they were aware of the important needs in the community or that they had a personal obligation to contribute to the community.
- Female respondents were more likely to report they made a difference in the community.
- Black respondents were more likely to agree with the statement that they plan to become actively involved in issues affecting the community.
- Respondents who received an education award were more likely to report they contributed to the community.

HOW PLACEMENT SITES CAN POSITIVELY INFLUENCE MEMBERS’ CIVIC ENGAGEMENT AND PERSONAL EFFICACY

- **Improve relationships with other organizations:** When the placement sites say members helped the site improve relationships with other organizations in the community, members report higher civic engagement outcomes.
- **Stay open to new opportunities:** When the placement sites report the members helped them expand into new program areas, members are more likely to vote.

- **Focus on teamwork:** When the placement sites prioritize working with others, members are more likely to report an improvement in their ability to work with others.

HOW LOCAL LISC OPERATING OFFICES CAN POSITIVELY INFLUENCE MEMBERS' CIVIC ENGAGEMENT AND PERSONAL EFFICACY

- **Collaborate between offices and sites:** When the placement sites say they effectively collaborate with the local office, their members are more likely to report higher levels on the impact of service measure relationship. This is a measure of the small but significant personal accomplishments (e.g., “the majority of my work has made a positive difference in the community”; “I have done things I never thought I could do”) that members might experience.
- **Develop a fruitful partnership:** When the placement sites feel that the collaboration with the local office has been fruitful, they are more likely to give their members high marks for ability to work with others, ability to work independently, interest and enthusiasm for assigned work, quality of work produced, and quantity of work produced.
- **Expand organizational networks:** When placement sites feel that the collaboration with the local office helps broaden their organizational networks, members are more likely to feel that AmeriCorps service was a “defining” personal and professional experience.

The LISC AmeriCorps program has seen significant successes in meeting its goals of supporting the career and skills development of its members across demographic groups, and in moving them toward careers in community development. The outcomes here show that the steps highlighted above are the most strongly associated with these outcomes, and if further pursued, are likely to extend these successes more broadly.

Introduction

The Urban Institute has contracted with the Local Initiatives Support Corporation (LISC) to conduct an “Evaluation of LISC AmeriCorps Member Outcomes.” This study is the third commissioned by LISC in recent years. LISC has previously contracted with external evaluators to conduct evaluations focusing on (1) the impact of the LISC AmeriCorps program on organizations that serve as host sites for members, and (2) the impact of the program on recipients of service provided by Financial Opportunity Centers. This study focuses on how service benefits AmeriCorps members, and how the structure, design, and management of the LISC AmeriCorps program contributes to the outcomes that members experience.

Research Questions

This study addressed the following research questions:

1. What occupational and educational outcomes post-service do members attain, and do members experience changes in attitudes and behaviors pertaining to personal efficacy and civic engagement that appear to be related to their volunteer experience?
2. What, if any, social, demographic, and attitudinal attributes of individuals are related to these outcomes?
3. What attributes of the LISC AmeriCorps site recruitment and selection process influence, if at all, the types of members selected into the program and their match to placement sites?
4. What characteristics of the placement partner are associated with positive member outcomes, including the type of assignment and varieties of member management and supervision?
5. What aspects of national and local LISC program management, including the supports given to both the member and the placement partner, are associated with different placement partner practices and member outcomes?

Study Design

The Urban study team used three waves of data collection from the members of the 2016–17 AmeriCorps cohort: a baseline survey (**Baseline Member Survey Instrument–Appendix A**) conducted

at intake by the Urban Institute, a member exit survey conducted at the conclusion of the term administered by CNCS (**CNCS Member Exit Survey Instrument–Appendix C**), and a follow-up survey (**Member Follow-Up Survey–Appendix E**) conducted several months after the end of the program year, also conducted by Urban. These surveys served as the primary source of data used to address the first research question. To identify the outcomes to study, the Urban study team relied on previously published reports that investigated the relationship between the member development activities provided by AmeriCorps and positive member outcomes. Our primary source materials were the AmeriCorps Longitudinal Study (ACLS),² conducted by Abt Associates between 1999 and 2008; the interim AmeriCorps Alumni Outcomes report, conducted by JBS International in 2015;³ and the final AmeriCorps Alumni Outcomes report, conducted by Abt Associates in 2016.⁴

The study team designed the baseline survey to collect pre-program data to align with outcomes also collected on the CNCS exit survey, enabling pre-post comparisons of key outcomes. The team also conducted a follow-up survey of the 2016–17 AmeriCorps members in late spring 2018, several months after the majority of them have finished their first terms. The team worked with LISC in late 2017 to develop a survey that measured several of the most important outcomes constructed from the baseline and CNCS exit survey, as well as additional outcomes that are not on either survey, or are only available on the member exit survey. This “third wave” of outcome data enabled us to construct additional measures of change: the comparison between outcomes measured at baseline and at follow-up, as well as the comparison between end-of-term and follow-up outcomes, identified outcomes that continue to change, as well as changes in outcomes that only appear after the member finishes serving.

To address the second research question, the study combined data from the three surveys of the 2016–17 cohort of AmeriCorps members with social, demographic, and attitudinal member data from the surveys and administrative data that LISC has shared with the Urban study team. The CNCS member exit survey is an important source of basic data on the members, as it contains demographic variables that are attached to the survey responses. However, the primary source of member demographics is the intake form that LISC used to collect data from newly enrolled members, and the resumes that members submitted at intake that are important sources of information about members’ previous work history.

The team used previous studies as a guide to create constructed outcome variables that are consistently measured, and that appear to be significantly and positively influenced by AmeriCorps service. After creating outcome variables that can be consistently measured, the team used the member demographic variables and other baseline characteristics to test for differences in the outcome variables and in the amount of change observed for the various outcomes.

To respond to the third research question, the study team conducted semi-structured interviews (**Operating Site Interview Protocol–Appendix D**) with operating site staff. The interview protocol contains questions about site selection that serve as a primary data source for research question 3. The Urban team used interview questions 10 and 11 to collect information about the selection criteria that the operating sites (local LISC partners) use to identify their placement sites, and to gather feedback about the selection process. The team used this interview data along with insights from conversations with the national program office to develop descriptions of the relationships between the operating sites and their placement partners.

The team also used the web-based placement partner survey (**Placement Site Supervisor Survey–Appendix B**) as a source for data about the member recruitment and placement process. The survey asked placement sites about how much influence they have over member recruitment, and how successfully the site recruited members with the necessary skills and qualifications. The LISC program office also provided administrative data on recruitment of members from the community surrounding the placement site. The placement site survey also yielded data about the outcomes of member recruitment—including exit before completion and hiring after completion—as well as an overall assessment of the member’s contributions, given by a site representative. Urban used these outcomes to assess the quality of the match between the member and the placement site and the match between the member and the assignment offered by the site. To the extent possible given the small sample sizes, the team also used administrative data collected by LISC to compare the overall relationships between members and placement sites broken down by the characteristics of the members and the sites.

To address the third, fourth, and fifth research questions, the Urban team used the results of a web-based survey of placement sites, as well as the semi-structured interviews with staff from the LISC program office and local operating sites. The placement site survey, which was a primary source of data to address research question 4, borrowed most of its questions from the ACLS program director survey instrument,⁵ and from the survey of placement partners conducted by Abt Associates in their 2012 evaluation of LISC AmeriCorps.⁶ Our survey focuses on the ACLS questions that were significant predictors of positive member development outcomes, according to analysis conducted by Diana Epstein (2009).⁷ Epstein’s analysis was especially valuable because the official ACLS evaluation reports (published in 2004 and 2008) did not explore the relationship between placement partner characteristics and member outcomes, which is the focus of this research question.

To address research question 5, the study team relied primarily on evidence from the web-based survey of placement partners and the semi-structured interviews with staff members from the operating sites. This research question created particular methodological challenges, since most

research on AmeriCorps does not examine the question of cross-level organizational relationships within AmeriCorps-sponsored networks. This study presented an opportunity to find out about how LISC National (National) manages the network of operating sites, and how the operating sites manage the network of placement sites. To answer this research question, the Urban team built on the analysis conducted for research question 4 by seeing how or whether the relationships between placement site practices and member outcomes relate to the practices and activities of the operating sites, and to the operating sites' relationship with the national program office. The operating site interviews served as the primary source of data about the relationship between the operating sites (local LISC partners) and the national LISC program office. Interview questions 15 and 16, which ask about the relationship between the operating site and the national LISC office, addresses this question most directly, but questions 6, 7, and 9 (about the benefits and costs of affiliation with AmeriCorps) also yielded useful information. Questions 8 and 17 ask the operating site to compare the experience of working with AmeriCorps with the experience of working with other organizational networks and provided context for the operating site's assessment of working with AmeriCorps and the national LISC program office.

Finally, semi-structured interviews of operating sites were used to collect data on research question 5: "What aspects of national and local LISC program management, including the supports given to both the member and the placement partner, are associated with different placement partner practices and member outcomes?" The protocol included questions about the relationship between the operating sites and the LISC national program office, as well as questions about the connection between the operating sites and the AmeriCorps model, thus generating information about national program management. Meanwhile, questions about recruitment of placement sites and the working relationships between placement and operating sites yielded information about local program management. The Urban team coded evidence from these interviews for use in quantitative analysis, but more generally, the interviews provided context for the results of the placement site surveys.

Report Outline

The remainder of this report first presents an overview of the structure and management of LISC AmeriCorps programs. It then presents the results for research question 1, exploring key occupational, educational, and employment outcomes and whether members experience changes in attitude pertaining to personal efficacy and civic engagement that appear to relate to their volunteer experience. Section 3 further explores these outcomes and discusses whether social, demographic, and attitudinal attributes are related to these key outcomes. Section 4 addresses whether the LISC

AmeriCorps site recruitment and selection process influences the type of members placed in service sites. Section 5 discusses what site characteristics may be associated with positive member outcomes. Section 6 then presents which aspects of LISC program management, both local and national, are associated with different placement partner practices and member outcomes. Finally, we present the analysis with a comparison of outcomes with members from other AmeriCorps programs and conclude with recommendations for LISC. A complete set of results can be found in this report's appendixes.

Structure and Management of LISC AmeriCorps Programs

The Mission and Role of LISC

LISC is a community development financial institution. Together with locally based not-for-profit partners, LISC strengthens local economies to attract and expand business, improve housing quality and affordability, create living wage jobs, and prepare talent for quality employment. LISC has a multilayer operating structure that includes collaboration among those who work nationally and locally.

LISC employs a multilayered approach to delivering resources, including loans, grants, and equity investments; local, statewide, and national policy support; and technical and management assistance. Delivered primarily through a local office structure, LISC has 33 local offices and works in rural communities in 1,400 counties in 44 states. Locally based LISC staff in these offices work with not-for-profit partners, government agencies, and other philanthropic entities to help identify local priorities and challenges to deliver the most appropriate support to meet the community needs.

LISC AmeriCorps' Connection to LISC's Overall Mission

The AmeriCorps program is a critical component of LISC's overall Catalyzing Opportunity strategy. LISC sponsors a national LISC AmeriCorps program. LISC first received AmeriCorps funding in 1994 and is currently in its 24th year. The program helps improve the capacity of not-for-profit community development agencies working in underinvested communities.

The AmeriCorps members are placed in not-for-profit organizations that help low-income and underinvested people obtain employment, achieve housing stability, build affordable housing, engage community members in efforts to create safer and healthier neighborhoods, and develop community plans. These organizations are the backbone of many distressed communities, and AmeriCorps members help these organizations expand their capacity to increase opportunities for the people they serve in the areas listed above.

The LISC AmeriCorps program aligns directly with the Corporation for National and Community Service's AmeriCorps mission to "engage AmeriCorps members in direct service and capacity-building

to address unmet community needs. AmeriCorps members also mobilize community volunteers and strengthen the capacity of the organizations where they serve.”

LISC has trained members through their service experiences with skills to become employed post-service, based on the expectation that service coupled with intentional training will prepare people—primarily people who self-identify as from communities of color and who live in the neighborhoods they serve—to take on careers in community development.

Since 1994, LISC has trained and placed over 3,000 members in the community development sector across the country. These members have helped over 7,500 people obtain employment, supported the development of over 10,000 units of housing, and stabilized housing tenure for over 49,000 families.

The LISC AmeriCorps Program Model

LISC operates a national direct program grant where LISC National works with local LISC offices and programs (Operating Site) to place a cohort of AmeriCorps members with local partner organizations (Host or Placement Site). Local LISC offices receive an allocation of member slots/ positions with a suggested minimum size of seven: five full-time positions and two quarter-time positions. Although there is no maximum size, National provides guidance to Operating Sites on time and effort implications for larger cohort sizes.

LISC National comprises four FTE positions. Operating Sites have one staff person responsible for the management of their cohort who spends anywhere from 20 to 80 percent of their time on the program based on size of the cohort. Host sites have one person on staff designated as the member’s immediate supervisor.

LISC National provides Operating Sites with competitive selection materials, including standardized materials related to member service descriptions and goal setting for the selection of host sites. LISC operating sites are responsible for the competitive selection of partner sites, vetting of member candidates, and supervision of the local AmeriCorps team. Operating sites are also responsible for relationship management with the partner site as it relates to the AmeriCorps program. Host sites are responsible for recruitment and day-to-day management of the AmeriCorps member. All three play a role in ensuring member compliance and participation eligibility. The LISC AmeriCorps program aims to expose women and people of color to the community development field while building placement partners’ capacity. The LISC AmeriCorps program starts on October 1 and seeks to have all members

end service by September 30. However, accommodations are made for operating sites and host partners to have full-time and half-time members serve beyond September 30.

LISC AmeriCorps members fall into one of the following four categories:

- full-time members, who serve 1,700 hours over a 10-month term starting yearly on October 1
- half-time members, who serve 900 hours for a 10-month term starting yearly on October 1
- quarter-time members, who serve 450 hours over 3–10 months starting as early as October 1 and as late as July 1
- minimum- (or summer-) time members who serve 300 hours for 2–5 months, starting between May 1 and August 1

Both the local Operating Sites and National provide members mandatory and optional training and development opportunities. LISC National requires all new members to receive an onboarding to AmeriCorps service at their operating sites at the onset of the term. National funds and administers a one-and-a-half-day in-person onboarding using a cohort training model for members and host site supervisors. National requires that all full-time and half-time members attend a second training hallmark at their annual leadership conference. Local operating sites further require all enrolled members to attend monthly meetings and trainings as identified by the cohort and supervisor. Host sites provide structured training provided by partner organizations such as NeighborWorks or local industry members and on-the-job training. Host site supervisors are expected to check in regularly with members.

2016–17 Program Year Characteristics

The evaluation of 15 operating sites and 128 placement sites found the following:

- Of the 166 members enrolled at the start of the program, 133 successfully completed their service term.
- Community-based organizations make up nearly 80.9 percent of placement sites, and 30.8 percent of placement sites receive national service members from other AmeriCorps programs.
- Local office staff raised the following challenges:
 - » Low stipends make it difficult to recruit quality members with the appropriate skills to meet the needs of the potential placement site.

- » The expectations or needs of placement organizations may not match the amount of funding dedicated to pay candidates who can meet those needs.

LISC AmeriCorps members have the following self-identified characteristics:

- Most (68.7 percent) are female.
- Most are black/African American (40.8 percent) or white (34.4 percent).
- Most (51.5 percent) have earned a bachelor's degree or higher at the time they apply.
- About half are between the ages of 22 and 29 at enrollment; the average member is 30.6 years old.
- Most have six or more years of work history. Only 16.9 percent enter the program without any work history.
- Two-thirds of entering members reported they earn less than \$20,000 a year.
- Nearly two-thirds (66.5 percent) reported living in the same neighborhood where they served.
- About 83.3 percent of members earned an education award (a post-service benefit awarded to service members who complete an approved term of national service through AmeriCorps).

Research Question 1

What occupational and educational outcomes post-service do members attain, and do members experience changes in attitudes and behaviors pertaining to personal efficacy and civic engagement that appear to be related to their volunteer experience?

The key outcomes featured in this section cover a wide variety of measures related to educational attainment and aspirations, occupational and post-career outcomes and aspirations, civic engagement, and personal efficacy. The “personal efficacy” category contains outcomes relating to both “hard” and “soft” management and job skills, identifying community needs, problem-solving abilities and techniques, interpersonal skills, and an appreciation for diversity. Many of these outcomes were originally formulated for the AmeriCorps Longitudinal Study. In several cases, the original ACLS questions were adapted for inclusion on the CNCS member exit survey, and were also used (often with few or no changes) on Urban’s baseline and follow-up surveys.

Many of these outcomes are constructed from multiple survey questions to simplify the treatment of later research questions. The post-exit survey often serves as the data source for the key outcome measures used in later analysis. The remainder of this section details all the variables used in the construction of these key outcomes; appendix F contains the complete list of key outcomes and details about their construction.

Educational and Occupational Outcomes

Members frequently joined LISC AmeriCorps to gain training or skills. After exiting the program, most members (79.3 percent) expressed satisfaction with the professional training they received on the job, reporting that it was either excellent or good. Most exiting members also believed that LISC AmeriCorps helped them identify their future professional or educational goals and reported that their experience was worthwhile and either personally or professionally defining. Most members (80.0 percent) reported that their service affected their career pathway after exiting. However, members strongly disagreed that their service impacted their career or educational choices.

Reasons for Joining

As shown in table 1.1, members frequently joined LISC AmeriCorps to gain training or skills. On a scale from 0.5 to 5, with 0.5 being “Not at all important” and 5 being “Extremely important,”⁸ entering

members reported on average that gaining skills or competencies useful to school or work was an extremely important reason for joining AmeriCorps (a mean score of 4.53). Similarly, joining members reported that gaining direct experience in a specific career and/or future profession was very important (a mean score of 4.43). The only reason for joining that rated higher than these two factors was helping solve a community need or challenge, which scored an average of 4.60 for entering members. Approximately 47 percent of all respondents gave both these measures of professional training the highest rating (5.0). The least important reasons for joining were to do something for the community during a break in school or work (an average score of 2.54), and to do something for the community while enrolled in school (an average score of 2.17).

TABLE 1.1
Members' Reasons for Joining

Outcome	N	Mean
To gain skills or competencies that would be useful in school or work	115	4.53
To work with people who share your ideals	115	4.04
To provide service to your country	115	4.04
To receive an education award	113	3.71
To gain direct experience in a specific career and/or future profession	115	4.46
To help to solve a community need or challenge	115	4.60
To make friends and meet people	114	3.66
To learn about another community (other than the one where you live)	115	2.17
To do something for your community while also enrolled in school	115	2.54
To do something for your community during a break in school or work	114	

Source: Urban Institute analysis of LISC AmeriCorps baseline survey.

Effect of Service on Career Pathway

During the follow-up survey, which was conducted several months after most members finished their service, a large majority of members reported that service affected their career pathway (table 1.2). Eighty percent of members noted that their service affected the pathway they chose, and 52.0 percent reported that it had affected their choice “a lot.” Roughly ninety-seven percent said that their service made them more interested in the types of jobs that they pursued to some degree, and 85.6 percent said that their service helped them develop or expand their personal goals for occupational attainment either a little or a lot. These results did not substantively vary based on members’ occupational goals at entry: members who said that they enrolled “to gain skills or competencies that would be useful in

school or work” were no more likely to report that their service experience influenced the career pathway they chose.

TABLE 1.2
Impact of LISC AmeriCorps Experience on Career Pathways

The LISC AmeriCorps service experience...	No	Yes, a little	Yes, a lot	N
Affected the career pathway I chose	20.0%	28.0%	52.0%	75
Made me more interested in the types of jobs I pursued	3.4%	29.3%	67.2%	58
Helped me develop or expand my personal goals for occupational attainment	14.5%	39.5%	46.1%	76

Source: Urban Institute analysis of LISC AmeriCorps member follow-up survey.

Effect of Service on Educational Pathway

The follow-up survey contained similar questions asking members to describe how their AmeriCorps service influenced their educational goals. As table 1.3 shows, fewer former members answered these questions, and respondents were less likely to credit LISC AmeriCorps with helping them make progress toward their educational goals. As with the results shown in table 1.2, these results do not vary significantly with motivations for enrollment: members who said that they enrolled “to gain skills or competencies that would be useful in school or work” had about the same response patterns as those who did not cite this as a motivation.

TABLE 1.3
Impact of LISC AmeriCorps Experience on Educational Pathway

The LISC AmeriCorps service experience...	No	Yes, a little	Yes, a lot	N
Affected the degree/major I chose	53.7%	17.1%	29.3%	41
Made me more interested in the topic I pursued in school	42.9%	21.4%	35.7%	42
Helped me develop or expand my personal goals for education	17.5%	36.8%	45.6%	57
The education award made continuing my education possible	14.3%	34.7%	51.0%	49

Source: Urban Institute analysis of LISC AmeriCorps member follow-up survey.

Employment and Education Outcomes

Table 1.4 contains some of the most important member outcomes: what the members were doing six months after they finished their service,⁹ including where they were working. For this class of LISC members, within six months of finishing their service, nearly a third (29.1 percent) of members found

work in the nonprofit sector at their host site, with another 13.9 percent remaining in the nonprofit sector, but at another site. Another 21.4 percent reported finding work elsewhere, either in the private sector (11.4 percent) or in the public or government sector (10.1 percent). About 10.1 percent were enrolled in an undergraduate program or community college, while 7.6 percent reported that they were unemployed.

TABLE 1.4
What Members Did in the Six Months after LISC AmeriCorps

Response	Share responding
Got a job in the nonprofit sector at my host site	29.1%
Got a job in the nonprofit sector <u>not</u> at my host site	13.9%
Got a job in the private sector	11.4%
Got a job in the public/government sector	10.1%
Went to undergraduate/ community college	10.1%
Went to graduate school	7.6%
Unemployed	7.6%
Enrolled for another LISC AmeriCorps term	6.3%
Started a nonprofit or social entrepreneurship venture	6.3%
Enrolled in another AmeriCorps program (including VISTA)	3.8%
Started a small business	3.8%
Enrolled in a vocational/technical training program	2.5%
Pursued another service experience such as the Peace Corps	0.0%
Served in the military	0.0%
Other (describe what you did immediately after your AmeriCorps service):	15.2%

Source: Urban Institute analysis of LISC AmeriCorps member follow-up survey.

Personal Efficacy and Civic Engagement Outcomes

Exiting members reported that they were satisfied with their overall experience in LISC AmeriCorps. Most members believed that participation was worthwhile for their educational, professional, and personal goals. Most members also reported that they increased their capacity to solve problems, and that they developed management, interpersonal, and teamwork skills.

Members' perceptions of the impacts of their service were mostly positive, though some exiting members reported that they felt overwhelmed by the problems they worked on, something that had not been an expectation entering the program. After exiting the program, members reported feeling more strongly connected to their community than they had when they began their service. The vast majority indicated that their service induced them to be more engaged civically in many ways, and nearly all reported a high appreciation for the benefits of diversity.

Connection to Community

On all three surveys members were asked to rate their awareness, attachment, and contributions to their local communities. As table 1.5 shows, on average, members entering the program ranked themselves highly (a mean 4.46 out of a possible 5) in connection to their community. Several measures of connectedness showed growth during the members' AmeriCorps service, with members reporting higher levels of connectedness at program exit than program entry.

TABLE 1.5

Member Connections-to-Community Outcomes at Program Entry, Exit, and Follow-Up

Outcome	N1	Mean1	N2	Mean2	N3	Mean3
I had, or have, a strong and personal attachment to my community	115	4.09	76	4.39	79	4.46
I was aware of the important needs in my community	115	4.10	76	3.96	79	4.54
I felt a personal obligation to contribute in some way to my community	115	4.26	76	4.32	79	4.63
I was actively involved in issues that positively affect my community	115	3.60	76	4.13	79	4.30
I felt I made a contribution to the community	115	3.63	62	4.29	79	4.54
I reexamined my beliefs and attitudes about myself	114	3.76	61	4.57		
I learned more about the "real" world or "the rest" of the world	115	4.00	61	4.46		
I was exposed to new ideas and ways of seeing the world	115	3.90	61	4.38	79	4.46
Average: Connection to community	115	3.94	76	4.38	79	4.49

Source: Urban Institute analysis of the CNCS member exit survey, LISC AmeriCorps member follow-up survey, and the LISC AmeriCorps baseline survey.

Interpersonal Relations

Members entered LISC AmeriCorps believing that it would build interpersonal skills, and most members gave themselves high marks for these skills after completing their service, as seen in table 1.6. For example, all entering members expected to work with people different from themselves, and almost all entering members believed that they would be able to identify and work with community resources and form partnerships with other organizations. Although the aspirations and expectations of entering members were clearly high, the experiences reported by exiting members were somewhat less optimistic. Though most respondents said they worked "often" or "very often" (on a 1–5 scale) with people who were different from themselves, respondents were less likely to have actually worked to formed partnerships with other organizations or to decrease conflict with others.

TABLE 1.6

Interpersonal Relations Outcomes at Program Entry and Exit

Outcome	N1	Mean1	N2	Mean2
Negotiate and compromise with others	97	.95	76	3.93
Decrease conflict between people	83	.87	76	3.12
Work with people different from yourself	113	1.00	76	4.46
Form partnerships with other organizations	105	.98	76	3.78
Identify and work with community resources	109	.99	76	4.04
Average	114	.97	76	3.87

Source: Urban Institute analysis of LISC AmeriCorps baseline survey and the CNCS member exit survey.

Appreciation of Diversity

Overall, as table 1.7 shows, LISC AmeriCorps service members reported a high level of appreciation for racial, cultural, and economic diversity at completion of LISC AmeriCorps service, and those feelings did not change between program exit and the follow-up survey. At program exit, respondents strongly agreed with all four diversity statements, with scores ranging from 4.8 for respecting the values of people from different cultures and backgrounds to 4.6 for enjoying exploring differences between coworkers and/or friends from different cultures or backgrounds (on a 1–5 scale, with 1 being “strongly disagree” and 5 being “strongly agree”). This same appreciation of diversity was evident at the point of the follow-up survey.

TABLE 1.7

Diversity Appreciation Outcomes at Exit and Follow-Up

Outcome	N1	Mean1	N2	Mean2
I enjoy exploring differences between co-workers and/or friends from different backgrounds	76	4.55	79	4.58
I enjoy interacting with people from different cultures and backgrounds	76	4.68	79	4.67
I respect the values of people from different cultures and backgrounds	76	4.79	79	4.75
I feel confident when interacting with people from different cultures and different backgrounds	76	4.64	79	4.48
Average	76	4.67	79	4.62

Source: Urban Institute analysis of LISC AmeriCorps member follow-up survey and the CNCS member exit survey.

Innovation and Teamwork

Entering members believed that LISC AmeriCorps service would develop their innovation and teamwork skills, as seen in table 1.8. On average, members reported on the exit survey that they had had a chance to practice these skills at least “sometimes” (3 on a 1–5 scale, where 1 is “never” and 5 is

“very often”) during their time as LISC AmeriCorps members. On the follow-up survey, members were asked whether AmeriCorps service enabled them to improve or build on these skills, using a scale of 1 (“not at all”) to 4 (“a great deal”). As the results indicate, most members credited their service experience with substantially improving these skills.

TABLE 1.8
Innovation and Teamwork Outcomes at Program Entry, Exit, and Follow-Up

Outcome	N1	Mean1	N2	Mean2	N3	Mean3
Find new and better ways to do things	107	0.99	76	4.14	79	3.58
Lead or facilitate a meeting or event	102	0.92	76	3.70	79	3.43
Lead a team	92	0.83	76	3.22	78	3.38
Help other individuals learn a new skill	102	0.92	76	3.66	79	3.65
Plan or coordinate a meeting, activity, or event	105	0.96	76	4.08	79	3.49
Average	112	0.93			79	3.51

Source: Urban Institute analysis of LISC AmeriCorps baseline survey and the CNCS member exit survey.

Management Skills

Almost all entering members expected that LISC AmeriCorps would provide opportunities to refine or build the management skills as seen in table 1.9 below. For each of these (yes/no) questions, only a handful of members never expected to practice the skill. On the exit survey, average scores for each skill ranged very close to 5 (“very often”) on a 1–5 scale. In addition, as shown in table 1.8, most members said that AmeriCorps service helped them build these skills “a great deal” (4 on a 1–4 scale), leading to very high average values for this outcome.

TABLE 1.9
Management Skills Outcomes at Program Entry, Exit, and Follow-Up

Outcome	N1	Mean1	N2	Mean2	N3	Mean3
Gather and analyze information	112	0.96	76	4.43	78	3.36
Set priorities for multiple tasks	112	0.98	76	4.46	79	3.61
Meet deadlines effectively	113	0.99	76	4.37	79	3.57
Work independently	110	0.99	76	4.53	79	3.75
Work on a team for a common purpose	110	0.97	76	4.12	79	3.68
Average	113	0.98	76	4.38	79	3.59

Source: Urban Institute analysis of LISC AmeriCorps baseline survey and the CNCS member exit survey.

Job Skills

The follow-up survey included a series of questions about specific professional skills, most of which are related to working in an office environment. The survey asked members to assess their aptitude for each of these skills when they enrolled in LISC AmeriCorps, and then asked how much service had helped them improve each skill (4 for “very helpful,” 1 for “not helpful at all”). As table 1.10 illustrates, on average, most members said their service experience was quite helpful in building their job skills.

TABLE 1.10

Job Skills Outcomes at Follow-Up

Outcome	N1	Mean1
Basic business and administrative skills related to planning, funding, budgeting, and staffing an organization	72	3.25
Understanding and implementing communication strategies for diverse populations	77	3.42
Using office information technology such as word processing, spreadsheets, etc.	77	3.18
Project management	77	3.31
Critical thinking and problem-solving skills	76	3.38
Working and communicating effectively with others	76	3.43
Managing time effectively	75	3.25
Average	77	3.32

Source: Urban Institute analysis of LISC AmeriCorps member follow-up survey.

Problem-Solving Ability

The CNCS member exit survey contains questions about the emotional and social skills that are needed to solve many problems. The Urban baseline survey also included these same questions, to permit us to measure change. As shown in table 1.11, the average values for each of these variables increased—many by a statistically significant amount—between these two surveys.

TABLE 1.11

Problem-Solving Ability Outcomes at Program Entry and Exit

Outcome	N1	Mean1	N2	Mean2
Solving difficult problems	115	4.00	76	4.42
Sticking to my aims and accomplishing my goals	115	4.22	76	4.32
Being able to deal with unexpected situations	115	4.17	76	4.28
Investing the necessary effort to solve most problems	115	4.27	76	4.43
Using my coping abilities and remaining calm when facing difficulties	115	4.27	76	4.33
Identifying several possible solutions when I have to deal with a problem	115	4.22	76	4.34
Average	115	4.19	76	4.35

Source: Urban Institute analysis of LISC AmeriCorps member follow-up survey.

Problem-Solving Techniques

Table 1.12 shows the results for members' ability to apply several common problem-solving techniques. These variables, which were originally included on the baseline survey (where scores ranged from 0.5 to 5, with 0.5 being "I definitely could not do this" and 5 being "I definitely could do this"), the exit survey, and the follow-up survey. On the exit survey, where scores ranged from 1 ("I definitely could not do this") to 5 ("I definitely could do this"), the average score increased for all of these variables, if only by small amounts. Data from the follow-up survey data show that members give their AmeriCorps service a lot of credit for helping them improve these skills. The average values for these variables are generally much closer to 4 ("a great deal," on a 1–4 scale) than to 1 ("not at all").

TABLE 1.12

Problem-Solving Techniques at Program Entry, Exit, and Follow-Up

Outcome	N1	Mean1	N2	Mean2	N3	Mean3
Create a plan to address the problem	115	4.22	65	4.38	79	3.28
Get other people to care about the problem	115	4.13	65	4.25	79	3.22
Organize and run a meeting	115	4.23	65	4.34	79	3.38
Express your views in front of a group of people	115	4.38	65	4.45	79	3.38
Identify individuals or groups who could help you with the problem	115	4.39	65	4.60	79	3.56
Express your views on the Internet or through social media	114	4.08	63	4.44	76	2.82
Call someone on the phone you had never met before to get their help with the problem	115	4.30	62	4.34	78	3.37
Contact an elected official about the problem	115	4.21	62	4.45	75	2.84
Average	115	4.24	65	4.41	79	3.26

Source: Urban Institute analysis of the LISC AmeriCorps baseline survey, CNCS member exit survey, and the LISC AmeriCorps member follow-up survey.

Impacts of Service

On average, members entering LISC believed that their service would positively impact their community, experience in service, beliefs about other people, and their professional and educational goals. When asked to evaluate the impact of their service on these factors during the exit survey, members expressed a somewhat weaker—but mostly still positive—assessment of the impact of their service across several different indicators, including that the work will make a positive difference in the community, that they will get along with their supervisor and/or teammates, and that they will figure out their educational or professional goals.

TABLE 1.13

Impacts of Service at Program Entry, Exit, and Follow-Up

Outcome	N1	Mean1	N2	Mean2	N3	Mean3
The majority of my work will make a positive difference in the community	115	4.37	76	3.67	78	4.33
I will make a noticeable difference in the life of at least one person	114	4.41	76	4.46	78	4.42
I will do things I never thought I could do	115	3.93	76	3.88	79	4.16
I will get along well with my supervisor and/or my teammates	115	4.73	76	4.03	79	4.39
I will figure out what my next steps are in terms of educational goals	115	4.19	76	3.93	79	4.09
I will figure out what my next steps are in terms of career/professional goals	115	4.50	76	4.04	79	4.01
I will sometimes feel overwhelmed by the scope of the problems I work on	114	2.51	76	3.50	79	3.42
I will reexamine my beliefs and attitudes about other people	115	3.94	76	3.70	78	2.29
Average	115	4.07	76	3.88	79	3.89

Source: Urban Institute analysis of the LISC AmeriCorps baseline survey, CNCS member exit survey, and the LISC AmeriCorps member follow-up survey.

Civic Engagement

Before their involvement in LISC AmeriCorps, many respondents indicated a fairly low level of regular engagement with civic events in their communities, such as participating in community organizations, keeping informed about news and public events, and volunteering for causes they care about. The average response of members was usually between 2 and 3 on a scale of 1 (“never”) to 5 (“very often”) for the common civic activities listed in table 1.14. The vast majority indicated on both the exit survey and follow-up survey that their service had induced them to be more engaged with these activities.

On all measures, a majority of respondents indicated on the exit survey that they were “somewhat more likely” or “much more likely” (4 and 5 on a 1–5 scale) to engage in these activities after their service. The same patterns held on the follow-up survey, where most members said they perform these activities “more frequently” (3 on a 1–3 scale, where 1 is “less frequently” and 2 is “about as often”) than they did before joining LISC AmeriCorps.

TABLE 1.14

Member Civic Engagement Outcomes at Program Entry, Exit, and Follow-Up

Outcome	N1	Mean1	N2	Mean2	N3	Mean3
Participate in community organizations (school, religious, issue-based, recreational)	115	2.30	67	4.33	79	2.25

Keep informed about news and public issues	115	1.83	66	4.33	79	2.51
Volunteer for a cause or issue that you care about	115	2.33	66	4.39	79	2.38
Donate money or goods to a cause or issue that you care about	115	2.53	66	4.29	79	2.29
Participate in an activity or group to keep the community safe and clean	115	2.70	66	4.32	78	2.32
Vote in elections	115	2.09	66	4.14	79	2.23
Average			67	2.78	79	2.35

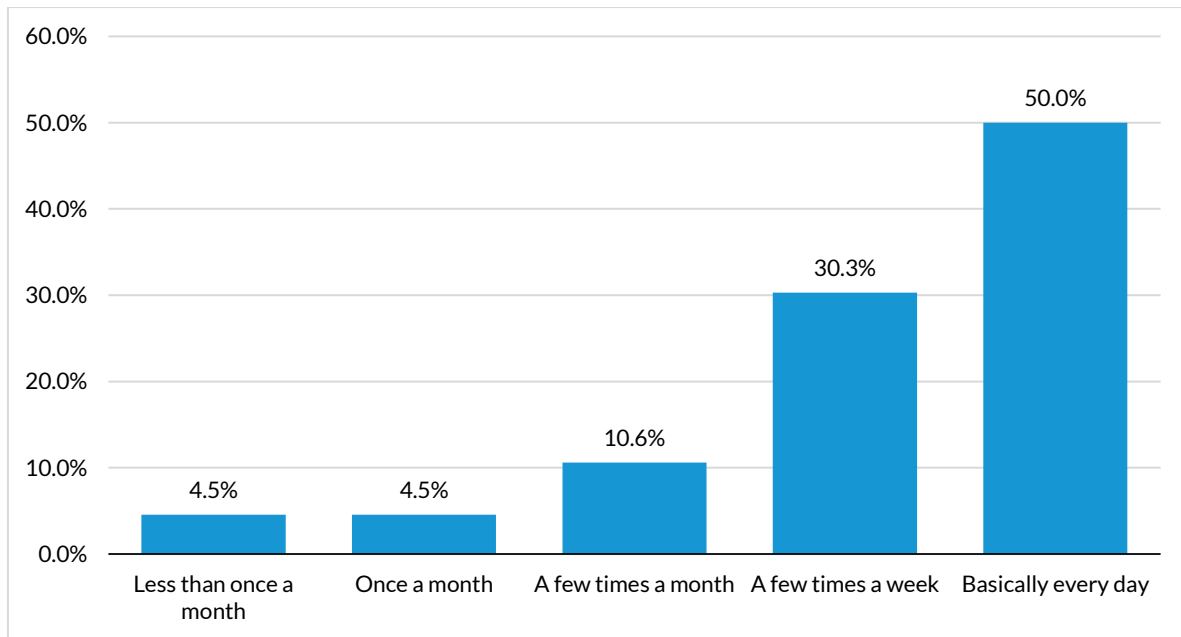
Source: Urban Institute analysis of the LISC AmeriCorps baseline survey, CNCS member exit survey, and the LISC AmeriCorps member follow-up survey.

Discuss and Think about Political and Social Issues

Close to half (49.4 percent) of exiting members reported thinking about political and social issues more at program exit than they had at program entry. Approximately 41.8 percent reported that they thought about political and social issues about as frequently as they had at program entry, and 8.9 percent reported that this occurred less frequently. At the time of program exit, 80.3 percent of members reported that they discuss and think about how political, social, local, or national issues affect the community at least a few times a week (figure 1.1).

FIGURE 1.1

Member Discussion about Political Issues at Program Exit



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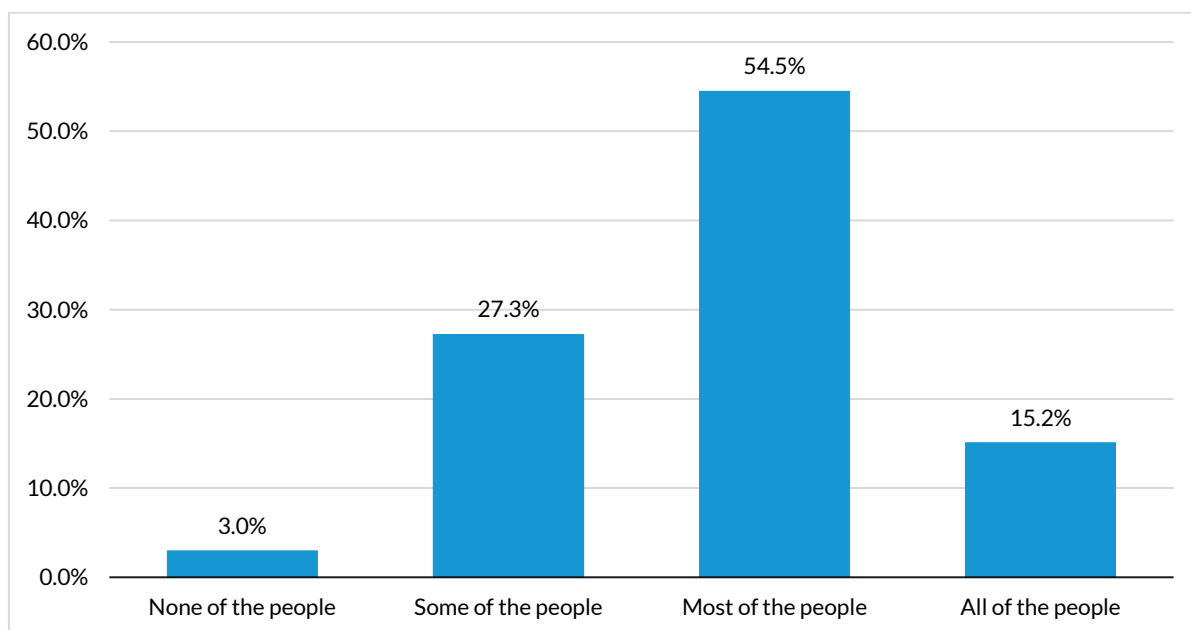
Source: Urban Institute analysis of the CNCS member exit survey.

Trust in Others

Trust in others is generally considered a fundamental building block for social capital and civic engagement. During the exit survey, LISC AmeriCorps members indicated a high level of trust, with 69.7 percent of respondents indicating that “most” or “all of the people” can be trusted, and only 3.0 percent indicating that “none of the people” can be trusted.

FIGURE 1.2

Member Trust in Others



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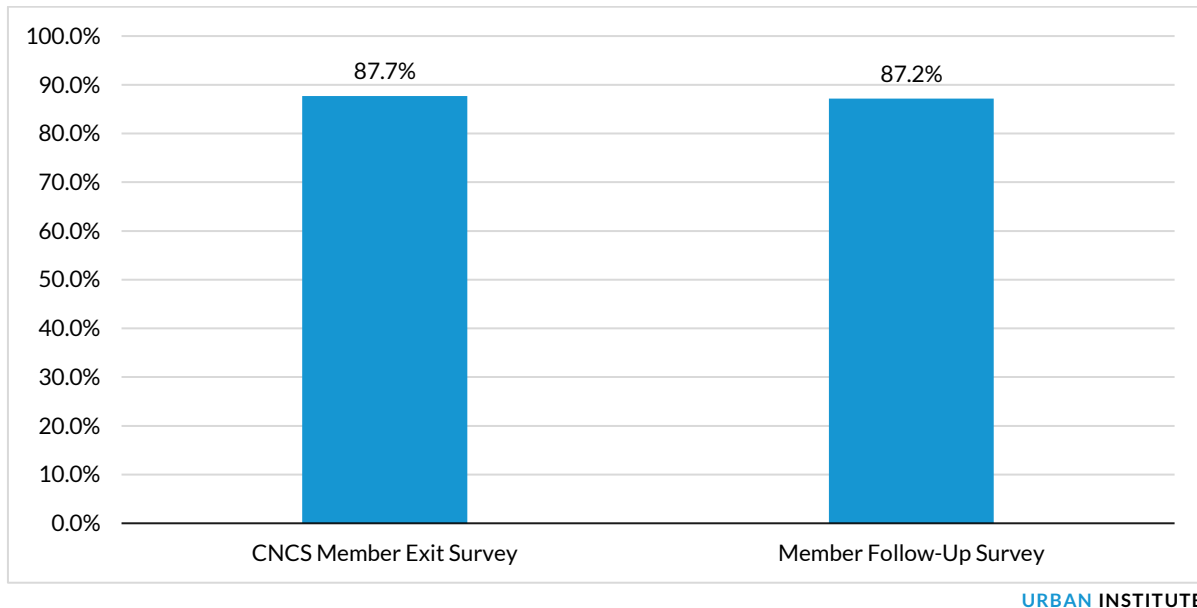
Source: Urban Institute analysis of the CNCS member exit survey.

Voting and Registration: 2016 Election

According to the CNCS exit survey, 87.2 percent of LISC AmeriCorps members voted in the last presidential election. This proportion was also reflected in the follow-up survey. During the CNCS exit survey, 98.4 percent noted that they were registered, meaning that 11.2 percent were registered and did not vote. During the follow-up survey, members were also asked if they had voted in any elections within the past 12 months (a period that would exclude the last presidential election): 49.3 percent recorded that they had voted in all elections within that span, 32.4 percent voted in some elections, and 18.3 had not voted in any elections.

FIGURE 1.3

Member Participation in the Last Presidential Election



Source: Urban Institute analysis of the LISC AmeriCorps member follow-up survey and the CNCS member exit survey.

Overall Assessments of the Service Experience

Service as a Worthwhile and Defining Experience

In the CNCS exit survey, LISC AmeriCorps members overwhelmingly noted that participating in LISC AmeriCorps was a worthwhile experience for their educational, professional, and personal goals. On a scale from 1 to 5, with 1 being “strongly disagree” and 5 being “strongly agree,” respondents noted an average of 4.40 for all measures (educational, professional, and personal), with a low of 4.31 for educational goals and a high of 4.46 for personal goals. By the follow-up survey administered months later, these averages had declined slightly to 4.39, 4.29, and 4.12 for professional, personal, and educational goals, respectively, but none of these changes were statistically significant (table 1.15). Members who entered their service believing that occupational outcomes were extremely important were slightly more likely to agree that service was worthwhile for their professional and educational endeavors (significant at the $p < 0.05$ level).

TABLE 1.15

AmeriCorps as a Worthwhile Experience at Exit and Follow-Up

Outcome	N1	Mean1	N2	Mean2
LISC AmeriCorps was a worthwhile professional experience	58	4.43	79	4.39
LISC AmeriCorps was a worthwhile personal experience	57	4.46	79	4.29
LISC AmeriCorps was a worthwhile educational experience	58	4.31	76	4.12
Average	58	4.40	79	4.27

Source: Urban Institute analysis of the LISC AmeriCorps member follow-up survey and the CNCS member exit survey.

At program exit, just over three-quarters of LISC AmeriCorps members believed that their service was a personally defining experience (78.2 percent) or a professionally defining experience (76.5 percent). Only 2.0 percent of members disagreed with either statement. Roughly a fifth of members were undecided (table 1.16). These results did not substantively vary based on members' occupational goals at entry.

TABLE 1.16

Member Perceptions at Exit: Was Service a Defining Experience?

LISC AmeriCorps service was a defining...	Mean	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Personal experience	4.3	0 (0.0%)	1 (1.8%)	11 (20.0%)	14 (25.5%)	29 (52.7%)	55 (100.0%)
Professional experience	4.2	0 (0.0%)	1 (2.0%)	11 (21.6%)	14 (27.5%)	25 (49.0%)	51 (100.0%)

Source: Urban Institute analysis of CNCS member exit survey.

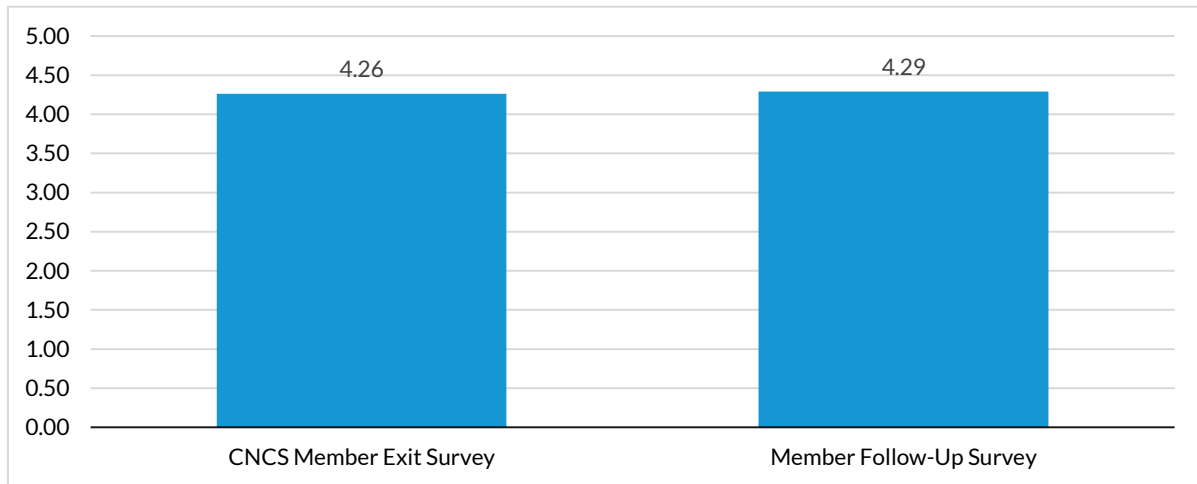
Note: Ranked on a scale from 1 to 5, with 1 "strongly disagree" and 5 "strongly agree."

Overall Satisfaction with LISC AmeriCorps

At the time of the exit survey, members reported that they were satisfied overall with their service with LISC AmeriCorps. On a satisfaction scale with 1 as "very dissatisfied" and 5 as "very satisfied," exiting members reported that they were satisfied with their experience (an average score of 4.26). Months later during the follow-up survey, this number had changed very little (and not to any statistically significant extent).

FIGURE 1.4

Member Satisfaction with Service



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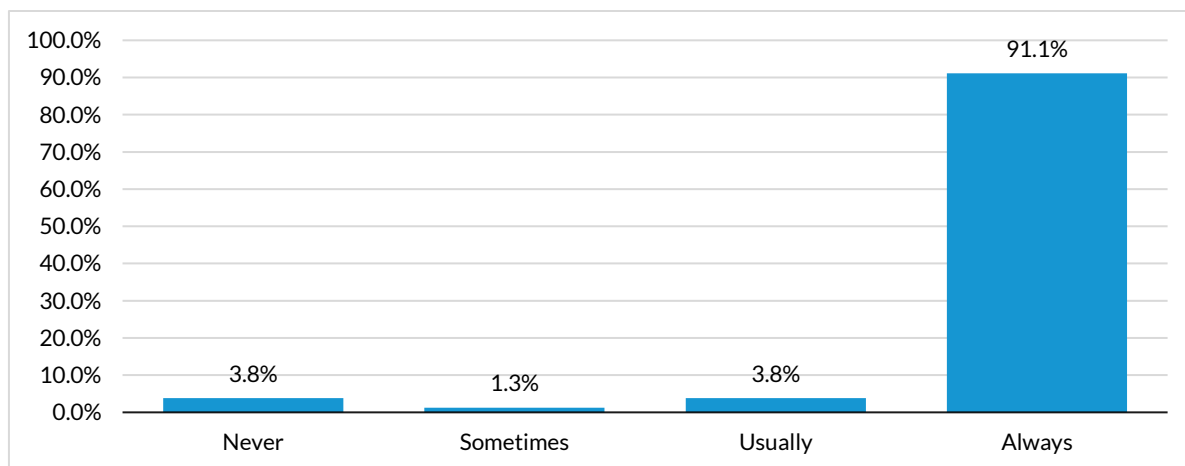
Source: Urban Institute analysis of the CNCS member exit survey and the LISC AmeriCorps member follow-up survey.

Including AmeriCorps Experience on Resume

According to the CNCS exit survey, nearly all (94.6 percent) LISC AmeriCorps members plan to use their service on their future resumes. This result held steady for the follow-up survey, with 96.2 percent of respondents noting that they use their service on their resume (and 91.1 percent noting that they “always” include it).

FIGURE 1.5

Likelihood of Including LISC AmeriCorps Experience on Resume



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Source: Urban Institute analysis of LISC AmeriCorps member follow-up survey.

Research Question 2

What, if any, social, demographic, and attitudinal attributes of individuals are related to these outcomes?

The key outcome measures described in the previous section cover a variety of possible effects of serving in AmeriCorps. Besides the key variables of educational attainment and post-service career activities, the member surveys—conducted by the Urban team and CNCS—serve as the source of data for key measures of personal efficacy, civic engagement, and personal and job-related skills development. Several of these outcomes—some were measured at program exit, others on the follow-up survey, which was conducted several months after the end of the program year—varied significantly by demographic factors. In addition, many differences in outcomes observed at exit and follow-up were related to intentionally designed features of the program (such as whether members lived in the neighborhood where they served), which were in turn related to certain outcomes (such as whether or not a member earned an education award). Income, age, education, work experience, sex, race, and length of service were other factors associated with differences between certain outcomes.

Member Demographics

Administrative data collected at enrollment, either from the AmeriCorps Trust enrollment form or by LISC staff, served as the data source for most of the member demographic variables found in tables 2.1 and 2.2. Most LISC AmeriCorps members are female and identify as either black or African American (were 40.8 percent) or white (34.4 percent). At the time that members apply to join AmeriCorps, most have earned a bachelor’s degree or higher, and about half are between the ages of 22 and 29. Most members have six or more years of work history, though 16.9 percent of members enter the program without any work history (table 2.1).

TABLE 2.1
Member Gender, Race, Age, and Experience

Category	Description	n	%
Sex	Male	51	31.3
	Female	112	68.7
	Total	163	100.0
Race	White	54	34.4
	Black or African American	64	40.8
	Hispanic, Latino or Spanish Origin	22	14.0
	Other	17	10.8
	Total	157	100.0

Category	Description	n	%
Age	18-21 years	19	12.0
	22-25 years	55	34.6
	26-29 years	26	16.4
	30-39 years	27	17.0
	40+ years	32	20.1
	Total	159	100.0
Education	High School Diploma/GED	19	11.8
	Some College	39	24.2
	Associates degree	20	12.4
	Bachelor's degree	62	38.5
	Master's degree	21	13.0
	Total	161	100.0
Years of previous work history	0 years	27	16.9
	1-2 years	15	9.4
	3-5 years	39	24.4
	6-10 years	36	22.5
	11+ years	43	26.9
	Total	160	100.0

Source: Urban Institute analysis of CNCS trust enrollment data and LISC administrative data.

Two-thirds of entering members reported that they earn less than \$20,000 a year (not accounting for household size), and 66.5 percent of members reported living in the same neighborhood that they served. The vast majority of members (79.6 percent) served their first AmeriCorps term during program year 2016–17; the remaining 20.4 percent had already served one or more terms when the program year began. By the end of the program year, about 83.3 percent of members had earned an education award—a post-service benefit awarded to service members who complete an approved term of national service through AmeriCorps (table 2.2).

TABLE 2.2
Member Income, Location, and Time in Service

Category	Description	n	%
Did member earn education award? (Partial or Full)	No	18	16.7
	Yes	90	83.3
	Total	108	100
Household income	Under \$10,000	61	43.3
	\$10,000-\$19,999	32	22.7
	\$20,000-\$29,999	17	12.1
	\$30,000-\$39,999	16	11.3
	\$40,000 or more	15	10.6
	Total	141	100
Does the respondent live in the same neighborhood that they served?	No	54	33.5
	Yes	107	66.5
	Total	161	100
Number of terms served	One	86	79.6
	More than one	22	20.4
	Total	108	100

Source: Urban Institute Analysis of CNCS trust enrollment data and LISC administrative data.

Demographic Differences in Member Outcomes at End of Term

Some of the key outcomes in the previous section were measured at the end of the member's term, while others were measured via Urban's follow-up survey, which was administered six or more months after the term ended. For some of these key outcomes, comparable measures were available from more than one survey (Urban's baseline survey, the CNCS member exit survey, and Urban's follow-up survey), which allowed us to calculate measures of change for members who responded to both surveys. Data for other outcomes were only available from one of the surveys, which made it impossible to measure change during or after the program year.

In all, based on data from the CNCS-administered member exit survey, nine key outcomes varied by demographic characteristics at program exit: education, interpersonal capacity, innovation and teamwork, management, problem-solving techniques, community connections, service impacts, voting, and overall satisfaction with LISC AmeriCorps. The most common demographic factors related to differences in these outcomes were living in the neighborhood where they served and earning an education award. Although the CNCS and Urban surveys were open to members who did not complete their terms and earn education awards, almost all survey respondents reported earning their education awards. This result is noteworthy for two reasons. First, the successful completion of the program is a positive outcome in itself, and is associated with common practices such as recruiting members from the neighborhoods where they live. Second, because only a few survey respondents did not earn education awards, the number of statistically significant results indicates that positive outcomes are more strongly associated with successful completion of a service term rather than exposure to the AmeriCorps experience. For various other outcomes, variables such as work experience, sex, household income, and age were also related to differences in outcomes at program exit.

Table 2.3 shows the results of the crosstabulations between the key outcomes, the survey questions used to create them, and the demographic variables in tables 2.1 and 2.2. The entries in table 2.3, and the other tables in this section, are the *p*-values for the model chi-square values from the cross tabulation of one of the demographic variables and one of the outcome measures. Only relationships with statistically significant chi-square values (*p*-value < 0.05) are identified with bold type in these tables.

As table 2.3 shows, educational outcomes at program exit varied based on whether members lived in the same neighborhood where they served, and on whether they earned an education award. Members living in the neighborhood where they served were more likely to report that they figured out

what their next steps were in terms of educational goals; those who earned an education award were more likely to figure out what their next steps were in terms of career and professional goals.

TABLE 2.3
Significant Demographic Differences in Educational Outcomes

Outcome	Lives in neighborhood	Earned education award
I figured out what my next steps are in terms of educational goals	0.020	0.764
I figured out what my next steps are in terms of career/professional goals	0.212	0.047

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Members were also asked at the conclusion of their terms about their ability to use various skills to navigate interpersonal relationships. As table 2.4 shows, members who received an education award were more likely to report increases in their capacity to leverage community resources, decrease interpersonal conflict, form organizational partnerships, and identify or leverage community resources. These members also tended to score higher on the composite interpersonal-relations variable. Meanwhile, members with more postsecondary education had higher scores, on average, for identifying or leveraging community resources than members who had had less formal education.

TABLE 2.4
Significant Demographic Differences in Interpersonal Relations Outcomes

Outcome	Postsecondary education	Earned education award
Negotiate and compromise with others	0.712	0.048
Decrease conflict between people	0.294	0.034
Work with people different from yourself	0.264	0.051
Form organizational partnerships	0.556	0.001
Identify or leverage community resources	0.031	0.006
Average of member exit survey interpersonal variables	0.684	0.033

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Outcomes for innovation and teamwork at program exit varied by whether a member was from the neighborhood where they served, earned an education award, and by the amount of work experience they had achieved before enrollment. Those who received an education award were more likely to note that they found new or better ways to do things, lead or facilitate a meeting or event, or help other people learn a new skill. Those who were from the neighborhood where they served were more likely to feel able to help others learn a new skill, but those who had 11 or more years of previous work history were less likely to feel able to do so (table 2.5).

TABLE 2.5

Significant Demographic Differences in Innovation and Teamwork Outcomes

Outcome	Lives in neighborhood	Earned education award	Work experience
Find new and better ways to do things	0.351	0.006	0.532
Help other individuals learn a new skill	0.042	0.007	0.015

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Management skills at program exit were also related to whether a member earned an education award. Those who did were more likely to report that they felt better equipped to set priorities for multiple tasks, work on a team for a common purpose, gather and analyze information, and work independently. Members who earned education awards also had higher average values on the composite (average) management outcome variable (table 2.6).

TABLE 2.6

Significant Demographic Differences in Management Skills Outcomes

Outcome	Earned education award
Gather and analyze information	0.051
Set priorities for multiple tasks	0.001
Meet deadlines effectively	0.001
Work independently	0.051
Work on a team for a common purpose	0.006
Average of exit management variable	0.008

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Members' self-assessments, made at the close of their term, of their ability to use various problem-solving techniques were related to whether a member earned an education award, and whether a member was from the neighborhood where they served. Members who earned education awards were more likely to experience positive changes in their ability to implement several problem-solving techniques. These techniques include creating a plan to address a problem, organizing and running a meeting, identifying people or groups who could help with problems, and contacting elected officials about problems. Those who were from the neighborhood where they served were more likely to report being able to express their views on the internet, call someone they had never met on the phone to get their help, and contact an elected official about a problem (table 2.7).

A few of the other problem-solving measures varied by race and the number of terms of service. Black respondents were more likely to report confidence expressing their views in front of a group of people, compared with non-black respondents. Members who had served more than one AmeriCorps

term were more likely to report increases in their own capacity to get other people to care, and to organize and run a meeting.

TABLE 2.7

Significant Demographic Differences in Problem-Solving Techniques Outcomes

Outcome	Lives in neighborhood	Earned education award
Express your views on the Internet or through social media	0.009	0.305
Call someone on the phone you had never met before to get their help with a problem	0.001	0.677
Contact an elected official about the problem	0.020	0.421
<i>Change base to exit:</i> Create a plan to address the problem	0.415	0.041
<i>Change base to exit:</i> Get other people to care about the problem	0.387	0.250
<i>Change base to exit:</i> Organize and run a meeting	0.583	0.031
<i>Change base to exit:</i> Identify individuals or groups who could help you with the problem	0.580	0.033
<i>Change base to exit:</i> Express your views on the Internet or through social media	0.308	0.334
<i>Change base to exit:</i> Call someone on the phone you had never met before to get their help with the problem	0.047	0.068
<i>Change base to exit:</i> Contact an elected official about the problem	0.175	0.046

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Differences in connections to the community at program exit varied by four demographic characteristics: sex, household income, earning an education award, and work experience. Those with lower-to-middle incomes (less than \$20,000, as measured on LISC’s intake survey) were more likely to report gaining an understanding of the solutions to the challenges faced by the community, and female respondents were less likely to “strongly agree” that they were aware of the important needs in the community, and had a personal obligation to contribute to the community. In addition, black respondents were more likely to agree with the statement that they plan to become actively involved in issues affecting the community, and those receiving an education award were more likely to report feeling they made a contribution to the community.

Work experience was also related to outcomes for community connections. Those with only 1 to 2 years of previous work experience were more likely to disagree with the statement that they learned more about the “real” world or “the rest” of the world. Also, compared with their responses on the baseline survey, respondents with more prior work history were more likely to report declines in their feelings of personal obligation to contribute in some way to their community (table 2.8).

TABLE 2.8

Significant Demographic Differences in Community Connection Outcomes

Outcome	Female	Household income	Earned education award	Work experience
I am aware of the important needs in the community	0.009	0.903	0.520	0.405
I feel a personal obligation to contribute in some way to the community	0.046	0.900	0.047	0.398
I felt I made a contribution to the community	0.608	0.745	0.005	0.584
I reexamined my beliefs and attitudes about myself	0.089	0.192	0.892	0.577
I learned more about the 'real' world or 'the rest' of the world	0.938	0.662	0.416	0.028
I gained an understanding of the solutions to the challenges faced by the community	0.083	0.048	0.148	0.236
I am actively involved in issues that positively affect my community	0.837	0.226	0.882	0.474
<i>Average member exit survey Connections to Community variables</i>	0.420	0.346	0.428	0.447
<i>Change base to exit: I was exposed to new ideas and ways of seeing the world</i>	0.354	0.112	0.735	0.545
<i>Change exit to follow: I was exposed to new ideas and ways of seeing the world</i>	0.227	0.128	0.008	0.791
<i>Change exit to follow: I gained an understanding of the solutions to challenges faced by the community</i>	0.819	0.036	0.017	0.575
<i>Change base to follow: I had, or have, a strong and personal attachment to my community</i>	0.044	0.879	0.152	0.190
<i>Change base to follow: I was aware of the important needs in my community</i>	0.333	0.629	0.018	0.049
<i>Change base to follow: I felt a personal obligation to contribute in some way to my community</i>	0.176	0.771	0.038	0.466
<i>Change base to follow: I was actively involved in issues that positively affect my community</i>	0.070	0.396	0.003	0.930
<i>Average change Community Connection: base to follow</i>	0.412	0.609	0.044	0.611

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Impacts of service outcomes at program exit varied by sex, education, age, and whether the member was living in the community. Female respondents were more likely to report they made a difference in the community than male respondents. Respondents with higher incomes were also less likely to report they reexamined their beliefs and attitudes about other people. In addition, respondents who lived in the neighborhood they served were more likely to figure out what their next steps were in terms of educational goals, and those who earned an education award were more likely to feel they made a difference in the lives of at least one person. Age was also a factor, with older respondents (i.e., ages 25 and older) being more likely to report reexamining their beliefs and attitudes about other people (table 2.9).

TABLE 2.9

Significant Demographic Differences in Service Impact Outcomes

Outcome	Female	Lives in community	Earned education award	Age
The majority of my work made a difference in the community	0.002	0.601	0.004	0.148
I felt I made a difference in the life of at least one person	0.091	0.581	0.041	0.741
I figured out what my next steps are in terms of educational goals	0.729	0.020	0.764	0.257
I re-examined my beliefs and attitudes about other people	0.536	0.140	0.664	0.021

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Voting outcomes at program exit were related to sex and whether a member received an education award. Female respondents were more likely than male respondents to report that they voted in the last presidential election. Similarly, respondents who earned an education award were also more likely to report that they voted in the last presidential election (table 2.10).

TABLE 2.10

Significant Demographic Differences in Voting

Outcome	Female	Education award earned
Did you vote in the last presidential election?	0.019	0.003

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Overall satisfaction with AmeriCorps was related to earning an education award. During the exit survey, those who received an education award were more likely to report satisfaction with their AmeriCorps service (table 2.11).

TABLE 2.11

Significant Demographic Differences in Overall Satisfaction

Outcome	Earned education award
All things considered, how satisfied are you with your overall AmeriCorps service?	0.016

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Demographic Differences in Outcomes at Follow-Up

During the follow-up survey, six key outcomes varied by demographic characteristics: level of civic engagement; degree to which members discuss and think about political and social issues; whether members would include AmeriCorps experience on resume; AmeriCorps' contribution toward personal, professional, and educational goals; members' overall satisfaction with AmeriCorps; and members' appreciation of diversity. Most often, differences in outcomes were related to earning an education award. However, race, education, work experience, age, income, and whether they lived in the neighborhood were also related to member outcomes in the follow-up survey.

Differences in civic engagement outcomes in the follow-up survey were related to race, education, earning an education award, work experience, and age. For all racial categories, a majority of respondents reported that they volunteered about as often or more frequently. Hispanic respondents, however, responded that they volunteered less frequently and were less likely to volunteer for community organizations after their AmeriCorps service than they had been before enrolling. Respondents with a college education or more were less likely to report that they volunteered "more frequently" than before their service, but were more likely to report that they volunteered "about as often." In addition, respondents who received an education award were more likely to report that they kept informed about news and public issues "about as often" or "more frequently" after service, compared with their peers who did not receive an award. Respondents with no previous work history were more likely to report that they participated in community organizations or volunteered for an organization "less frequently" than they had before serving in AmeriCorps (table 2.12).

TABLE 2.12

Significant Demographic Differences in Civic Engagement Outcomes

Outcome	Race	Post-secondary education	Earned education award	Work experience	Age
Keep informed about news and public issues	0.85	0.313	0.047	0.278	0.439
Volunteer for a cause or issue that you care about	< 0.001	0.01	0.368	< 0.001	0.976
Donate money or goods to a cause or issue that you care about	0.089	0.028	0.253	0.059	0.175
<i>Average of Civic Engagement (follow-up)</i>	0.135	0.268	0.094	0.348	0.032

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Thinking about political and social issues was related to race in the follow-up survey. Compared with non-Hispanic respondents, Hispanic respondents were more likely to report that they discussed

and thought about political, social, local, or national issues affecting their community less frequently than before their service (table 2.13).

TABLE 2.13
Significant Demographic Differences in Awareness of Political and Social Issues

Outcome	Race
Discuss and think about how political, social, local, or national issues	0.028

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Listing AmeriCorps experience on a resume was related to receiving an education award. During the follow-up survey, those who received an education award almost universally noted that they included their AmeriCorps service on their resume. In contrast, a third of respondents who did not receive an education award never included their service on their resume (table 2.14).

TABLE 2.14
Significant Demographic Differences in Using AmeriCorps Experience on Resume

Outcome	Education award earned
Do you include your AmeriCorps experience on your resume?	0.013

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Differences in AmeriCorps’ contribution toward personal, professional, and educational goals in the follow-up survey were related to earning an education award and living in the neighborhood in which they served. Those who received an education award were more likely to report that their AmeriCorps service contributed to their professional, personal, and educational goals and endeavors. In addition, those who lived in the neighborhood they served were more likely to strongly agree or to disagree with the assertion that their AmeriCorps service helped with their professional goals than those who did not live in the neighborhood they served (table 2.15).

Members differed in their appreciation of diversity by age and household income during the follow-up survey. Younger respondents were more likely to strongly agree with the assertion that they respect the values of people from different cultures and backgrounds. Similarly, lower-income respondents were also more likely to strongly agree that they respect the values of people from different cultures and backgrounds (table 2.16).

TABLE 2.15

Significant Demographic Differences in Contributions of Service

Outcome	Live in neighborhood	Earned education award
Participating in LISC AmeriCorps was a worthwhile experience in terms of my professional goals.	0.027	0.001
Participating in LISC AmeriCorps was a worthwhile experience in terms of personal goals.	0.159	0.001
Participating in LISC AmeriCorps was a worthwhile experience in terms of educational goals.	0.272	< 0.001

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

TABLE 2.16

Significant Demographic Differences in Appreciation of Diversity Outcomes

Outcome	Household income	Age
I respect the values of people from different cultures and backgrounds	0.047	0.015

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Two key outcomes did not vary by demographic characteristics either at the baseline, exit, or follow-up survey. These outcomes included measures relating to trust in others or trust in institutions, and whether AmeriCorps was a personally or professionally defining experience.

Education and Employment Outcomes

Employment and education outcomes at program exit varied by education level, sex, terms of service, earned education award, work experience, and age. Getting a job in the nonprofit sector (but not at the host site) varied by sex. Getting a job in the private sector varied by whether a member received an earned education award. Starting a nonprofit or social entrepreneurship venture varied by age. All other outcomes and independent variables are independent of one another.

TABLE 2.17

Demographic Differences in Employment Outcomes

Description	Female	Education level	Terms served	Earned education award	Work experience	Age
Got a job in the nonprofit sector not at my host site	0.045	0.647	0.488	0.550	0.924	0.401
Got a job in the private sector	0.282	0.093	0.203	0.011	0.178	0.395
Enrolled in a vocational/technical training program	0.359	0.001	0.024	0.739	0.787	0.552
Went to undergraduate/ community college	0.582	0.019	0.382	0.514	0.827	0.931
Went to graduate school	0.813	0.279	0.100	0.550	0.006	0.077
Started a nonprofit or social entrepreneurship venture	0.580	0.191	0.137	0.681	0.144	0.009
Other (describe what you did immediately after your AmeriCorps service):	0.299	0.019	0.796	0.550	0.712	0.263

Source: Urban Institute analysis of data from the LISC AmeriCorps member follow-up survey.

Two key outcomes did not vary by demographic characteristics either at the baseline, exit, or follow-up survey. These outcomes were measures relating to trust in others or trust in institutions, and whether AmeriCorps was a personally or professionally defining experience.

Research Question 3

What attributes of the LISC AmeriCorps site recruitment and selection process influence, if at all, the types of members selected into the program and their match to placement sites?

This section explores the attributes of LISC AmeriCorps site recruitment and selection that influence the types of members selected into the program and their match to placement sites. The data for this chapter come from two main sources: the survey of placement partners (the organizations where AmeriCorps members serve) that was first fielded in late 2017, and interviews with selected program administrators from the local LISC offices (operating sites), which were conducted in Detroit in March 2018. The survey contains a limited set of predominantly closed-ended questions about how the local LISC offices and placement sites recruit members, and about how well placement sites felt that their members fit the program. Interviews with program administrators allowed the Urban team to collect more detailed information about the processes that local offices use to select their placement sites, as well as the factors that influence their successful recruitment and placement of AmeriCorps members.

Placement Site Outcomes

Overall, sites felt that they played a large role in the member selection process. The majority (84.5 percent) of site supervisors described the operating site as playing a large role in the recruitment and/or selection of members. Another 12.4 percent of site supervisors reported that their site played some role (e.g., the LISC office provided resumes or referrals for sites to select), and only 3.1 percent reported that they played no role. About 67.0 percent of site supervisors felt that at least half their members met the recruitment criteria, with 33.0 percent reporting that all members met the recruitment criteria (table 3.1).

TABLE 3.1

Member Recruitment

	n	%
Placement site's role in member recruitment and/or selection		
No role (e.g., the LISC office provides the candidate)	3	3.1%
Some role (e.g., the LISC office provides resumes/ referrals and we select)	12	12.4%
A large role (e.g., have main responsibilities for recruitment and/or selection)	82	84.5%
Total	97	100.0%
Percent of members meeting recruitment criteria, PY 2016–17		
0% (no members met recruitment criteria)	14	13.6%
Less than 50%	18	17.5%
Exactly 50%	11	10.7%
Between 50% and 100%	26	25.2%
100% (all members met criteria)	34	33.0%
Total	103	100.0%

Source: Urban Institute analysis of LISC AmeriCorps placement site survey and interviews with program administrators.

TABLE 3.2

Member Reasons for Early Termination

	n	%
Compelling personal circumstances		
Yes	27	50.0%
No	27	50.0%
Total	54	100.0%
Dissatisfaction with AmeriCorps or with their service assignment		
Yes	6	11.1%
No	48	88.9%
Total	54	100.0%
Member(s) were asked to leave service or terminated by LISC AmeriCorps		
Yes	10	18.5%
No	44	81.5%
Total	54	100.0%
Member found employment outside of AmeriCorps		
Yes	11	20.4%
No	43	79.6%
Total	54	100.0%

Source: Urban Institute analysis of LISC AmeriCorps placement site survey.

AmeriCorps members may exit service before completion, and the majority of sites (51.9 percent) reported having one or more members terminate early over the past five years. Sites reported members chose to terminate their service for several reasons. Half of sites reported having at least one member exit early because of a compelling personal circumstance; about 20.4 percent of sites reported having a least one member exit early after finding employment outside of AmeriCorps; and 18.5 percent reported having at least one member who was asked to leave service or who was terminated by the

program. Only 11.1 percent of sites reported having a member leave early because of dissatisfaction with AmeriCorps or with their service assignment (see table 3.2 above).

When asked about their main goals for member development, about 71.6 percent of site supervisors said that it was very important for members to develop teamwork and leadership skills, and to have members learn skills that they can use on the job or for future employment. A majority of site supervisors (61.4 percent) also thought it was very important for members to develop a commitment to civic engagement, social responsibility, and volunteerism. Only a small minority of supervisors thought any of the member development goals were unimportant (table 3.3).

TABLE 3.3
Member Development Goals

	Develop commitment to civic engagement, social responsibility, and volunteerism	Learn skills that they can use on the job, or for future employment	Have an opportunity to serve communities from diverse backgrounds	Develop teamwork/ leadership skills
Not important (1 on 1-5 scale)	2.3%	1.1%	0.0%	0.0%
2 on 1-5 scale	0.0%	0.0%	6.8%	0.0%
3 on 1-5 scale	9.1%	8.0%	10.2%	3.4%
4 on 1-5 scale	27.3%	21.6%	35.2%	25.0%
Very important (5 on 1-5 scale)	61.4%	69.3%	47.7%	71.6%
Number of respondents	88	88	88	88

Source: Urban Institute analysis of LISC AmeriCorps placement site survey.

Relationship between Key Constructs and Site Outcomes

The Urban team constructed several aggregate measures, referred to as “Key Constructs,” and explored the relationship between these aggregated measures and the site outcomes. This is consistent with the approach used by the 2012 *Evaluation of the LISC AmeriCorps Program* prepared by Abt Associates, which identifies five key constructs that may impact key outcomes and are identifiable at the site level: leadership stability, quality of supervision, member integration, member attributes, and member contributions. Additionally, we added a composite measure for “member enthusiasm,” for further exploration on trends shown in exploratory analysis of the individual indicators discussed in research questions 1 and 2. These constructs were based on indicators available in the site-level administrative data and are constructed as follows:

- **Leadership stability** is measured through the number of executive directors the site has had in the past five years.

- **Quality of supervision** is measured through the mean score of two individual indicators: “How often did you provide feedback on member performance” (as measured on a scale from 1 to 5, with 1 being “never” and 5 being “every meeting”), and “Emphasis on matching work assignment with abilities” (as measured on a scale from 1 to 5, with 1 being “no emphasis” and 5 being “primary factor in assignment decisions”).
- **Member integration** is measured through the mean score of two individual indicators: “Member’s level of participation in your organization’s regular staff meetings” (as measured on a scale from 1 to 3, with 1 being “attended with no contributions” and 3 being “attended and actively engaged in discussion”) and “Do members have a personal workspace on a consistent basis?” (as measured on a scale from 1 to 4, with 1 being “Never” and 4 being “Always”).¹⁰
- **Member attributes** is measured through the mean of five individual indicators, each measured on a scale from 1 to 3 (with 1 being “needs improvement” and 3 being “outstanding”): “ability to work with others,” “ability to work independently,” “interest and enthusiasm for assigned work,” “quality of work produced,” and “quantity of work produced.”
- **Member contributions** is measured through the mean of three individual indicators, each measured on a scale from 1 to 3 (with 1 being “limited contribution” and 3 being “substantial contribution”): “technical skills,” “new ideas,” and “enthusiasm and energy.”
- **Member enthusiasm** is measured through the mean of two individual indicators, each measured on a scale from 1 to 3: the member attribute “interest and enthusiasm for assigned work” (with 1 being “needs improvement” and 3 being “outstanding”) and the member contribution “enthusiasm and energy” (with 1 being “limited contribution” and 3 being “substantial contribution”).

Table 3.4 shows the average scores for each of the six key constructs. Almost 60.0 percent of sites have had only one executive director in the last five years, but almost 10.0 percent have had three or more in the same time frame. In general, sites were enthusiastic about the contribution of their members (an average score of 2.6 out of 3) and felt that members had made noteworthy contributions to the organization (an average score of 2.5 out of 3) and had many positive attributes (and average score of 2.4 out of 3).

TABLE 3.4

Key Constructs for All Sites

Variable label	Mean	SD	Min	Max	N
Abt Construct: Leadership and Stability	1.535	0.747	1	5	99
Abt Construct: Quality of Supervision	3.801	0.734	1	5	93
Abt Construct: Member Integration	2.425	0.353	1.5	4	93
Abt Construct: Member Attributes	2.414	0.580	1	3	92
Abt Construct: Member Contributions	2.487	0.517	1	3	92
New Construct: Member Enthusiasm	2.625	0.577	1	3	92

Sources: Urban Institute analysis of LISC AmeriCorps placement site survey and Abt Associates' 2012 *Evaluation of the LISC AmeriCorps Program*.

Because all variables used in the analysis were categorical, the Urban team used the model chi-square statistic from the cross tabulation to identify statistically significant relationships. Appendix G.2 contains the complete set of results from our analysis of the impact of site characteristic variables on our outcomes, including the *p*-values for the model chi-square values from the cross tabulation of each pair of variables. In several instances, the cross tabulations indicated a statistically significant relationship, but the correlations between the variables revealed nonlinear relationships between the variables. Given the breadth of these analyses, only relationships with statistically significant chi-square values (*p*-value < 0.05) and linear relationships are identified with bold type and highlighting in the tables.

We find that placement partners, who reported local LISC operating site staff have at least some influence over member recruitment and selection, tended to also report higher scores on the Member Attributes and Member Integration indices. Sites that reported that most or all of their members met expectations overall rated their members highly on the Member Attributes index. Sites that reported lower values on the Member Attributes and Member Contribution indices were more likely to report having members leave for compelling personal circumstances, and more likely to report that they had terminated members or asked them to leave in recent years.

Conversely, although organizations that reported higher values on the Member Enthusiasm index were more likely to report that higher percentages of their members had met expectations, they were also more likely to report that they had had members leave for compelling personal circumstances, that they had terminated members, and that they had members leave because of dissatisfaction. Organizations with longer tenure were less likely to report terminating members or asking them to leave. Organizations with longer histories of receiving funding from LISC were more likely to report having members leave for compelling personal reasons—but also more likely to report members leaving because they found jobs elsewhere.

Relationship between Site Characteristics and Site Outcomes

During the Detroit LISC conference in March 2018, the Urban team interviewed program administrators (PAs) from eight local LISC offices along with regional officials and executive directors from the LISC network. All interviewees discussed the process used by their local office to select placement sites and described the local offices' involvement in member recruitment and selection. The interview evidence was the primary source for information about the placement site selection process. However, the interviews gave information that was somewhat inconsistent with the evidence from the placement site survey: whereas most placement site supervisors reported on the survey that the local offices had minimal involvement in member selection, the PAs who were interviewed were more likely to report that the local office had at least some involvement in member selection.

The Urban team used the interview evidence to classify the placement site selection and member selection process used by the local offices whose representatives participated in the interviews. These categories were then used to look at the relationship between these characteristics and site outcomes. As a result of this analysis, the Urban team classified the competitive process of placement site selection into four main categories:

- **Targeted Recruitment:** The local LISC office uses preexisting connections and knowledge of their area to establish potential placement sites that they then personally contact and recruit.
- **Request for Proposal:** These local offices had a more traditional proposal process in which they released a request for proposals (RFP) and scored each applicant against the others, then used those scores to make a selection.
- **Application Process:** One local office used a non-RFP application process, but scored and evaluated each application, then used those scores to make a selection.
- **FOCs:** One local office placed members exclusively at existing financial opportunity centers (FOCs) within their network. LISC AmeriCorps members serve at FOCs in multiple cities, but not exclusively.

The Urban team classified the member recruitment and selection process into three main categories.

- **No Involvement:** The LISC local office did nothing to aid in the host site's member recruitment process.

- **Small Involvement:** The local office largely left member selection to host sites, but may have provided limited support, such as giving feedback on the site's top choices for members.
- **Large Involvement:** The local office did all or most of the member recruitment and selection for the host sites. An example of this involvement level is a local office that recruited members from a predetermined pool of people, or another that reviewed member resumes and conducted member interviews.

Targeted recruitment of placement sites was the most common form of site selection for LISC offices, with 38.5 percent of sites reporting that they used this strategy. Sites also reported using RFPs, FOCs, and an application process, but these methods were less common. Nearly half of local LISC offices (46.2 percent) reported that their involvement in the member selection process was small, and an additional 12.8 percent reported that they were not involved in the member selection process. The majority of LISC offices (63.0 percent) had five or more placement partners (table 3.5).

TABLE 3.5

Site Characteristics

	n	%
Site selection method		
Application process	10	12.8%
FOCs	12	15.4%
RFP	14	17.9%
Targeted recruitment	30	38.5%
Member selection method		
Large involvement	20	25.6%
No involvement	10	12.8%
Small involvement	36	46.2%
Number of placement partners		
1-5	34	37.0%
More than 5	58	63.0%

Source: Urban Institute analysis of data from interviews with program administrators in local LISC offices.

The Urban team explored the relationship between local LISC office characteristics and placement site outcomes, and found that they were only weakly associated. Certain local offices locations were marginally more likely ($p = 0.06$) to have members who have exited or terminated for compelling personal reasons in the past five years. This result was primarily because of one large Midwestern office whose members were likely to have had early terminations of all varieties and were more likely to have left service because they found outside employment. Local offices with more placement partners are marginally more likely ($p = 0.09$) to report having members leave for compelling personal circumstances. Finally, where the local office took a more active role in member selection and recruitment, placement partners were marginally more likely to have terminated members.

Evidence from Operating Site Interviews

In the Interviews, PAs were asked to reflect on the two major processes that influence the types of members selected: site selection and member recruitment. A common theme in site selection was the importance of making sure a site understood and adhered to the goals, mission, and vision of LISC AmeriCorps. Five of the 10 interviewees cited placing members with a site where LISC already has a relationship and/or shares the same values as LISC does as a best practice when selecting a placement site. One PA noted, “What really works well is that LISC has to have had a strong relationship with that organization from the get-go, regardless of AmeriCorps.” These respondents all noted that sites who are more familiar with LISC values are more likely to select and supervise quality members. Another PA shared that, “The most successful ones are when the organization is strong, and we have a good relationship with them already. I mentioned the hustle, so it is often just trying to convince them that this is a good idea or helping them find the money...Usually we only turn away people that we know aren't going to work so if it would work we can usually find something for them. So, the strongest ones are definitely those that are already closely involved with LISC and aligned with LISC's work.”

Among the five respondents that did not identify this as a best practice, most mentioned taking steps to vet a potential site for having LISC values. One PA reflected that, “A site that values AmeriCorps members—some people see that as a way to get cheap labor, so we vet them to see that they really value the members to help them kickoff a new program they're trying to launch or perhaps expand a program. So, we look for sites that can really use the members for such purposes.”

Four sites also highlighted the importance of selecting sites with the capacity to properly interview, onboard, and supervise a member. A key consideration was staffing (organizations with a larger number of staff and leadership positions that were filled), and the ability of understaffed organizations to successfully recruit and mentor members. One PA noted that they value, “a functional organization—so like they have a supportive executive director and they have a supervisor who is able to commit the time and effort and care in being a good supervisor.” Although the number of staff members was not correlated significantly with member attrition or with the “key constructs” described above, some interviewees noted that organizations with less staffing capacity struggled to properly vet members during recruitment or supervise them once they arrived.

Three operating sites discussed placing members with FOCs as a best practice, with one exclusively using FOCs as host sites for members. One PA discussed how FOCs align well with the mission and values of LISC. Because these placement sites were already FOC's, they understood how AmeriCorps members should be treated. Another PA mentioned that FOCs tend to be the easiest sites for placing

members. A third mentioned that they have placed up to thirteen members at different FOCs at a single time, though at the time of the interview there were only ten.

PAs reported a range of different recruitment strategies. A common recruitment procedure is for the local site to target potential sites in the area that they are already familiar with and want to work with (mentioned by five respondents). Three PAs discussed having phone conversations or meetings with potential sites to “sell them” on AmeriCorps, while other PAs shared that local offices put out an RFP and then reads through and scores responses. Three PAs mentioned offering grants to sites that align with LISCs mission. “We asked them if they wanted to do this, what our thoughts were, and when they said funding was an issue, then we tried to secure some funding for them to just offset some of the costs. But five of the seven sites paid the full \$14,000, and we offset two of the costs, two of the sites with \$3000.” Another PA noted that in the absence of additional financial assistance, the process of member recruitment and selection can be challenging for sites that already have limited budgets. The PA explained, “When you’ve got CDCs that can’t even make payroll and you ask them to take on an AmeriCorps member, and then you ask them to pay a certain portion, that makes the whole selection and recruiting and everything really, really hard.”

PAs also discussed the host site orientation process, which varies across offices. Only two PAs mentioned that local sites have a formal orientation for supervisors. Two PAs mentioned having informal discussions with supervisors over time to help align the AmeriCorps member properly to meet their goals. As a part of the recruitment process, five PAs mentioned having clarifying conversations with sites before services started to make sure that potential placement sites understood what tasks members should and should not be performing” Three PAs mentioned that most of their sites were long term partners, so they just “get it.”

PAs reflected that the process of site selection suffers from a tight timeline, and PAs shared a number of red flags they use to identify potentially problematic placement sites quickly. Being unable to complete a self-assessment or unable to meet their program goals was identified as a red flag. Other PAs identified sites that were unresponsive or have difficulty completing the placement site application as warning signs. PAs also cautioned against choosing sites for political reasons or forcing relationships with organizations that do not fit with the overall mission of AmeriCorps.

In addition to site selection, interviews with PAs also covered member recruitment. The responsibility of member recruitment is divided between operating sites and placement sites, and the level of involvement of each varies by case. In some, the LISC office does all or most of the member selection for the host sites. Four PAs mentioned that LISC operating sites interviewed candidates and

recommended candidates host sites on their own, and three PAs mentioned that operating sites were very hands on during recruitment. In other instances, the LISC office largely leaves member selection to the host sites but may provide limited support. Five PAs reported minimal involvement from operating sites and that placement sites handled recruitment. One PA explained, “We let the sites recruit the members because they know best what their organization need and what type of person will fit best. And I think that is really important.” Another PA reflected, “We have the host sites and they do recruitment, select their final candidates. We ask to review the resume if they have 1, 2, or 3 candidates they’re debating between. We ask to review that resume just to see if there’s any red flags for us.”

PAs discussed procedures used during member recruitment, including trying to recruit members from within the community (one mention), as well as branching out to try to recruit people without a four-year college degree (two mentions). One PA described bringing in former AmeriCorps members to speak with new prospective members during recruitment.

PAs also reflected on challenges they encountered during member recruitment. Five mentioned that they had difficulty recruiting enough members. One PA noted that, “This year our members started a lot later than last year... because it was harder to find members to recruit.” Three identified member retention as a challenge, and one PA described a situation where a member “fell off the face of the Earth.” Two PAs discussed how issues with citizenship or immigration status prevented certain individuals from serving. One PA explained, “[Immigration status has] been one of the major recruitment challenges... having applicants who are interested... [but] they’re not citizens, or they have other kind of background issues that are not really related to whether or not they should be in AmeriCorps... that was really hard.”

Evidence from Placement Site Survey Responses

When placement site supervisors were asked whether recruitment and supervision were particularly challenging for them in the 2016-2017 program year, 23 of them said no. The challenge of recruiting members with appropriate skill sets and qualifications that meet placement site’s needs was mentioned by 13 placement site supervisors. One supervisor reflected, “Recruitment is challenging because our organization requires a bilingual candidate so that they can work with our client population.” Another discussed the challenges of recruiting members from the neighborhood where the site was located: “We wanted to make sure that our candidates came from the neighborhood which made our selection difficult finding someone to fit the requirements, work hard, and desired to take the work seriously.” Another supervisor explained, “Our first round of applicants—about six—did not meet

the criteria we were looking for. We re-opened applications and interviewed an additional two candidates who were invited to apply. Both were highly qualified, and we hired one of them. The candidate we hired was young and required a lot of additional supervision and mentoring, this being their first job in the field.”

Another major theme was that low stipends made it difficult to recruit quality members (6 mentions). One supervisor noted, “Recruitment is difficult because of how little the program pays.” Another mentioned that, “It was difficult to recruit a member with the skills needed for the stipend amount.” Another supervisor felt that they were competing with other “worthy AmeriCorps” programs for members to fill slots.

There was some confusion around who members were supposed to be accountable to, though the nature of this confusion varied. Two supervisors reported that members did not understand whether it was the host site or the local LISC office that was responsible for their direct supervision. One supervisor explained, “Member supervision was challenging—members were confused about whom they were accountable to for their work on a daily basis—us at the host agency of the local LISC office.”

In another instance, a supervisor reflected that the local LISC office did not acknowledge the supervisory role of the host agency. This supervisor explained, “We experienced challenges also with local LISC office who also appeared confused about it—when engaging them to problem solve some member supervision issues, they did not seem to understand operational accountability in organizations, did not support our on-site member supervisor and suggested that the member was not accountable to us!” Another supervisor reflected that staff turnover at the host site lead to confusion. The supervisor explained, “The biggest challenge was having a change in management for the member. Initially, when the member started, the manager went on medical leave. Upon the manager’s return, the interim manager went on medical leave. This change in leadership caused a bit of confusion for staff and the member.”

Three supervisors mentioned that managing members required a lot of staff time. One explained, “This was the first year we served as a lead, and there was some transition right before the AmeriCorps members joined. It was difficult to recruit for positions that weren’t full time and there was a lot of management necessary to ensure members were working toward goals. Supervision of the members was an unanticipated primary responsibility, and there were challenges as a result.”

Research Question 4

What characteristics of the placement partner are associated with positive member outcomes, including the type of assignment and varieties of member management and supervision?

This section outlines the relationship between the outcome and specific site characteristics using the civic engagement, educational and occupational outcome variables measured during the CNCS Exit Survey (Exit) and/or Member Follow-up Survey (Follow-up), as appropriate. This section discusses the site characteristics in three groups: descriptive differences, key constructs following the Abt evaluation (2012), and characteristics of the site-member relationship. Because all variables used in the analysis were categorical, the Urban team used the model chi-square statistic from the cross tabulation to identify statistically significant relationships between the site characteristics and outcome variables.

Appendix G.3 contain the complete set of results from the analysis of the impact of site characteristic variables on our outcomes. Given the breadth of these analyses, only relationships with statistically significant chi-square values (p -value < 0.05) are discussed in the following section. All tables in this section present the p -value for the given relationship; statistically significant relationships are in bold. Statistically significant relationships were more closely examined to determine the substantive impact and directionality of the given demographic variable on the given outcome variable. In several instances, testing indicated statistical significance but further examination of the relationship (including through other statistical tests such as linear regression, logistic regression, and ordered logistic regression) revealed inconsistent or unclear relations between the demographic variables and outcomes variables; these results are excluded from the narrative in this section, but the results of chi-squared statistical testing are given below.

Descriptive Differences between Placement Sites

Part I of the survey (Organization Information) contains basic details about the placement sites. Given that questions about the age of the organization and duration of the AmeriCorps program were significantly associated with positive member outcomes in Epstein's (2009) analysis, the Urban team examined how outcomes differ based on the following descriptive characteristics of organizations that served as placement sites in program year 2016-2017:

- **Organization Type:** Recoded from the placement site survey's first question, "How would you best characterize your organization?" (Check only one)

- » State agency
 - » Local education agency/school district
 - » Other local government agency
 - » Community-based organization (nonprofit)
 - » Community college
 - » 4-year college or university
 - » Private foundation
 - » Other (Please specify) _____ “
- **Tenure of Operations:** Recoded from the question, “Approximately how many years has your agency (not your AmeriCorps program) been in operation?”
 - **First Program Year:** Recoded from the question, “In what year did your organization carry out its first project or program?”
 - **Time Funded by LISC:** Recoded from the question, “Approximately how many years has your program received LISC AmeriCorps funding?”
 - **Other AmeriCorps Funding?** Recoded from the question, “Does your organization receive AmeriCorps funding from another source (e.g., VISTA, State Commission, other National organization)?” (Check only one)

Members serving at community-based nonprofits reported higher connection to community, interpersonal relations, and problem-solving techniques. The average member placed with a community-based nonprofit reported a connection to community score of 4.6 out of 5, while the average member across other types of organizations reports a 4.3 out of 5. In other words, members at community-based nonprofits are more likely to choose the maximum option regarding the strength of their feelings on questions such as having a strong and personal attachment to the members’ own community and being actively involved in issues that positively affect their community. Members at nonprofits also scored higher on questions related to interpersonal relationships (an average of 4.2 out of 5 compared with 3.5 out of 5 for others).

Organizations that had been in operation longer and that had been receiving AmeriCorps funding for longer also had members reporting higher outcomes on interpersonal relations measures and were more likely to continue working in public service. While data on newer organizations is limited because 82.7 percent of partners reported that they have been in operation for more than five years, the organizations in the sample vary more by the amount of time they have hosted AmeriCorps members:

about 62.5 percent of all responding placement sites had been hosting members for three or fewer years.

Differences in Key Constructs

The following key constructs were described in the discussion of Research Question 3:

- leadership stability
- quality of supervision
- member integration
- member attributes
- member contributions
- member enthusiasm

Comparing the constructs to key outcomes using chi-squared tests shown in appendix G.3 reveals the following selected findings:

- Sites with greater leadership stability also had greater impacts on their member's career choices and produced more entrepreneurial alumni. Sites that had lower leadership instability (only 1 or 2 executive directors within the last 5 years) had a higher positive impact on the career choices of their members and were more likely to have members start a small business within 6 months of their AmeriCorps service.
- Where sites described their members more positively, members reported a greater impact on their career choices. We created a construct of how sites scored their members' attributes-- "ability to work with others," "ability to work independently," "interest and enthusiasm for assigned work", "quality of work produced," and "quantity of work produced". This construct was associated with how likely members were to say that their service had an impact on their occupational choices. In fact, members at sites that rated them close to "outstanding" in these attributes (an average above 2.5) scored service's impact on their career choices 25 percent higher than members at sites who rated them closer to average. Additionally, sites that rated their members' ability to work with others more highly were more likely to have members report a higher sense of their management skills because of their service (including things like their ability to gather and analyze information or set priorities for multiple tasks).

- We find a positive relationship between the assessments of member enthusiasm by placement sites and member occupational choices. Sites that had higher ratings of their members' enthusiasm/interest (either as a contribution, or as a perceived interest in their assigned work) were more likely to have members report a higher impact of their service on their occupational choices. Members at these sites were less likely to be unemployed six months after completing their service, but also to be enrolled in a four-year or community college.

Differences in the Member-Site Relationship

This section further differentiates LISC placement partners in four ways: site member development goals, site assessment of members' contributions, site ratings of members' ability/interest, and level of member integration with the site.

Site Member Development Goals

Site member development goals are defined based on three questions from the Site Supervisor Survey (table 4.1). The average site considered all four of the goals listed in the table as important, provided regular feedback, and placed emphasis on tailoring members' work to their abilities. The greatest variation between sites appeared with whether they believed it is important for members to have an opportunity to serve communities from diverse backgrounds (standard deviation of 0.91). The most uniformity (standard deviation of 0.51), and the highest average score (4.71 out of 5, with 5 as "Very Important"), came in response to the question about the importance of developing teamwork and leadership skills.

TABLE 4.1
Member Development Goals

	Mean	SD	n
While serving with your organization, how important was it that your members:			
Develop commitment to civic engagement? ^A	4.47	0.86	110
Learn skills that they can use on the job? ^A	4.58	0.79	110
Have an opportunity serve communities from diverse backgrounds? ^A	4.24	0.91	110
Develop teamwork/leadership skills? ^A	4.71	0.51	110
How often did respondent provide feedback on member performance^B	3.74	0.87	110
Emphasis on matching work assignment with abilities^C	4.06	0.95	109

^A = Ranked on a scale from 1 to 5, with 1 being "Not at all important" and 5 being "Very important"

^B = Ranked on a scale from 1 to 5, with 1 being "Never" and 5 being "Every meeting"

^C = Ranked on a scale from 1 to 5, with 1 being "No emphasis" and 5 being "Primary factor in assignment decisions"

Appendix G.3 includes a comparison of the responses to these questions to the key outcomes. These data suggest that sites that more explicitly focused on the development of teamwork/leadership skills were more likely to have members report a positive impact of their AmeriCorps service on their educational choices. These sites were also less likely to have members enroll for another LISC AmeriCorps term. A relationship also appears between prioritizing job skills and interpersonal relations outcomes.

Sites that prioritized developing teamwork/leadership skills made a higher impact on their members' educational choices (as reported by those members). Further, sites that had more positive assessments of their members' enthusiasm and energy, ability to work within the AmeriCorps job description, ability to work with others, interest and enthusiasm for assigned work, and effectiveness in supporting the overall mission and goals of the organization all also had members that reported a higher impact of their service on their educational choices.

TABLE 4.2
Member Contributions

Member contributions	Limited		Some		Substantial	
	N1	%1	N2	%2	N3	%3
How would you describe the contribution made by your 2016-17 AmeriCorps member(s) in the following areas:						
Technical skills?	15	13.9	47	43.5	46	42.6
New ideas?	9	8.3	38	35.2	61	56.5
Enthusiasm and energy?	6	5.5	17	15.6	86	78.9
Ability to foster partnerships with other organizations?	12	11.7	34	33.0	57	55.3
Helping your organization expand into new program?	20	19.6	43	42.2	39	38.2

Source: Urban Institute analysis of placement site supervisor survey.

Note: Member contributions are defined based on question 31.

Sites that reported that their members made substantial contributions in terms of enthusiasm and energy were more likely to have members report that AmeriCorps service had a positive impact on their occupational choices.

TABLE 4.3

Members' Ability and Interest

Member rating	Needed improvement		Acceptable		Outstanding	
	N1	%1	N2	%2	N3	%3
Ability to work within the established AmeriCorps job description	9	8.3	45	41.7	54	50.0
Ability to work independently	16	14.7	36	33.0	57	52.3
Ability to work with others	6	5.5	33	30.3	70	64.2
Interest and enthusiasm for assigned work	6	5.5	25	22.9	78	71.6
Effectiveness in supporting the overall mission and goals	8	7.3	40	36.7	61	56.0
Quality of work produced	14	12.8	47	43.1	48	44.0
Quantity of work produced	11	10.2	47	43.5	50	46.3

Source: Urban Institute analysis of placement site supervisor survey.

Sites that rated their members' contributions toward fostering partnerships with other organizations were more likely to have members report higher scores on innovation and teamwork measures (which include things like members' capacity to lead or facilitate meetings, help others learn a new skill, or find new and better ways to do things). They were also less likely to have members unemployed 6 months after AmeriCorps service.

Member Integration

The member integration construct is measured through the mean score of two individual indicators: "Member's level of participation in your organization's regular staff meetings" (as measured on a scale from 1 to 3, with 1 being "Attended with no contributions" and 3 being "Attended and actively engaged in discussion") and "Do members have a personal workspace on a consistent basis?" (as measured on a scale from 1 to 3, with 1 being "Rarely" and 3 being "Always"). Summary statistics for these variables appear in table 4.4. The Urban team also examined the relationship between these two questions and the key outcomes separately, with results in appendix G.3, finding no relationship between personal workspace and key outcomes. However, Member Participation in meetings is associated with key outcomes for interpersonal relations and impact on career choices.

TABLE 4.4

Member Integration

	Rarely/frequently		Always		Total	
	n	%	n	%	n	%
Do members have a personal workspace on a consistent basis?	11	10.0	99	90.0	110	100.0

	Attended with no/ few contributions		Attended and actively engaged		Total	
	n	%	n	%	n	%
Members' level of participation in your organization's staff meetings	24	22.0	85	78.0	109	100.0

Source: Urban Institute analysis of placement site supervisor survey.

Member Development Activities and Strategies of Placement Sites

The site survey asked supervisors to describe any innovative or effective member development activities or strategies that they feel have had the most impact on your members this year. Sites discussed training and member involvement as top themes.

The most commonly named member development strategy was providing training opportunities for the member. Six sites report exposing members to training opportunities, with four of those sites sending their members to external trainings. One site shared that, “Our work on affordable housing has a lot of specialized knowledge so we send our AmeriCorps member to as many trainings and workshops as possible (such as ‘how to run a lottery,’ ‘income-eligibility determination’), etc.”

Five sites also listed member involvement as a priority as it relates to member development. Sites expressed that when they gave their member responsibility (such as allowing them to play a significant role) over a project, the members developed their skills as a result. One supervisor observed that, “The most innovative member development activities or strategies came as it related to projects that we partnered in our neighborhood services and revitalization areas. The member was able to demonstrate skills related to writing as a part of our grants team for a community project. Their organizational skills were heightened as it related to the projects as a part of the leadership team.”

Regular communication was also important for member development, according to survey results. While not as prominent as the themes discussed above, 4 sites reported that being intentional about setting aside time for regular check-ins and supervision to be an important activity for member development. “We did weekly individual meetings with the member to make sure that communication channels were always open and questions were always answered,” noted one site supervisor. “We

focused on the member's strength and allowed him to develop programs that highly motivated him while also helping us achieve our goals in the community.”

Sites also mentioned “providing networking opportunities for members” and “making efforts to include the member in meetings and other relevant team activities” at equal rates (3 mentions in the survey for both of the themes). Two sites also mentioned that setting and maintaining clear expectations is also important for member development. All told, sites that pay more attention to the details of member training—especially the development of leadership skills—are more likely to report high degrees of satisfaction with their members. In addition, their members are more likely to experience positive outcomes related to education and employment, such as positive changes in their job skills and progress toward their occupational and educational goals.

Research Question 5

What aspects of national and local LISC program management, including the supports given to both the member and the placement partner, are associated with different placement partner practices and member outcomes?

Measures of Collaboration

The Urban team used both qualitative data—from the interviews with program administrators from the operating sites (local LISC offices) and quantitative data, from the survey of placement site supervisors, to address this research question. The placement site survey contains nine questions that were adapted from the 17-item Thomson-Perry-Miller (TPM)¹¹ scale about organizational collaboration and the five variables that TPM use to measure the outcomes of collaboration. The original TPM formulation measured collaboration within a network of AmeriCorps-affiliated organizations, all of whom had roughly equal standing relative to one another. The original analysis showed that the TPM scale had five dimensions: Joint Decision Making, Administration, Autonomy, Mutuality and Trust. The original TPM analysis also included five questions intended to measure the outcomes of organizational collaboration.

The Urban team adapted the question wording of the original questions because the operating site and placement site relationship involves more power asymmetry than the networks that TPM studied. To minimize respondent burden, representative questions from each of the five dimensions and three of the outcome questions from the original survey were chosen, and a question about how often the site seeks help from the local office and/or staff at national LISC headquarters was added.

Our measures of collaboration are based on the following survey questions, most of which use a five-point scale with 5 = “to a great extent” and 1 = “not at all”:

Joint decision making:

Our local LISC office takes our organization’s opinions seriously when decisions are made.

Administration:

Meetings with the LISC office accomplish what is necessary for the collaboration to function well.

Autonomy:

You, as a representative of your organization, feel pulled between trying to meet both your organization’s expectations and the expectations of LISC AmeriCorps.

Mutuality:

You feel that what your organization brings to the collaboration is appreciated and respected by the local LISC office.

Trust:

My organization can count on our local LISC office to meet its obligations to the collaboration.

The survey also includes the following outcome measures for the collaboration between the placement partner and the local office:

- **Perceived effectiveness:** Overall, how effective has this collaboration been in achieving its expected purpose and outcomes?
- **Perceived increase in quality of working relationships:** Overall, how would you rate the quality of the working relationship that has developed between your organization and the local LISC office?
- **Perceived increase in network density:** Overall, to what extent has your organization increased its interaction with other organizations (like increased referrals and / or service contracts, joint program development) as a result of the collaboration?
- **Finally:** Has your organization ever solicited help and/or support from LISC national HQ or your local LISC operating site?

Analysis of the relationship between the last question and the other indicators suggests that placement sites can strengthen their relationship with their local office by asking the local office, and/or LISC national staff, for help:

- Trust ("we can count on the local office to meet its obligations"): Placement sites that have sought help from both the local office and national headquarters are more likely to give the highest score for this variable, and less likely to give a 4. Organizations that have only sought help from the local office are more likely to respond with a 4 and less likely to respond with a 5.
- Perceived Effectiveness: Placement sites that have never sought help from either the local office or national headquarters are more likely to say that the collaboration is less effective (2 on a 1-5 scale). Sites that have sought help from both sources are more likely to give the collaboration a 4 on the effectiveness scale; sites that have sought help only from the local office are more likely to rate the collaboration a 3 in terms of effectiveness.

TABLE 5.1

Descriptive Statistics for Collaboration Measures and Outcomes

	1	2	3	4	5
	Not at all				To a great extent
Local LISC office takes opinions seriously	0.0%	2.2%	10.9%	37.0%	50.0%
Meetings with local office accomplish what is necessary	0.0%	7.6%	9.8%	31.5%	51.1%
Feel pulled between own org. and LISC	20.7%	22.8%	18.5%	18.5%	19.6%
Site's contribution is appreciated	0.0%	4.3%	13.0%	22.8%	59.8%
	Strongly disagree				Strongly agree
Site can count on local office to meet its obligations	3.3%	1.1%	6.5%	31.5%	57.6%
	Not at all effective				Highly effective
Collaboration is achieving expected purpose and outcomes	0.0%	3.3%	16.5%	25.3%	54.9%
	Very low quality				Very high quality
Overall quality of working relationship	1.1%	2.2%	10.9%	21.7%	64.1%
	Not at all				To a great extent
Site has more interaction with other orgs	0.0%	3.3%	16.5%	25.3%	54.9%
	Yes, from LISC national HQ	Yes, from local LISC operating site	Yes, from both	No	
Has site sought help from LISC national HQ or local office?	5.4%	42.4%	21.7%	30.4%	

Source: Urban Institute Analysis of Placement Site Survey.

Principal components analysis suggests that four indicators of the five TPM dimensions (joint decision making, administration, mutuality and trust), along with two of the outcomes (effectiveness of the collaboration and increased quality of working relationships) load onto a single construct. The Urban team defines the *collaboration index* as the average of these six variables and include it in our analysis, along with the individual questions, to assess the influence of the overall quality of the collaboration, in addition to its individual components, on member outcomes and placement partner practices.

Analytic Strategy

The research question asks about the relationship between the local office and national LISC headquarters, and how the influence of both organizations influences both the practices of the placement partners and the member outcomes. In the quantitative analysis that follows, our key independent variables are the collaboration variables mentioned above. The Urban team studied the impacts of organizational collaboration on the following member outcomes:

- our key outcome measures of efficacy and civic engagement
- measures of change in these key outcomes
- our measures of post-service employment

The analysis also featured the “Abt constructs” that have been used in the analysis of research question 4. These measures described the ways that placement partners manage members, as well as the organization’s assessment of the performance of the members. We hypothesize that these measures may be related to the working relationships between the local office and placement sites. For instance, if placement sites that report strong working relationships with their local offices are also more likely to have higher values on these constructed variables, it would suggest that placement sites that work together more effectively with LISC are more effective at member management

The Urban team also analyzed the relationship between the collaboration variables and characteristics of the placement partner organization and the local office (operating site) by using the descriptive variables for the placement partner organizations (used in the analysis of research question 4), and the characteristics of the local office (location, site selection process, member selection process, number of placement partners) (featured in research question 3).

Key Findings

Appendix G.4 contains the complete set of results from our analysis of the impact of site characteristic variables on our outcomes. Because all variables used in the analysis were categorical, the Urban team used the model chi-square statistic from the cross tabulation to identify statistically significant relationships. The tables in Appendix G.4 present the *p*-values for the model chi-square values from the cross tabulation of each pair of variables. In several instances, the cross tabulations indicated a statistically significant relationship, but the correlations between the variables revealed nonlinear relationships between the variables. Given the breadth of these analyses, only relationships with

statistically significant chi-square values (p -value < 0.05) and linear relationships are identified with bold type and highlighting in the tables.

Placement Site Practices and Characteristics

To address the first part of the research question—whether the collaborative relationship between local and national LISC offices and the placement partners affects the management practices of the placement sites—the Abt constructs are used as indicators of the placement partners’ practices. Many of these variables have statistically significant relationships with the collaboration variables, but the relationships are difficult to interpret. One exception is the “quality of supervision” variable, which is positively associated with conflict with LISC (the placement site feeling pulled between its own organization’s needs and those of LISC). This may indicate that sites that have a harder time managing this conflict feel an obligation to do a better job managing their members. Alternatively, this may reflect the fact that because higher quality supervision of members requires more time commitment to AmeriCorps and LISC and thus less time to do their assigned work at their own organization. Meanwhile, member attributes (“ability to work with others,” “ability to work independently,” “interest and enthusiasm for assigned work”, “quality of work produced,” and “quantity of work produced”) are positively associated with perceived effectiveness of the collaboration, perceived effect on network density, and the likelihood that the site seeks help from the local and/or national offices.

In several cases, the descriptive characteristics of the placement sites are also associated with the type of collaborative relationship the placement sites have with the local and national offices. On most of the collaboration measures, placement sites operated by state agencies are more likely to give low scores, and sites run by nonprofits are less likely to give low scores. Placement sites run by state agencies are more likely to have challenges in meeting CNCS compliance points simultaneously with meeting their own and other stakeholder needs. However, they are also more likely to credit LISC with expanding their networks.

Placement sites that are operated by organizations that are better established (longer tenure) have better collaborations with their placement partners in many ways, and are less likely to feel pulled between LISC and their other stakeholders. This is especially true for organizations that have hosted LISC AmeriCorps members for a long time: they have much better collaborative relationships with the local offices. Leadership stability generally has less of an impact on the collaborative relationship; one exception is that organizations with less turnover at the executive director position are less likely to say that LISC helps them interact more with other organizations.

Member Outcomes

For many of the key member outcome variables, there is a statistically significant relationship with one or more of the collaboration measures, but very few of these relationships have straightforward interpretations. For example, members who serve with organizations that report more interaction with other organizations tend to score higher on the Innovation and Teamwork constructed variable. This suggests that members are more likely to learn about innovative ways of working with others at placement sites that use the relationship with the local office to increase the density of their local organizational networks. Similarly, members who serve with organizations that report that the collaboration is more effective (“achieving expected outcomes”) tend to score higher on the Impacts of Service constructed variable, which is a measure of the small but significant personal accomplishments (“the majority of my work has made a positive difference in the community”; “I have done things I never thought I could do”) that members might experience. The Impacts of Service construct also contains questions about the extent to which members were able to make progress toward their educational and professional goals.

Several collaboration variables (joint decision making and effectiveness, as well as the overall collaboration index) are positively associated with the position that service had a positive impact on the member’s educational choices. One measure of collaboration (trust between the organizations) is positively associated with a positive impact on career choices. The “more interaction” collaboration variable is positively associated with the opinion that AmeriCorps service was a “defining” personal and professional experience. For the most part, the collaborative relationship does not seem to be directly associated with member outcomes related to post career employment or civic engagement.

Some of the significant relationships between the collaboration variables and the change-in-outcome variables may be spurious, resulting from coincidental relationships rather than causal mechanisms. For instance, at sites with high-functioning collaborations, the members tend to experience greater increases in Connection to Community between the exit survey and the follow-up survey. This may be driven by the fact that 16 of the 18 members who reported an increase in this variable served at sites that reported high scores for most of these collaboration variables. A similar story might explain what happens with the change in overall satisfaction: not many members reported a decrease in their overall satisfaction with the service experience. However, those that did report a decrease happened to have served with organizations that think their collaborations are stable and healthy.

Local LISC Office Characteristics

VARIATION ACROSS LOCAL OFFICES

In several local offices, the placement partners tend to respond to the questions about collaboration in similar, distinctive ways: they are significantly more or less likely to give certain responses to particular questions. This suggests that the characteristics of the operating sites have an impact on the way collaboration happens between the operating site and the placement partners. To preserve the anonymity of the local offices, our discussion of these differences will refer to the local offices without mentioning them by name, with descriptive information added where it will enhance the explanation.

Placement sites managed by local office 3 (which has an above-average number of placement sites) report lower-than-average scores on many of the collaboration variables. Scores between 4 and 5 on the collaboration index are less likely than among Office 3's placement sites than among other sites; scores of 4 for joint decision making are less likely. Scores of 1 and 3 for autonomy are more likely, and autonomy scores of 4 are less likely; scores of 5 for network diversity are less likely.

Placement sites managed by local office 6, which has relatively few placement sites, are more likely to have perfect scores on the collaboration index than sites in other locations. They are also more likely to credit the collaboration with expanding their local networks (scores of 4 are more likely, and 3 are less likely), and are more likely to seek help from both the local office and from the LISC national team. They are also less likely to seek help from neither source.

Local office 10's placement sites are more likely to report lower scores (between 1 and 3) on the collaboration index, potentially because the local office (located in the east) is a new participant in LISC AmeriCorps. These sites are also more likely to give low scores on joint decision making (scores of 2 are more likely, and 4 are less likely) and mutuality (scores of 2 are more likely). However, they are more likely to give high scores for increased network diversity (scores of 4 are less likely, but scores of 5 are more likely), and are more likely to seek help from LISC national staff than are sites in other locations.

Placement sites in local offices 4 and 5, both of which are smaller offices, seem to have similar assessments of their partnerships with their local offices. In both cities, the placement partners are more likely to assign the partnership a score of 3 for autonomy, and a score of 4 for increased network diversity. Office 5's placement sites are also more likely to seek help from LISC national headquarters than sites in other cities.

Placement sites in local office 14—a mid-sized office—tend to give lower scores on several of the collaboration measures than sites in other places. They are more likely to give scores of 3-4 on the

collaboration index, and less likely to give scores of 4-5. They are more likely to give scores of 3 for both autonomy and mutuality, and more likely to give scores of 1 for increases in network diversity.

Finally, placement sites managed by local office 2, another large office, are more likely to give relatively high scores on the collaboration index (between 4 and 5) and to give scores of 4 on network diversity. They are also more likely to ask for help from the local office, and less likely to say that they didn't ask for help from anyone.

SITE SELECTION METHOD

For the analysis of research question 3, the team used evidence from the in-person interviews with program administrators at the local offices (operating sites) to classify the practices of local offices. Local offices were coded based on the method they used to select placement sites (e.g., how they ran the competitive selection process, how much they recruit from their own existing networks) and how involved they are with member recruitment and selection at the placement sites. Because interview program administrators were not interviewed from every site, these variables are only available for ten of our fourteen local offices. Still, it appears that the nature of the collaboration between the placement partners and the local offices is related to the site selection process employed by the local offices, and on the local offices' involvement with member selection.

One large local office only recruits placement sites from a local network of affiliates in the Financial Opportunity Center (FOC) network. This office's placement sites tend to give higher scores (between 4 and 5) on the collaboration index and are more likely to give scores of 4 on the network-building variable. These sites are also more likely to seek help from their local office, and less likely to say that they don't ask for help from either the local office or LISC national headquarters staff.

Other local offices use a process that can be termed "targeted recruiting" to select their placement sites. While these local offices require all potential sites to complete the LISC standard RFP form, they tend to recruit their placement sites from organizations with which they already have relationships. In these cities, the placement sites are more likely to rate the collaboration highly (scores of 4-5 and 5 on the collaboration index are more likely) and to award higher scores for trust (scores of 3 are less likely, scores of 5 are more likely). They are less likely to perceive a tension between their own organization's needs and the needs of LISC AmeriCorps—scores of 3 on the mutuality measure are more common, and scores of 1 are less common—but are also less likely to say that the partnership has expanded their networks: scores of 1 are more likely for this measure. They are also more likely to seek help from both the local office and from LISC national staff, probably because of their familiarity with the LISC national network.

Finally, other local offices rely heavily on the RFP process to select their sites and cast a wide net when reaching out to potential new placement partners. The placement sites in these cities are more likely to give the collaboration low ranks in general (scores of 1-3 on the collaboration index are more likely) and on joint decision making: scores of 2 are more likely, while scores of 4 are less likely. They are also more likely to give lower scores for mutuality (scores of 2 are more likely) and trust (scores of 1 and 3 are more likely, while scores of 5 are less likely). However, they are more likely to say that their partnership with the LISC local office has helped them build their networks: scores of 4 on the network building variable are less likely, while scores of 5 are more likely. These sites are also more likely to seek help from LISC national staff, or from nobody at all, than from their local offices.

MEMBER SELECTION METHOD

The program administrator interviews also revealed more information about how certain local offices participate in the process of recruiting and selecting members. While the interview evidence does not allow for the generalization of these results to the entire LISC network, the team was able to describe the local office's involvement with member selection for about half of the placement sites that hosted members during program year 2016-2017. This analysis did suggest a slight discrepancy between the opinions of the PAs and the placement site supervisors about the role of the local office in member selection. On the placement site survey, 84.5 percent of respondents said that their site has primary responsibilities for member selection, while 15.5 percent of the placement sites say that the local office has some involvement, or none at all, in member recruitment.

Meanwhile, based on the interview evidence, about 54.5 percent of the placement sites are managed by local offices whose PAs describe the office's involvement as small: the local office might consult with the placement site on member candidates, but the placement site is responsible for the final selection. 30.3 percent of these placement sites are managed by local offices that take a large responsibility for member recruitment, while the remaining 15.2 percent are managed by local offices who take "some" responsibility for this process. These differences in member selection processes do not seem to be associated with differences in member retention rates during the previous five years. Although 50.0 percent of placement sites that report "large" involvement from the operating sites have had members leave their terms early (compared with 66.7 percent for "no involvement" and 33.3 percent for "some involvement"), these differences are not statistically significant.

In the placement sites where the local office takes a large role in member recruitment and selection, the representatives generally tend to believe the collaboration works well: scores between 4 and 5 on the collaboration index are more likely among these sites. However, in places where the local office has

a small involvement in member recruitment, the collaborations generally appear to be stronger, according to the placement sites. In these sites, scores of 4-5 on the collaboration index are less likely than in other places, while scores of 5 are more likely. Scores of 2 on the joint decision-making variable are less likely among these sites, while on the mutuality measure, scores of 3 are more likely and scores of 4 are less likely. Scores of 1 are more likely on the network building outcome measure, while scores of 5 on the trust measure are more likely in places where the local office has a small role in member selection.

Meanwhile, in places where the local office takes no role in member recruitment and selection (by their own description), the placement sites tend to give the collaboration lower ratings. Collaboration index scores of 1-3 are more likely; scores of 2 on the joint decision making and mutuality measures are more likely, and scores of 1 and 3 on the trust measure are more likely. However, these sites are more likely to say that the collaboration with the local LISC office has helped them build relationships with other organization: scores of 4 are less likely, and scores of 5 are more likely, on this variable.

Evidence from Interviews with Operating Sites and Open-Ended Survey Responses from Supervisors and Members

In operating site interviews, PAs, site supervisors, and members were asked about their priorities for their AmeriCorps program, the benefits of being a LISC operating site, program costs and fundraising, program management, and coordination and support from LISC. In general, PAs were aligned in terms of the priorities that they identified for their programs, and all interviewees discussed a range of benefits associated with their participation in the program. The costs associated with managing a LISC AmeriCorps program varied by site, as did management strategies. Most interviewees felt that they had sufficient support from LISC, and many discussed having a positive relationship with LISC; negative experiences were rare.

Operating site PAs were asked how they would rank the following priorities for their AmeriCorps program: Providing needed services, strengthening the community, and developing members. All interviewees struggled to rank the three priorities separately, feeling that all three were very close together and, in many ways, were intertwined and fed into one another. One PA explained, “I think #3 is achieved by #1 and #2 –by providing the services you’re developing the members by providing them with skills and teaching them about the community. They all seem similar to me.”

PAs were also asked to reflect on the most important benefits of serving as an operating site for LISC AmeriCorps. The most frequently discussed benefit was strengthening LISC's connection with the placement site partner. PAs explained that the brand name of AmeriCorps helped them to better leverage resources so that they could partner with other organizations and build capacity to better address community needs. One PA described serving as an operating site for LISC AmeriCorps as, "an in with organizations that otherwise wouldn't have worked with LISC."

The opportunity to be a LISC AmeriCorps operating site also helped local offices build their reputation as a community resource outside of the AmeriCorps program. One interviewee talked about how by serving as an operating site for LISC AmeriCorps, the organization was not only able to help members through providing hands on experience but was also better positioned to support the needs of the community. "I think the benefits are for the community it's a way to have people learn about the field but it's also for the partners adding the capacity to the partners. It's another tool in the tool belt because we can help you section 4 or an AC member or with loans –whatever they need."

PAs identified the high quality of members that operating sites were able to attract as one of the most important benefits of serving as an operating site. As noted by one PA, "The program gives LISC access to the best talent with either academic or professional expertise in their area of practice, or the people who are from the communities that LISC work with who have not only cultural competency but also given the opportunities to offer their experience and insights as a way of capacity building for the community. As a result, the talents also got exposure career experiences and opportunities for higher education."

All 10 of the operating site interviewees reported that for a substantial number of placement sites, serving as placements for LISC AmeriCorps members built their staffing capacity in the field. Some interviewees noted that additional staff allowed placement sites provide more services and do more in the community. Other interviewees also noted how a person with expertise would help the site's program to meet certain funding standards and help build long-term capacity for the program and its partners. Although additional capacity looked different at each site, it was identified by each PA as the most important benefit of hosting a member. One interviewee noted that, "the great benefit, I think was, once again, just providing that extra staffing to those sites. I mean, so one site in particular had a part-time executive director and that was pretty much what their staffing was. They were really a startup, at the point that they brought on the AmeriCorps members, and other sites were more mature, but there wasn't a site that had more than two and a half full-time staff members, outside of the AmeriCorps member."

Placement sites also discussed similar benefits from partnering with AmeriCorps through the placement site survey, including the ability to leverage the program's name, and to engage with partners that they would otherwise work with. Additionally, placement sites discussed the ability and flexibility to address the lack of resources which is often times the case for the local programs, through partnering with AmeriCorps members to fill in positions with less funding and resources, which will in turn be reflected in increased staffing and human resources capacities.

Members were also asked to reflect on the benefits of their service on the Member Follow-up survey. Members identified securing a job that matched their interest and experience as a direct benefit of participation. Members also discussed getting professional experience in an area of interest to them, working with executive teams in a relative short amount of time, and learning from various aspects of programming.

Several operating site interviewees mentioned how, compared with the corporate world, professional growth for LISC AmeriCorps members is far more comprehensive and personal. One operating site PA explained, "The main benefits I would say, since I've gone through one cycle already, is really seeing how the members develop over time, and the amazing things they're able to accomplish within that 10-month period. And also, the way in which the host organizations really grow a relationship with that person. A lot of our members are working in organizations where oftentimes other AmeriCorps members from other programs are as close to executive teams, but I feel like ours get a better sense of what's going on at the higher levels within the organization, which is interesting. So I think that's really great, is people really acknowledge what they're doing."

Among the most important benefits of their service, one operating site PA also identified the stipend and credit for other resources, such as loans and healthcare, which helped to cancel out some of the immediate costs members face. PAs believed that these benefits help the program continue to secure talented members. According to one operating site interviewee, the benefit of participating goes far beyond the benefit package, "it's a small amount when you think about what it's really, what you're getting, but you're in charge of huge projects in the community."

For host sites carrying out daily program operations, the cost of managing the LISC AmeriCorps program can be very specific to program needs. In addition, for many operating sites, costs to operate a cohort exceed the local budget and what support is provided by national for staff time. Sites discussed different strategies for fundraising to close the gap. Although the national budget provides funding for the program's signature Leadership Conference and staff salary support for 10 percent of a PA's time, one PA explained, "We had to fundraise for partner match. For a couple of the agencies that we really

wanted to work with last year, we didn't do that this year. Any training that we do, that's covered by local site. If we took members out to dinner, that's covered by the local site. And then realistically, especially last year because we had more members last year, it was a lot more of my time than was allocated.”

PAs acknowledged that additional fundraising is critical for attracting the right partners to the program and encouraging the development of additional programming to support neighborhood change. “What happens is when I really want an AmeriCorps and certain organization to do a certain actually and they don't have the money, I end up paying more for that member than I do for this member over here who I'm less enthused and excited about. But I don't think it's a bad thing.”

In addition to fundraising costs, the costs associated with program management were identified as another major cost. Most programs involve coordinating across different organizations, which lead to more effort to ensure smooth operations. One PA explained, “Sometimes because it's people, the member issues can get complex. You can do it really quickly and figure out how to check all the boxes but as you learn more, there's more options and questions around compliance. It can be easy but as you get into it, you run into more questions. So, there's not a huge learning curve in being able to run with it but there's also a lot to learn as you get into it. And the human part can be tricky.”

Operating site interviewees shared that the cost of managing the AmeriCorps program can add up. While some are successful in securing additional funding to cover costs that go beyond the federal allocation, other host sites have more limited fundraising capacity. For these sites, hosting such a hands-on program can really put a lot of burden on their balance sheet, One PA explained, “And when you're asking \$14,000 match from an organization with a limited capacity, I think—I just found out that they would rather spend that and maybe try to find a part-time or full-time person that they can put on their payroll”.

Some operating site PAs also manage other LISC programs, and these sites discussed how sharing information and staff across programs can produce the best outcomes. Because each site and situation are different, no major themes in terms of sharing resources across programs stood out during the interviews. However, two interviewees described how they are working on multiple programs at the same time, but also keeping the goals of other office programs in mind to help streamline programming at the LISC local office. One PA explained, “In our office we try to see how AmeriCorps can support the other programs. Some of our members serve at our financial opportunity sites and I think that is a really good way of strengthening the programs and having them work together. Sometimes my colleagues refer sites to me, especially nonprofits they already work with. So that's not additional responsibilities

because the site is applying and managing them, I'm just supporting the members and the organizations." However, two other interviewees noted that it is difficult to give a confident response to the question of how other programs are run without over generalization, because programs have different funding, operating structures, and offices have their unique models. One PA said, "I would say that it's more that I've seen individual programs run really differently across LISC offices rather than FOC is run really differently than AmeriCorps at all times."

All 10 of the operating site interviewees highlighted the importance of securing buy-in from their offices for the success of the AmeriCorps program. In particular, PAs underscored the importance of support from executive directors (EDs) for fundraising, onboarding new members, and providing management support. "It's definitely valued by our ED and that makes a huge difference –if I didn't have that support it would be a pretty hard environment in which to run a program that's not supported. They wouldn't advocate, and it might disappear if it wasn't valued. I constantly communicate with him about what the members are working on and the status of the program and he sees the value and how the different programs can work together, and build off each other." During the course of the interview, some PAs mentioned the turnover of at least one ED, but in all cases, respondents noted that the transition had been smooth.

Some PAs reflected that having an ED who is an AmeriCorps alum can be a key component to having a successful program. Interviewees explained that an ED who is also an AmeriCorps alumnus is better positioned to identify with the mission and values of AmeriCorps and place more importance on ensuring the success of the program. Two PAs noted that this type of ED helped foster support for AmeriCorps within their organization and the ED asked good questions about how the partnership will work. According to one interviewee, the leadership buy-in is still objective, "So it's not a tough sell, and it's not a situation where people think like, you know, I wish leadership cared about my program the way they cared about AmeriCorps"

Placement sites also reflected on the level of support they received from LISC and the type of relationship that they have. Twenty-one respondents indicated that they consistently received effective support from LISC. This support included support for fundraising, training and development resources, and responsive technical assistance. One respondent said, "We have a wonderful, honest, and very productive relationship with our local LISC office, and they have helped to translate that into assistance from LISC National. Each request or conversation has been acted upon appropriately and expediently." Another interviewee explained how the support from LISC has helped built their program capacity, noting that, "The support we have received from LISC has allowed our organization with the ability to serve more and evaluate our work." An additional five respondents mentioned the value timely support

from LISC, and one respondent said that, “The support from our local LISC Office was effective and timely. The follow-up is great, and we always know we will get a timely response in the event we have questions or challenges.”

Of the 21 respondents who indicated they received effective support from LISC, 12 indicated on a verbatim basis (as opposed to an implied basis) that they are satisfied with the support they received from LISC’s, and that they appreciated the LISC organization as well as specific staff within LISC. Twelve respondents said that they had a positive relationship with LISC, thanks to the support they received, as well as the good and productive relationship the programs were able to build with LISC.

Additional Analysis

To assess the impact of LISC programs on member outcomes the Urban team created a propensity score matched control group and compared key outcome measures based on the CNCS exit survey. This method was designed to replicate an experimental design in which sites are randomly assigned to two groups; one group receives treatment and the other does not. Here, LISC members are the treatment. In an experimental design, statistically significant differences between groups after treatment provide evidence of the program's effect.

Functionally, the propensity score matching works by running a probit model over all AmeriCorps members using demographic information as explanatory variables and a flag for serving in LISC's AmeriCorps program as the outcome variable. The model predicts the probability of being a LISC AmeriCorps based the members' years of education, age, gender, race, and ethnicity. Then, LISC AmeriCorps members are matched 1-to-1 to other AmeriCorps members with the same predicted probability of being in the LISC group based on the output of the probit model. To the extent that these variables are correlated with differences in AmeriCorps before serving, the team was able to "balance" the treatment and control groups to simulate random assignment.

Table 6.1 shows three demographic points for the LISC AmeriCorps members, all other AmeriCorps, and the matched comparison group. LISC and all other AmeriCorps programs are disproportionately female and tend to have at least some college experience. LISC AmeriCorps members, however, are older, less likely to be white and more likely to be black or African American. The matched comparison group provides a similar point of comparison with an average age over 30 and a population that is more similar in terms of race.

The findings show that LISC and other AmeriCorps programs have similar outcomes. However, LISC AmeriCorps exit the program with a greater appreciation of diversity. Table 6.2 displays the comparison LISC members to the matched comparison group along the key outcome variables discussed in research question 1. T-test are used for statistical significance. Results are only displayed when both the LISC member and their matched comparison member answered the related survey questions. The only key outcome for which there is a statistically significant difference is appreciation of diversity. This suggest that in many ways, LISC members have a typical AmeriCorps experience. However, their experience is unique in the way that it fosters appreciation of diversity. This may be because the LISC members themselves are more diverse. LISC members are serving with a broader mix of people by age than a

typical AmeriCorps program. Moreover, while the typical AmeriCorps program is majority-white, LISC has no majority racial or ethnic group.

TABLE 6.1

Demographic Information for LISC and Comparison AmeriCorps

	LISC		All Other AmeriCorps		Matched Comparison Group	
	Mean	Members	Mean	Members	Mean	Members
Years of education	14.1	85	15.0	20,167	14.2	85
Age	31.5	86	26.4	21,205	33.0	85
Female	73%	86	74%	21,205	69%	85
Hispanic	16%	86	17%	21,205	15%	85
White	47%	86	59%	21,205	45%	85
African American	42%	86	21%	21,205	39%	85
American Indian	2%	86	2%	21,205	1%	85
Asian	2%	86	6%	21,205	1%	85
Pacific Islander	0%	86	1%	21,205	0%	85
Other	12%	86	11%	21,205	11%	85

Source: Urban Institute analysis of LISC AmeriCorps administrative data.

Notes: Table displays LISC demographic information for LISC AmeriCorps members, all other AmeriCorps, and a propensity matched control group. One LISC AmeriCorps member was not matched because their years of education was missing.

TABLE 6.2

Key Outcomes: LISC Members and Matched Comparison Group

Key Outcome Variables	LISC	Members	Comparison group		P-value
			Members	Members	
Connection to Community (average)	4.31	46	4.12	46	0.137
Innovation and Teamwork (average)	3.63	46	3.60	46	0.877
Interpersonal Relations (average)	3.79	46	4.05	46	0.144
Management Skills (average)	4.28	46	4.23	46	0.750
Problem Solving Ability (average)	4.33	46	4.25	46	0.406
Impacts of Service (average)	3.32	46	3.37	46	0.610
Civic Engagement (average)	4.23	35	4.14	35	0.614
Appreciation of Diversity (average)	4.21	39	3.99	39	0.201
AmeriCorps' contribution toward goals (average)	4.68	46	4.36	46	0.003
Discuss and think about political and social issues (average)	5.05	38	4.95	38	0.676
Trust in others/trust in institutions (average)	2.72	38	2.82	38	0.380
Voting and registration (average)	0.83	39	0.82	39	0.875
Personally defining experience (average)	4.41	31	4.08	31	0.109
Professionally defining experience (average)	4.24	29	4.24	29	1.000

Source: Urban Institute analysis of the CNCS member exit data.

Notes: Table displays the results of t-tests of differences in Key Outcomes between LISC AmeriCorps members and a propensity matched control group. Results are only displayed when both the LISC member and their matched comparison member answered the related survey questions. One LISC AmeriCorps member was not matched because their years of education was missing.

Conclusion and Recommendations for LISC

Overall, members experienced substantial benefits to participation in LISC AmeriCorps and said their service made a positive contribution to their educational, professional, and personal goals. Members reported that participation in LISC AmeriCorps helped them figure out the next step in their career and education and made members more likely to volunteer and participate in community organizations.

In general, members' demographics, skills, and beliefs at the start of service did not affect their outcomes revealing these benefits were evenly distributed across demographic characteristics. The factors affecting their outcomes included what their placement site prioritized and how it interacted with its LISC operating office. Placement sites can improve their members' outcomes by encouraging enthusiasm among members, maintaining leadership stability, partnering with other organizations and encouraging members to participate, and focusing on teamwork among members. Placement site supervisors also discussed the importance of providing training opportunities for members and allowing them to interact frequently with other organizations.

The study's findings are limited in terms of generalizability because they covered outcomes during a single program year. In addition, the limited sample size made it more challenging to detect statistically significant associations between outcomes and member demography, host site characteristics, and program management.

Nevertheless, the results suggest that LISC local offices can positively influence members' outcomes by ensuring their partner AmeriCorps placement site views their collaboration as successful and views the operating office as meeting its obligations. LISC local offices can also improve their collaboration with placement sites by offering opportunities to interact with other organizations through participation in LISC AmeriCorps. In qualitative interviews, local offices stressed the importance of finding potential sites that understand and can adhere to the goals, mission, and vision of LISC. Local offices can also benefit from more practical advice, such as trying to select sites that have had stability at the executive director's position. Many program administrators feel that a site that is familiar and in agreement with LISC values is more likely to select and supervise a quality member. By following these recommendations, placement sites and local LISC operating offices can optimize the chances that their AmeriCorps' members will benefit from the program, even after their service ends.

Appendix A. Member Baseline Survey



Thank you for participating in this survey. At the request of the Local Initiatives Support Corporation (LISC), this survey is being conducted by researchers at The Urban Institute, a private, nonprofit research organization in Washington DC. The Urban Institute is nationally known for high-quality, objective, and nonpartisan research and evaluation, and has been asked to conduct a study of the impact of AmeriCorps service on members working with LISC sites.

The goal of this survey is to learn about your expectations of AmeriCorps service, and your experiences before enrolling in the program. The information gathered in this survey may be used to inform current policies and procedures that impact LISC's AmeriCorps members.

The survey takes an average of 15 minutes to complete. If you are unable to complete the survey in one session, your answers will be saved and you can return to the last page of the questionnaire you visited.

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Informed Consent

Your participation is completely voluntary; you may stop the survey at any time. If any question makes you feel uncomfortable, you can choose to skip that question. The information you provide will be kept confidential. To better understand responses to this survey, researchers at The Urban Institute may link survey responses with administrative data collected by your site for LISC. Responses will not be reported individually or identified by name. Your answers will be combined with those of other members and results will be reported in the aggregate so that individuals cannot be identified.

We greatly appreciate your help with this important study. Please complete the entire questionnaire by **Sunday, October 30, 2016.**

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Question 1

People join AmeriCorps for a variety of reasons. On a scale of 1 to 10, where 1 is “Not Important at All” and 10 is “Extremely Important,” how important to you were each of the following reasons for joining?

a. To gain skills or competencies that would be useful in school or work.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. To work with people who share your ideals.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. To provide service to your country.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. To receive an education award.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. To gain direct experience in a specific career and/or future profession.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. To help to solve a community need or challenge.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. To make friends and meet people.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. To learn about another community (other than the one where you live).

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i. To do something for your community while also enrolled in school.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

j. To do something for your community during a break in school or work.

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

k. Was there any other important reason for joining? If so, please explain below.

(text box—300 character limit)

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Question 2

Think about the community where you lived before you joined AmeriCorps, and the six-month period before you enrolled. On a scale of 1 to 10, where 1 is “Strongly Disagree” and 10 is “Strongly Agree,” how much would you agree or disagree with the following statements?

a. I had, or have, a strong and personal attachment to my community.

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

b. I was aware of the important needs in my community.

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

c. I felt a personal obligation to contribute in some way to my community.

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

d. I was actively involved in issues that positively affect my community.

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

e. I felt I made a contribution to the community.

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

f. I re-examined my beliefs and attitudes about myself.

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

g. I was exposed to new ideas and ways of seeing the world.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. I learned more about the "real" world or "the rest" of the world.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Question 3

As you think about the beginning of your AmeriCorps service, please indicate whether you expect to do the following activities as an AmeriCorps member. If you didn't have any expectations at all before joining AmeriCorps, please choose the "No Expectations" option.

- a. Find new and better ways to do things.
- | | | |
|---------------------------|--------------------------------|--------------------------|
| Yes (I expect to do this) | No (I don't expect to do this) | No expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. Lead or facilitate a meeting or event.
- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | No | No expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- c. Lead a team.
- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | No | No expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- d. Help other individuals learn a new skill.
- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | No | No expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- e. Plan or coordinate a meeting, activity, or event.
- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | No | No expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Question 4

Again thinking about the beginning of your AmeriCorps service, please indicate whether you expect to do the following activities as an AmeriCorps member. If you didn't have any expectations at all before joining AmeriCorps, please choose the "No Expectations" option.

a. Negotiate and compromise with others.

Yes (I expect to do this) No (I don't expect to do this) No expectations

☐☐☐

b. Decrease conflict between people.

Yes No No expectations

☐☐☐

c. Work with people different from yourself.

Yes No No expectations

☐☐☐

d. Form partnerships with other organizations.

Yes No No expectations

☐☐☐

e. Identify and work with community resources.

Yes No No expectations

☐☐☐

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Question 5

Please indicate whether you expect to do the following activities as an AmeriCorps member. If you didn't have any expectations at all before joining AmeriCorps, please choose the "No Expectations" option.

a. Gather and analyze information.

Yes (I expect to do this) No (I don't expect to do this) No expectations

☐☐☐

b. Set priorities for multiple tasks.

Yes No No expectations

☐☐☐

c. Meet deadlines effectively.

Yes

No

No expectations

☐☐☐

d. Work independently.

Yes

No

No expectations

☐☐☐

e. Work on a team for a common purpose.

Yes

No

No expectations

☐☐☐

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Question 6

On a scale of 1 to 10, where 1 is “Not Effective at All” and 10 is “Extremely Effective,” how effective would you say you are at problem-solving? Please rate how effective you are at the following:

a. Solving difficult problems

1

2

3

4

5

6

7

8

9

10

☐☐☐☐☐☐☐☐☐☐

b. Sticking to my aims and accomplishing my goals

1

2

3

4

5

6

7

8

9

10

☐☐☐☐☐☐☐☐☐☐

c. Being able to deal with unexpected situations

1

2

3

4

5

6

7

8

9

10

☐☐☐☐☐☐☐☐☐☐

d. Investing the necessary effort to solve most problems

1

2

3

4

5

6

7

8

9

10

☐☐☐☐☐☐☐☐☐☐

e. Using my coping abilities and remaining calm when facing difficulties

1

2

3

4

5

6

7

8

9

10

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

f. Identifying several possible solutions when I have to deal with a problem

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Question 7

On a scale of 1 to 10, where 1 is "Very Unlikely" and 10 is "Very Likely," please indicate how likely or unlikely you expect each of these outcomes to be as you begin your AmeriCorps experience:

a. The majority of my work will make a positive difference in the community.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. I will make a noticeable difference in the life of at least one person.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. I will do things I never thought I could do.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. will get along well with my supervisor and/or my teammates.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. I will figure out what my next steps are in terms of educational goals.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. I will figure out what my next steps are in terms of career/professional goals.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

g. I will sometimes feel overwhelmed by the scope of the problems I work on.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. I will re-examine my beliefs and attitudes about other people.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Question 8

If you found out about a problem in your community that you wanted to do something about, how well do you think you would be able to do each of the following? Use a scale of 1 to 10, where 1 is "I definitely could not do this" and 10 is "I definitely could do this," to rate yourself on the following:

a. Create a plan to address the problem.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Get other people to care about the problem.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Organize and run a meeting.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Express your views in front of a group of people.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Identify individuals or groups who could help you with the problem.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

f. Express your views on the Internet or through social media.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Call someone on the phone you had never met before to get their help with the problem.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Contact an elected official about the problem.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Question 9

In the twelve months before you enrolled in AmeriCorps, how often did you do the following activities?

a. Participated in community organizations (school, religious, issue-based, recreational).

Very Often	Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Voted in elections (please mark "never" if you were under the age of 18 twelve months ago).

Very Often	Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Kept informed about news and public issues.

Very Often	Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Participated in an activity or group to keep the community safe and clean.

Very Often	Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Volunteered for a cause or issue that you care about.

Very Often	Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Donated money or goods to a cause or issue that you care about.

Very Often	Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B. Survey of Placement Sites

Thank you for participating in this survey. At the request of the Local Initiatives Support Corporation (LISC), this survey is being conducted by researchers at The Urban Institute, a private, nonprofit research organization in Washington DC. The Urban Institute is nationally known for high-quality, objective, and nonpartisan research and evaluation, and has been asked to conduct a study of the impact of AmeriCorps service on members working with LISC sites.

The goal of this survey is to learn about how organizations like yours manage AmeriCorps members and work with other organizations in the LISC AmeriCorps network. The information gathered in this survey will be used to inform current policies and procedures that impact LISC's management of its AmeriCorps program.

The survey should be completed by the member's immediate supervisor and takes an average of 15 minutes to complete. If you are unable to complete the survey in one session, your answers will be saved and you can return to the last page of the questionnaire you visited.

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Informed Consent

Your participation is completely voluntary; you may stop the survey at any time. If any question makes you feel uncomfortable, you can choose to skip that question. The information you provide will be kept confidential. To better understand responses to this survey, researchers at The Urban Institute may link survey responses with administrative data collected by LISC or by your local operating site. However, in no way will responses be reported individually or identified by name. Your answers will be combined with those of other site representatives and results will be reported in the aggregate so that individuals cannot be identified.

We greatly appreciate your help with this important study. Please complete the entire questionnaire by **Thursday, December 15, 2017.**

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Organization Information

1) How would you best characterize your organization? (Check only one)

- ☐ State agency
- ☐ Local education agency/school district
- ☐ Other local government agency
- ☐ Community -based organization (non-profit)
- ☐ Community college
- ☐ 4-year college or university
- ☐ Private foundation
- ☐ Other (Please specify) _____

2) Which of these do you consider major focus areas for your organization? For your AmeriCorps program? (Check all that apply)

	Organization	AmeriCorps Program
Education	<input type="checkbox"/>	<input type="checkbox"/>
Parenting skill development	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>
Public health	<input type="checkbox"/>	<input type="checkbox"/>
Housing (e.g., renovation, construction)	<input type="checkbox"/>	<input type="checkbox"/>
Environment/conservation	<input type="checkbox"/>	<input type="checkbox"/>
Job training/placement	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>
Economic/community development	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

3) Approximately how many years has your agency (not your AmeriCorps program) been in operation? (Check only one)

- ☐ One year or less
- ☐ Two to three years
- ☐ Four to five years
- ☐ More than five years
- ☐ Don't know

4) In what year did your organization carry out its first project or program? _____

- 5) Over the past 5 years, how many individuals have served as Executive Director of your organization?
 ____ individuals
- 6) Approximately how many years has your program received LISC AmeriCorps funding? (Check only one)
- ☐ One year or less
 - ☐ Two to three years
 - ☐ Four to five years
 - ☐ More than five years
 - ☐ Don't know
- 7) Does your organization receive AmeriCorps funding from another source (e.g., VISTA, State Commission, other National organization)? (Check only one)
- ☐ Yes
 - ☐ No
 - ☐ Don't know

Overview of AmeriCorps Member Activities

NOTE: In the questions that follow, "member" and "AmeriCorps member," and "LISC AmeriCorps member" all mean the same thing.

- 8) What are the primary activities, programs, and/or services provided by the LISC AmeriCorps member(s) at your site? *(Please check all that apply)*
- ☐ Employment Services Training
 - ☐ Digital Literacy Skills Training
 - ☐ Job Placement/ Job Referral Assistance
 - ☐ Tax Preparation Assistance
 - ☐ Financial Counseling
 - ☐ Housing Counseling (Homeownership, Foreclosure Prevention, Rental Assistance)
 - ☐ Housing Development
 - ☐ Weatherization/Rehab Programs
 - ☐ Strengthen Neighborhood Groups and Associations through Volunteer Engagement
 - ☐ Form Neighborhood Groups and Associations through Volunteer Engagement
 - ☐ Complete Neighborhood Assessment
 - ☐ Other _____
- 9) Please rank the following three primary goals of AmeriCorps in order of their priority to your organization, with "1" being the highest priority and "3" being the lowest priority:
- ____ Providing needed direct services
 - ____ Strengthening the community
 - ____ Developing members

10) In an average month, what percent of time do your AmeriCorps members spend on the following tasks, overall?

- _____ % on direct contact or providing direct service with service beneficiaries
- _____ % on projects where they do not have direct contact with service beneficiaries
- _____ % on other community service projects (e.g., special projects or signature projects)
- _____ % in training or member development activities
- _____ % on paperwork, administrative duties
- _____ % on other activities (please specify) _____

[Total must equal 100%]

11) In addition to AmeriCorps members, does your organization have other volunteers?

- ☐ No (Skip to question 13)
- ☐ Yes, individuals from other CNCS programs (e.g., VISTA, RSVP, Learn and Serve)
- ☐ Yes, non-CNCS volunteers
- ☐ Don't know (Skip to question 13)

12) How much were AmeriCorps members involved in volunteer recruitment?

- ☐ Not at all
- ☐ Occasional involvement
- ☐ A lot of involvement; it was part of their overall responsibilities

13) How much of a role does your organization have with regard to member recruitment and/or selection?

- ☐ No role (e.g., the LISC office provides the candidate)
- ☐ Some role (e.g., the LISC office provides resumes/ referrals and we select)
- ☐ A large role (e.g., have main responsibilities for recruitment and/or selection)

14) We are interested in how difficult it was during the 2016-2017 program year to recruit from your target population. During the most recent program year, about what percentage of your AmeriCorps members fully met your recruitment criteria (e.g., educational background, experience level)?

Members fully meeting criteria: _____ %

15) AmeriCorps members may exit service before completion for a variety of reasons. If you have experienced early termination by your AmeriCorps members within the last five program years, please note the primary reasons why (check all that apply):

- ☐ Member(s) left because of personal circumstances (illness, family issues/demands, child care problems, financial difficulties)
- ☐ Member(s) left because of dissatisfaction with AmeriCorps or with their service assignment

- ☐ Member(s) were asked to leave service or terminated by LISC AmeriCorps
- ☐ Member found employment outside of AmeriCorps
- ☐ All of our members from the last five program years have completed their terms

16) Were member recruitment and supervision particular challenging for you in the 2016-2017 program year? If so, please explain briefly below.

Member Development

- 17) How many full-time equivalents (please include yourself) are there on staff in the department of the organization that supervised your AmeriCorps members?

Total number of full-time equivalents: _____

- 18) What percentage of total staff time is spent planning or leading member development activities?

_____ % of total staff time

- 19) How much time do you, and others at your organization, spend on orientation for members? (Please write in number of days OR number of hours.)

_____ Total number of days OR _____ Total number of hours

- 20) We understand that organizations provide all members with “on-the-job” training; but on average, how often does your organization provide formal development/training for the AmeriCorps member? (Check only one)

- ☐ Weekly
- ☐ Every two weeks
- ☐ Monthly
- ☐ Every two months
- ☐ Every three to four months
- ☐ Once or twice a year
- ☐ Other (Please specify) _____

- 21) While serving with your organization, how important was it that your members: (Use a 5-point scale where 1 is not at all important and 5 is very important. Circle one number for each item.)

		Not Important			Very Important	
		1	2	3	4	5
1.	Develop commitment to civic engagement, social responsibility, and volunteerism					
2.	Learn skills that they can use on the job, or for future employment					
3.	Have an opportunity to serve with mentors from diverse backgrounds					
4.	Develop teamwork/leadership skills					

- 22) Do you have any procedures in place to encourage AmeriCorps members to identify with AmeriCorps as a national program? Please check all that apply from the list below:

- ☐ Events/activities with other AmeriCorps programs (e.g., training, service projects, meetings)
- ☐ Wearing AmeriCorps gear (e.g., T-shirts, uniforms, buttons, pins, hats)

- ☐ Attending nationally sponsored events
- ☐ Attending state and/or regional events
- ☐ Attending media events (e.g., press conferences)
- ☐ Other (Please specify) _____

Member Interaction with Your Organization

23) On a scale from 1 to 5, with 1 being never and 5 being every meeting with member, how often did you provide feedback on performance?

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

24) On a scale from 1 to 5, with 1 being no emphasis and 5 being the primary factor in assignment decisions, how much emphasis did you put on tailoring member's work assignment to a member's abilities?

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

25) Describe your AmeriCorps member's level of participation in your organization's staff meetings.

- ☐ Rarely attended
- ☐ Attended but did not participate
- ☐ Attended and offered a few contributions over the course of the year
- ☐ Attended and actively engaged in discussion
- ☐ N/A, our organization does not hold regular staff meetings

26) Do your AmeriCorps member(s) have a personal workspace on a consistent basis (e.g., office, cubicle, shared space)?

- ☐ Always
- ☐ Frequently
- ☐ Rarely
- ☐ Never

27) Within the last five years—including the 2016-2017 program year—has your organization hired any of the LISC AmeriCorps members that have served there?

- ☐ Yes
- ☐ No (*Skip to Q36*)

28) How many members did you hire? _____

____As Full-time staff

____As Part-time staff

____As Contract position(s)

29) For what purpose did you hire the member(s) (*Check all that apply*)?

- ☐ Continue to offer existing services
- ☐ Expand into a new program area
- ☐ Offer existing services to more clients
- ☐ Other: _____

30) If you did not hire any of your AmeriCorps members your organization hosted within the last five years, including the most recent program year, please indicate why. (Check top two reasons)

- ☐ Lack of funding
- ☐ Decision to discontinue program or service
- ☐ Member did not have the needed skills
- ☐ Member was not interested in working for our organization
- ☐ Member's task had been completed

Other _____

Overall Member Assessment

31) How would you describe the contribution made by your 2016-17 AmeriCorps member(s) in the following areas:

	Limited	Some	Substantial	N/A
Technical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm and energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to foster partnerships with other organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping your organization expand into new program or service areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32) How would you rate your 2016-17 AmeriCorps member(s) on the following attributes:

	Needed improvement	Acceptable	Outstanding
Ability to work within the established AmeriCorps job description or task plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest and enthusiasm for assigned work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness in supporting the overall mission and goals of the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of work produced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantity of work produced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33) Please describe any innovative or effective member development activities or strategies that you feel have had the most impact on your members this year. (Please be as specific and detailed as possible.)

Relationships with Local LISC Partners

Now, we'd like to ask you a few questions about your relationship with LISC during the 2016-17 AmeriCorps program year and to the extent to which you view working with LISC as a relationship, partnership, or collaboration. Please limit your answers to the relationship with the AmeriCorps program only.

Please circle the number that best indicates how much:

34) Our local LISC office takes our organization's opinions seriously when decisions are made.

Not at all					To a great extent
1	2	3	4	5	

35) Meetings with the LISC office accomplish what is necessary for the collaboration to function well.

Not at all					To a great extent
1	2	3	4	5	

36) You, as a representative of your organization, feel pulled between trying to meet both your organization's expectations and the expectations of LISC AmeriCorps.

Not at all					To a great extent
1	2	3	4	5	

37) You feel that what your organization brings to the collaboration is appreciated and respected by the local LISC office.

Not at all

To a great extent

1

2

3

4

5

38) My organization can count on our local LISC office to meet its obligations to the collaboration.

Strongly Disagree

Strongly Agree

1

2

3

4

5

Please circle the number that best indicates the quality of the working relationship with the local LISC office:

39) Overall, how effective has this collaboration been in achieving its expected purpose and outcomes?

Not at all effective

Very effective

1

2

3

4

5

40) Overall, how would you rate the quality of the working relationship that has developed between your organization and the local LISC office?

Very low quality

Very high quality

1

2

3

4

5

41) Overall, to what extent has your organization increased its interaction with other organizations (like increased referrals and / or service contracts, joint program development) as a result of the collaboration?

Not at all

To a great extent

1

2

3

4

5

42) Has your organization ever solicited help and/or support from LISC national HQ or your local LISC operating site?

- ☐ Yes, from the LISC national HQ.
- ☐ Yes, from our local LISC operating site.
- ☐ Yes, from both the LISC national HQ, as well as our local LISC operating site.
- ☐ No

43) (Ask if yes to #42) Please describe the experience of receiving support from the local or national LISC AmeriCorps staff. Were you satisfied with the level of support that you received? Was the support effective?

Appendix C. CNCS Member Exit Survey

1. People join AmeriCorps for a variety of reasons. How much do you agree that each of the following reasons motivated you to join?
 - a. To gain general skills or competencies that would be useful in school or work.
 - b. To have a chance to work with people who share your ideals.
 - c. To fulfill your duty as a citizen.
 - d. To receive an education award.
 - e. To gain direct experience in a specific career and/or future profession.
 - f. To help in solving a community need or challenge.
 - g. To make friends and meet people.
 - h. To do something while also enrolled in school.
 - i. To do something during a break in school or work.
 - j. Other (specify)
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
2. What were the main focus areas of your AmeriCorps service experience? Please check all that apply:
 - ☐ Disaster Services
 - ☐ Environmental Stewardship
 - ☐ Economic Opportunity
 - ☐ Healthy Futures
 - ☐ Education
 - ☐ Veterans and Military Families
 - ☐ Not Sure/Does Not Apply
3. The next two questions ask you about the training and resources you received during your service experience. The first question asks about the training and resources you received from AmeriCorps, while the second question asks about additional training and resources you may have received from your specific program site(s) or project sponsor(s).
4.
 - a. Overall, how well did the training and resources you received from AmeriCorps prepare you and support you in having a successful service experience? Training might include orientation (PSO, Orientation, or CTI), online tutorials and resources, NCCC transition/midyear/Life After AmeriCorps training, webinars, blended courses, and social media forums presented by AmeriCorps (including AmeriCorps NCCC, FEMA Corps, and AmeriCorps VISTA)?
 - ☐ Excellent

- ☐ Good
 - ☐ Fair
 - ☐ Poor
 - ☐ I did not receive any
- b. Please explain.
- c. Overall, how well did the coaching, on-the-job training, supervision, and professional support you received from your program/project sponsor prepare and support you in having a successful service experience? This might include an orientation to the organization and the community, supervision and training from your sponsor, one-on-one meetings and team meetings, and general guidance throughout the year.
- ☐ Excellent
 - ☐ Good
 - ☐ Fair
 - ☐ Poor
 - ☐ I did not receive any
- d. Please explain.
5. During your AmeriCorps service, how frequently did you do the following activities listed below?
- a. Solve unexpected problems or find new and better ways to do things.
 - b. Lead or facilitate a meeting or event.
 - c. Lead a team.
 - d. Help other individuals learn a new skill.
 - e. Support a meeting, activity, or event through planning or coordinating.
 - ☐ Very Often
 - ☐ Often
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ Never
6. During your AmeriCorps service, how frequently did you do the following activities listed below?
- a. Gather and analyze information.
 - b. Set priorities for multiple tasks.
 - c. Meet deadlines effectively.
 - d. Work independently.
 - e. Work on a team for a common purpose.
 - ☐ Very Often
 - ☐ Often
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ Never
7. During your AmeriCorps service, how frequently did you do the following activities listed below?
- a. Listen to other people's suggestions and concerns.
 - b. Negotiate and compromise with others.
 - c. Decrease conflict between people.
 - d. Work with people different from yourself.

- e. Form organizational partnerships.
 - f. Identify or leverage community resources.
 - ☐ Very Often
 - ☐ Often
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ Never
8. Please indicate how much you agree or disagree with the following statements.
- a. I enjoy exploring differences between coworkers and/or friends from different cultures or backgrounds and me.
 - b. I enjoy interacting with people from different cultures and backgrounds.
 - c. I respect the values of people from different cultures and backgrounds.
 - d. I feel confident when interacting with people from different cultures and backgrounds.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
9. How much do you agree or disagree that each of the following statements describes you?
- a. I can always manage to solve difficult problems if I try hard enough.
 - b. If someone opposes me, I can find the means and ways to get what I want.
 - c. It is easy for me to stick to my aims and accomplish my goals.
 - d. I am confident that I could deal efficiently with unexpected events.
 - e. Thanks to my resourcefulness, I know how to handle unforeseen situations.
 - f. I can solve most problems if I invest the necessary effort.
 - g. I can remain calm when facing difficulties because I can rely on my coping abilities.
 - h. When I am confronted with a problem, I can usually find several solutions.
 - i. If I am in trouble, I can usually think of a solution.
 - j. I can usually handle whatever comes my way.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
10. Thinking about your AmeriCorps experience, please indicate how much you agree or disagree with the following statements.
- a. I felt I made a contribution to the community.
 - b. I reexamined my beliefs and attitudes about myself.
 - c. I was exposed to new ideas and ways of seeing the world.
 - d. I felt part of a community.
 - e. I learned more about the "real" world or "the rest" of the world.
 - f. I gained an understanding of the community(s) where I served.
 - g. I gained an understanding of the solutions to the challenges faced by the community(s) where I served.
 - h. I spent a lot of time doing meaningless "make work" tasks.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

11. Thinking about your AmeriCorps experience, please indicate how much you agree or disagree with the following statements.

- a. The majority of my work did not make a difference in the community.
 - b. I felt I made a difference in the life of at least one person.
 - c. I did things I never thought I could do.
 - d. I did not get along well with my supervisor and/or my teammates.
 - e. I figured out what my next steps are in terms of educational goals.
 - f. I figured out what my next steps are in terms of career/professional goals.
 - g. I felt defeated by the scope of the problems I worked on.
 - h. I reexamined my beliefs and attitudes about other people.
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree

12. All things considered, how satisfied are you with your overall AmeriCorps service?

- a. Please select a response.
 - ☐ Very Satisfied
 - ☐ Satisfied
 - ☐ Neither Satisfied nor Dissatisfied
 - ☐ Dissatisfied
 - ☐ Very Dissatisfied
- b. Please explain:

13. Think about how likely you were to participate in the following activities before you did AmeriCorps, and how likely you are now. Would you say that your AmeriCorps experience has made you more or less likely to:

- a. Participate in community organizations (school, religious, issue-based, recreational).
 - b. Vote in elections.
 - c. Keep informed about news and public issues.
 - d. Help to keep the community safe and clean.
 - e. Volunteer for a cause or issue that you care about.
 - f. Donate money or goods to a cause or issue that you care about.
- ☐ Much more likely
 - ☐ Somewhat more likely
 - ☐ No effect
 - ☐ Somewhat less likely
 - ☐ Much less likely

14. In the last 12 months, how often did you discuss and think about how political, social, local, or national issues affect the community?

- ☐ Basically every day
- ☐ A few times a week
- ☐ A few times a month
- ☐ Once a month
- ☐ Less than once a month
- ☐ Not at all

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

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

16. For each of the following institutions, would you say you have a great deal of confidence, only some confidence, hardly any confidence, or no confidence at all in them to do what is right?

- a. Corporations
 - b. The Media
 - c. Public Schools
- ☐ A great deal of confidence
 - ☐ Some confidence
 - ☐ Hardly any confidence
 - ☐ No confidence at all

17. Did you vote in the last presidential election?

- ☐ Yes
- ☐ No
- ☐ No, I was not eligible to vote
- ☐ Don't know

18. Were you registered to vote in the last presidential election?

- ☐ Yes
- ☐ No
- ☐ No, I was not eligible to vote
- ☐ Don't know

19. If you found out about a problem in your community that you wanted to do something about, how well do you think you would be able to do each of the following:
- a. Create a plan to address the problem.
 - b. Get other people to care about the problem.
 - c. Organize and run a meeting.
 - d. Express your views in front of a group of people.
 - e. Identify individuals or groups who could help you with the problem.
 - f. Express your views on the Internet or through social media.
 - g. Call someone on the phone you had never met before to get their help with the problem.
 - h. Contact an elected official about the problem.
 - ☐ I definitely could do this
 - ☐ I probably could do this
 - ☐ Not sure
 - ☐ I probably could not do this
 - ☐ I definitely could not do this
20. How much do you agree or disagree with the following statements:
- a. I have a strong and personal attachment to a particular community.
 - b. I am aware of the important needs in the community.
 - c. I feel a personal obligation to contribute in some way to the community.
 - d. I am or plan to become actively involved in issues that positively affect the community.
 - e. I believe that voting in elections is a very important obligation that a citizen owes to the country.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
21. How much do you agree or disagree with the following statements:
- a. Participating in AmeriCorps was a worthwhile experience in terms of furthering my educational goals and educational endeavors.
 - b. Participating in AmeriCorps was a worthwhile experience in terms of furthering my professional goals and professional endeavors.
 - c. Participating in AmeriCorps was a worthwhile experience in terms of furthering my personal goals and personal endeavors.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree

22. How much do you agree or disagree that your AmeriCorps service was a defining personal experience? A defining experience is one that confirmed your beliefs and aspirations, or one that resulted in a change or shift in your beliefs and aspirations.

23.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

24. In what ways was it defining?

25. How much do you agree or disagree that your AmeriCorps service was a defining professional experience? A defining experience is one that confirmed your professional goals, or one that resulted in a change or shift in your professional goals.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

26. In what ways was it defining?

27. If a good friend or family member told you he or she was interested in joining AmeriCorps, would you advise against it, have second thoughts about recommending it, recommend it, or strongly recommend it?

- ☐ Advise against it
- ☐ Have second thoughts about recommending it

- ☐ Recommend it
- ☐ Strongly recommend it

28. How closely do you associate your AmeriCorps service with each of the following?

- a. AmeriCorps
- b. NCCC, FEMA Corps, VISTA, or AmeriCorps State and National
- c. The agency or nonprofit that operated your program
- d. The specific organization or site where you served
- e. Other (please explain):
 - ☐ Very Closely
 - ☐ Closely
 - ☐ Somewhat
 - ☐ Not much
 - ☐ Not at all
 - ☐ Not applicable

29. What do you plan to use your AmeriCorps education award for? Please select the option that best describes your plans.

- ☐ To attend college
- ☐ To repay student loans
- ☐ To attend graduate school
- ☐ To attend a technical or vocational training program
- ☐ Transfer education award to a family member
- ☐ I do not qualify to receive an education member
- ☐ I chose to receive a stipend instead of an education award
- ☐ I do not have any plans to use my education award

30. What are you planning to do in the next six months after your AmeriCorps service? Please select the options that best describe your desired plans.

31.

- ☐ Get a job in the private sector
- ☐ Enroll in another AmeriCorps program
- ☐ Get a job in the private sector
- ☐ Enroll in another AmeriCorps program
- ☐ Get a job in the nonprofit or social service sector
- ☐ Pursue another service experience such as the Peace Corps
- ☐ Get a job in the public/government sector
- ☐ Start a small business
- ☐ Enroll in a vocational/technical training program
- ☐ Start a nonprofit or social entrepreneurship venture
- ☐ Go to college
- ☐ Serve in the military
- ☐ Go to graduate school
- ☐ Do not know
- ☐ Enroll in the same AmeriCorps program
- ☐ Other

32. If you selected "Other" in the previous question, please describe what you plan to do next.
Please explain:

33. If you plan to include AmeriCorps on your resume, in which section of your resume will you include it?

- ☐ Professional or work experience
- ☐ Volunteer or community service
- ☐ I may do either of the above, depending on the particular use of the resume
- ☐ I do not plan to include AmeriCorps on my resume

34. Please indicate how much you agree or disagree with the following statement: I feel that I received adequate training to describe my AmeriCorps experience on a resume, college application, or job application.

35.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

Appendix D. Operating Site Interview Protocol

Purpose of the Study

Good _____, I am _____ and this is my colleague, _____. We are researchers from the Urban Institute, a private, nonprofit research organization based in Washington, DC, which conducts policy-related research on a variety of social welfare and economic issues. We are interested in talking with you today about Local Initiative Support Corporation's (LISC) AmeriCorps program. The Urban Institute is under contract to LISC to conduct an assessment the work that AmeriCorps members perform at LISC FOC affiliates. Our team is interviewing representatives from {operating sites}.

We want to thank you for agreeing to participate in the study. We also want to make sure you know that this is not a “good-bad” kind of assessment. Our aim is to learn from your experiences and better understand how your organization works with LISC AmeriCorps.

Confidentiality Statement/Informed Consent

Your participation in this discussion is voluntary and you may choose not to answer questions you do not wish to. We also want to let you know that we will be taking notes and—with your permission—recording this interview. The recording will only be used as backup for our notes and will be destroyed at the termination of the project. Are you comfortable with this interview being recorded?

Please be assured that information that identifies you or any other respondent by name is never shared outside of our evaluation team. When we write our report and discuss our findings, we will present information aggregated from across our interviews in order to shield the identities of individual interviewees, such as yourself. However, if you are in a position that makes it so that you are the only person who could know a certain piece of information, it is possible someone reading our report might infer the source of the information. We will make every effort to avoid this, but you should be aware of the possibility. We also ask that you refrain from sharing anything we discuss today with others to help us ensure confidentiality.

Do you have any questions before we begin?

TURN ON TAPE RECORDER WITH CONSENT

Introduction

We want to start by getting to know you and your local LISC office a little bit.

1. What is your role at LISC? How long have you been in your position?
2. How large is your office? How large is your AmeriCorps program?
3. How did your office choose to host an AmeriCorps program?
4. How and why did you choose/ get chosen to manage the AmeriCorps program? When did you first start managing the program?

Priorities for Managing AmeriCorps Programs

Next, we would like to ask about your office's relationship in the LISC AmeriCorps network of offices (operating sites).

5. Generally speaking, how would you rank the following in terms of priorities for your AmeriCorps program, where 1 is the highest priority?
 - Providing needed services
 - Strengthening the community
 - Developing members [probe for explanation of answer]
6. What do you consider to be the most important benefits of serving as an operating site for LISC AmeriCorps?
7. What costs are involved with your management of the AmeriCorps program?
8. If your site manages other non-AmeriCorps LISC programs, how is the AmeriCorps program different from the other LISC programs you manage?
9. Do you feel that the AmeriCorps program is valued in your local office by the Executive Director? Your immediate supervisor? Senior LISC Leadership? [probe for explanation]

Selection of Placement Sites

We would like to find out more about the process you use to select placement sites, and the factors that determine whether a placement site will successfully manage AmeriCorps members.

10. Which factors are most important for selecting a placement site with which you'll work well?
11. In your opinion, what works and what doesn't about the process for selecting placement sites?

We would also like to learn more about how you manage relationships with the placement sites.

12. Does your office manage the recruitment of members as well, or do you leave that to the placement partners?
13. When you decide to place a member with a site that's never hosted a member before, how do you explain the rules and responsibilities of AmeriCorps to the organization? Which lessons are most difficult for new sites to learn?
14. In general, do the placement partners view AmeriCorps members as a way to build commitment to the shared goals of AmeriCorps, or do they think AmeriCorps members are there to meet the organization's own goals? What, if anything, does your office do to strengthen the sites' commitment to AmeriCorps?
15. What do you do when you have a problem with a site? Have you changed the way you've managed your sites over the years? If so, what changes have you made and why?

Relationships with LISC HQ and Other Organizations

The next few questions are about your organization's relationship with the national LISC program office:

16. We're interested in situations where national LISC headquarters provides needed support at important times. What examples come to mind where this has happened?
17. Do any situations come to mind where you felt that you needed more support from the LISC national office than you received? Please explain.
18. Thinking about other national programs your office works with, or has experience with, how does the AmeriCorps program stand out? In what important way is it similar to other national programs? Different?

Closing

19. What could the AmeriCorps program do to help you make the local program more successful?
20. Is there anything else about your relationship with LISC AmeriCorps that you'd like to tell us?
21. If we think of additional questions later, can we reach out to you?

Thank you!

Appendix E. Member Follow-Up Survey Instrument

Dear ,

At the request of the Local Initiatives Support Corporation (LISC), this survey is being conducted by researchers at The Urban Institute, a private, nonprofit research organization in Washington DC. The Urban Institute is nationally known for high-quality, objective, and nonpartisan research and evaluation, and has been asked to conduct a study of the impact of LISC AmeriCorps service on the members themselves.

The goal of this study is to learn about how organizations like the one you served in manage AmeriCorps members and work with other organizations in the LISC AmeriCorps network, and how your service with LISC has influenced the post-service lives of members. The information gathered in this survey will be used to inform current policies and procedures that impact LISC's management of its AmeriCorps program.

The survey should be completed by LISC AmeriCorps alumni who served in program year 2016-2017. The survey takes an average of 20 minutes to complete. If you are unable to complete the survey in one session, your answers will be saved and you can return to the last page of the questionnaire you visited.

Informed Consent

Your participation is completely voluntary; you may stop the survey at any time. If any question makes you feel uncomfortable, you can choose to skip that question. The information you provide will be kept confidential. To better understand responses to this survey, researchers at The Urban Institute may link survey responses with administrative data collected by LISC, by your local office, or by your placement site. However, in no way will survey responses be reported individually or identified by name. Your answers will be combined with those of other program alumni and results will be reported in the aggregate so that individuals cannot be identified.

Please complete your survey by **July 20, 2018**. We greatly appreciate your help with this important study.

1. What were the main focus areas of your LISC AmeriCorps experience? Select all that apply.

☐ Financial Counseling

- ☐ Employment Skills Training
- ☐ Job Placement and Referral Services
- ☐ Housing Counseling Services
- ☐ Physical Housing Development
- ☐ Community Engagement—Volunteer Recruitment
- ☐ Community Assessment
- ☐ Not Sure/Does Not Apply

2. Please indicate how much you would agree or disagree with the following statements:

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
a. I have a strong and personal attachment to my community					
b. I am aware of the important needs in my community					
c. I feel a personal obligation to contribute in some way to my community					
d. I am actively involved in issues that positively affect my community					
e. I have been exposed to new ideas and ways of seeing the world					
f. I have made a contribution to the community					
g. I understand the concerns of all members of my community					

3. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
a. I enjoy exploring differences between co-workers and/or friends from different cultures or backgrounds and me					
b. I enjoy interacting with people from different cultures and backgrounds					
c. I respect the values of people from different cultures and backgrounds					
d. I feel confident when interacting with people from different cultures and backgrounds					

4. How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
a. The majority of my work has made a positive difference in the community					
b. I have made a noticeable difference in the life of at least one person					
c. I have been able to do things I never thought I could do					
d. I got along well with my supervisor and/or my teammates					
e. I know what my next steps would be in terms of educational goals					
f. I know what my next steps would be in terms of career/professional goals					
g. I have a clear understanding about city government and how it works					
h. I sometimes feel overwhelmed by the scope of the problems I work on					
i. I frequently reexamine my beliefs and attitudes about other people					

5. For each of these skills, please indicate the extent to which your LISC AmeriCorps experience has helped you to build or improve them.

	A great deal	Some-what	Very little	Not at all	Not sure
a. I am skilled at gathering and analyzing information.					
b. I can set priorities for multiple tasks.					
c. I can meet deadlines effectively.					
d. I can work independently.					
e. I can work on a team for a common purpose.					
f. I am skilled at finding new and better ways to do things.					
g. I can lead or facilitate a meeting or event.					
h. I can lead a team.					

i. I can help other individuals learn a new skill.					
j. I can plan or coordinate a meeting, activity, or event.					

6. Please rate how well developed your skills were in each of the following categories *before* you enrolled in LISC AmeriCorps:

	Highly skilled	Somewhat skilled	Not very skilled
a. Basic business and administrative skills related to planning, funding, budgeting, and staffing an organization			
b. Understanding and implementing communication strategies for diverse populations			
c. Using office information technology such as word processing, spreadsheets, etc.			
d. Project management			
e. Critical thinking and problem-solving skills			
f. Working and communicating effectively with others			
g. Managing time effectively			

7. How much has your service in LISC AmeriCorps helped you develop or improve the following skills?

	Very helpful	Some-what helpful	Not very helpful	Not helpful at all	Not applicable
a. Basic business and administrative skills related to planning, funding, budgeting, and staffing an organization					
b. Understanding and implementing communication strategies for diverse populations					
c. Using office information technology such as word processing, spreadsheets, etc.					
d. Project management					
e. Critical thinking and problem-solving skills					
f. Working and communicating effectively with others					

	Very helpful	Some-what helpful	Not very helpful	Not helpful at all	Not applicable
g. Managing time effectively					

8. We'd like to find out about how your LISC AmeriCorps training, and the people you met during your term, helped you to develop your work skills. Please rate the following items below according to how helpful they were:

	Very helpful	Somewhat helpful	Not very helpful	Not helpful at all	Not applicable
a. Host site supervisor					
b. Staff and colleagues at the host site					
c. Local LISC AmeriCorps monthly meetings					
d. National Leadership Conference					
e. LISC AmeriCorps Peers					
f. Local LISC AmeriCorps Staff					
g. National LISC AmeriCorps Staff					

Please list the name and role of anyone else who has played an especially important role in helping you develop your work skills: _____

9. Now, we'd like to ask a few questions about working with others to solve community problems. How much did your experience in LISC AmeriCorps help you **improve** at the following skills?

	A great deal	Some-what	Very little	Not at all	Not sure
a. Create a plan to address a community problem					
b. Get other people to care about a community issue					
c. Organize and run a meeting					
d. Express your views in front of a group of people					
e. Identify individuals or groups who could help you with the problem					
f. Express your views on the Internet or through social media					

g. Call someone on the phone you had never met before to get their help with a community issue					
h. Contact an elected official about the problem					
i. Help others in the community access city services					

10. In the time since your LISC AmeriCorps term ended, have you done the following activities more frequently, less frequently, or about the same as before you enrolled?

	Less frequently	More frequently	About as often
a. Participate in community organizations (school, religious, issue-based, recreational)			
b. Keep informed about news and public issues			
c. Work with people in your neighborhood to fix or improve something			
d. Volunteer for a cause or issue that you care about			
e. Donate money or goods to a cause or issue that you care about			
f. Discuss politics with friends or family			
g. Use the Internet to express your opinions about political or community issues			
h. Discuss and think about how political, social, local, or national issues affect the community			
i. Try to encourage others to participate in the community			
j. Trade favors with your neighbors? By favors we mean such things as watching each other's children, helping with shopping, house sitting, lending garden or house tools and other small things to help each other.			

11. Did you vote in the last presidential election?

- ☐ Yes
- ☐ No, was registered but chose not to vote
- ☐ No, was not eligible to vote
- ☐ Don't Know

12. How often did you vote in the last 12 months?

- ☐ I voted in all elections offered in my district.
- ☐ I voted in some elections offered in my district.
- ☐ I did not vote in any elections offered in my district.
- ☐ No elections were offered in my district in the last 12 months.
- ☐ I do not know if elections were offered in my district in the last 12 months.

13. How did your LISC AmeriCorps service fit into how your career path has unfolded? Select the option that most closely describes your career path.

- ☐ It aligned with the career path I was already pursuing.
- ☐ My career took a different path into work in a nonprofit/public sector.
- ☐ My career took a different path into private/business sector after AmeriCorps.
- ☐ My career took a different path into private/business sector after AmeriCorps, but then I returned to nonprofit/ public sector.

14. How has your LISC AmeriCorps experience shaped your career choices? For the following statements, please respond yes, a little; yes, a lot; or no. If you have not been employed since your LISC AmeriCorps year, please select "N/A".

- a) LISC AmeriCorps affected the career pathway I chose
 - ☐ YES, A LOT
 - ☐ YES, A LITTLE
 - ☐ NO (GO TO part c)
 - ☐ N/A (GO TO part c)

- b) LISC AmeriCorps made me more interested in the types of jobs that I pursued
 - ☐ YES, A LOT
 - ☐ YES, A LITTLE
 - ☐ NO
 - ☐ N/A

- c) LISC AmeriCorps helped me develop or expand my personal goals for occupational attainment
 - ☐ YES, A LOT
 - ☐ YES, A LITTLE
 - ☐ NO
 - ☐ N/A

15. What did you do in the six months after your LISC AmeriCorps service? Select all that apply.

- ☐ Got a job in the nonprofit sector at my host site
- ☐ Got a job in the nonprofit sector *not* at my host site
- ☐ Got a job in the public/government sector
- ☐ Got a job in the private sector
- ☐ Enrolled in a vocational/technical training program
- ☐ Went to undergraduate/ community college
- ☐ Went to graduate school
- ☐ Enrolled for another LISC AmeriCorps term
- ☐ Enrolled in another AmeriCorps program (including VISTA)
- ☐ Pursued another service experience such as the Peace Corps

- ☐ Started a small business
- ☐ Started a nonprofit or social entrepreneurship venture
- ☐ Served in the military
- ☐ Unemployed
- ☐ Other (describe what you did immediately after your AmeriCorps service):

16. What are you doing now? Select all that apply.

- ☐ Working in the nonprofit sector
- ☐ Working in government or in the public sector
- ☐ Working in the private sector
- ☐ Serving in the military
- ☐ Self-employed
- ☐ Looking for work
- ☐ Staying at home to take care of a family or household member or for other reasons
- ☐ Serving in another national service program (another AmeriCorps program, Senior Corps, NCCC, or VISTA project)
- ☐ Serving with the Peace Corps
- ☐ Engaging in other volunteer service
- ☐ Making plans to attend school
- ☐ Attending college or graduate school
- ☐ Enrolled in a certificate, technical, or vocational program
- ☐ Other (specify):

17. Do you include your LISC AmeriCorps experience on your resume?

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Please explain:

18. Think about the services that you received while you were serving in LISC AmeriCorps. If you have received the services in the list below, how helpful have they been in assisting you to find and/or keep a job? Have these services been very helpful, somewhat helpful, not very helpful, or not at all helpful?

Service	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	Did not receive service
a. Training in job search skills (for example, help preparing your resume, what to do when interviewing for a job, how to dress for an interview and/or work)					
b. Information about job openings, schools, training programs, or the military					
c. Help scheduling an interview with an employer or a school official					

d. Formal and informal networking opportunities at events and trainings					
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19. How has your LISC AmeriCorps experience shaped your education choices? For the following statements, please respond yes, a little; yes, a lot; or no. If you did not go to college after your LISC AmeriCorps term, please select "N/A".

- a. LISC AmeriCorps affected the degree/major I chose
 - ☐ YES, A LOT
 - ☐ YES, A LITTLE
 - ☐ NO
 - ☐ N/A
- b. LISC AmeriCorps made me more interested in the topic I pursued in school
 - ☐ YES A LOT
 - ☐ YES, A LITTLE
 - ☐ NO
 - ☐ N/A
- c. LISC AmeriCorps helped me develop or expand my personal goals for educational attainment
 - ☐ YES A LOT
 - ☐ YES, A LITTLE
 - ☐ NO
 - ☐ N/A
- d. The education award made continuing my education possible
 - ☐ YES A LOT
 - ☐ YES, A LITTLE
 - ☐ NO
 - ☐ N/A

20. Have you earned a degree since completing your LISC service? If yes, please answer question 15. If no, please skip to question 16.

- ☐ Yes
- ☐ No

21. [if Yes to 14] Please select the highest degree you earned since **completing** your LISC AmeriCorps service:

- ☐ 2-year college degree (AA)
- ☐ Technical or vocational degree or certificate
- ☐ 4-year college degree (BA, BS)
- ☐ Graduate or professional degree (MA, MS, MD, JD, Ph.D., etc.)
- ☐ Other (specify):

22. Did you earn the AmeriCorps education award?

- ☐ Yes
- ☐ No [Skip to Q19]

23. [IF YES], have you used the AmeriCorps education award you received at the end of your LISC term?

- ☐ Yes
- ☐ No
- ☐ Not eligible because LISC AmeriCorps was my third (or more) AmeriCorps term

24. [IF YES] how did you use the AmeriCorps education award you received at the end of your LISC AmeriCorps term? Select all that apply.

- ☐ To repay student loans
- ☐ To attend a four year or community college
- ☐ [if yes] Where is the college located?
City _____
State ____ [drop-down menu]
- ☐ To attend graduate school
- ☐ [if yes] Where is the school located?
City _____
State ____ [drop-down menu]
- ☐ To attend a technical or vocational training program
- ☐ [if yes] Where is the program located?
City _____
State ____ [drop-down menu]
- ☐ I transferred my education award to a family member

25. [IF NO] Do you plan to use the AmeriCorps education award you received at the end of your LISC AmeriCorps term?

- ☐ Yes, I plan to use it
- ☐ No, I do not plan to use it
- ☐ I am unsure at this time

26. How much do you agree or disagree with the following statements:

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
a. Participating in LISC AmeriCorps was a worthwhile experience in terms of furthering my professional goals and future professional endeavors.					

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
b. Participating in LISC AmeriCorps was a worthwhile experience in terms of furthering my personal goals and future personal endeavors.					
c. Participating in LISC AmeriCorps was a worthwhile experience in terms of furthering my educational goals and future educational endeavors.					

27. All things considered, how do you feel about your overall LISC AmeriCorps service experience?

- ☐ Very Satisfied
- ☐ Satisfied
- ☐ Neither
- ☐ Dissatisfied

Please explain:

28. If a good friend or family member told you he or she was interested in joining LISC AmeriCorps, would you:

- ☐ Strongly recommend it
- ☐ Recommend it
- ☐ Have second thoughts about recommending it
- ☐ Advise against it

Appendix F. Construction of Aggregate Key Outcome Measures

TABLE F.1

Key Outcome	Component Indicators	Source
Connection to Community	I have a strong and personal attachment to my community	Q2a (Follow-up)
	I am aware of the important needs in my community	Q2b (Follow-up)
	I feel a personal obligation to contribute in some way to my community	Q2c (Follow-up)
	I am actively involved in issues that positively affect my community	Q2d (Follow-up)
	I have been exposed to new ideas and ways of seeing the world	Q2e (Follow-up)
	I have made a contribution to the community	Q2f (Follow-up)
Innovation and Teamwork	I am skilled at finding new and better ways to do things.	Q5f (Follow-up)
	I can lead or facilitate a meeting or event.	Q5g (Follow-up)
	I can lead a team.	Q5h (Follow-up)
	I can help other individuals learn a new skill.	Q5i (Follow-up)
	I can plan or coordinate a meeting, activity, or event.	Q5j (Follow-up)
Interpersonal Relations	Negotiate and compromise with others	Q6b (Exit)
	Decrease conflict between people	Q6c (Exit)
	Work with people different from yourself.	Q6d (Exit)
	Form organizational partnerships.	Q6e (Exit)
	Identify or leverage community resources.	Q6f (Exit)
Management Skills	I am skilled at gathering and analyzing information.	Q5a (Follow-up)
	I can set priorities for multiple tasks.	Q5b (Follow-up)
	I can meet deadlines effectively.	Q5c (Follow-up)
	I can work independently.	Q5d (Follow-up)

Key Outcome	Component Indicators	Source
	I can work on a team for a common purpose.	Q5e (Follow-up)
Problem Solving Ability	I can always manage to solve difficult problems if I try hard enough	Q8a (Exit)
	It is easy for me to stick to my aims and accomplish my goals	Q8c (Exit)
	I am confident that I could deal efficiently with unexpected events.	Q8d (Exit)
	I can solve most problems if I invest the necessary effort.	Q8f (Exit)
	I can remain calm when facing difficulties because I can rely on my coping abilities.	Q8g (Exit)
	When I am confronted with a problem, I can usually find several solutions.	Q8h (Exit)
Impacts of Service	The majority of my work has made a positive difference in the community	Q4a (Follow-up)
	I have made a noticeable difference in the life of at least one person	Q4b (Follow-up)
	I have been able do things I never thought I could do	Q4c (Follow-up)
	I got along well with my supervisor and/or my teammates	Q4d (Follow-up)
	I know what my next steps would be in terms of educational goals	Q4e (Follow-up)
	I know what my next steps would be in terms of career/professional goals	Q4f (Follow-up)
	I have a clear understanding about city government and how it works	Q4g (Follow-up)
	I sometimes feel overwhelmed by the scope of the problems I work on	Q4h (Follow-up)
Problem-Solving Techniques	Create a plan to address a community problem	Q9a (Follow-up)
	Get other people to care about a community issue	Q9b (Follow-up)
	Organize and run a meeting	Q9c (Follow-up)
	Express your views in front of a group of people	Q9d (Follow-up)
	Identify individuals or groups who could help you with the problem	Q9e (Follow-up)
	Express your views on the Internet or through social media	Q9f (Follow-up)
	Call someone on the phone you had never met before to get their help with a community issue	Q9g (Follow-up)
	Contact an elected official about the problem	Q9h (Follow-up)
	Help others in the community access city services	Q9i (Follow-up)
	Participate in community organizations (school, religious, issue-based, recreational)	Q10a (Follow-up)

Key Outcome	Component Indicators	Source
Civic Engagement	Keep informed about news and public issues	Q10b (Follow-up)
	Work with people in your neighborhood to fix or improve something	Q10c (Follow-up)
	Volunteer for a cause or issue that you care about	Q10d (Follow-up)
	Donate money or goods to a cause or issue that you care about	Q10e (Follow-up)
Job Skills	Basic business and administrative skills related to planning, funding, budgeting, and staffing an organization	Q7a (Follow-up)
	Understanding and implementing communication strategies for diverse populations	Q7b (Follow-up)
	Using office information technology such as word processing, spreadsheets, etc.	Q7c (Follow-up)
	Project management	Q7d (Follow-up)
	Critical thinking and problem-solving skills	Q7e (Follow-up)
	Working and communicating effectively with others	Q7f (Follow-up)
	Managing time effectively	Q7g (Follow-up)
Appreciation of diversity	I enjoy exploring differences between co-workers and/or friends from different cultures or backgrounds and me	Q3a (Follow-up)
	I enjoy interacting with people from different cultures and backgrounds	Q3b (Follow-up)
	I respect the values of people from different cultures and backgrounds	Q3c (Follow-up)
	I feel confident when interacting with people from different cultures and backgrounds	Q3d (Follow-up)
Impact on career choices	LISC AmeriCorps affected the career pathway I chose	Q14a (Follow-up)
	LISC AmeriCorps made me more interested in the types of jobs that I pursued	Q14b (Follow-up)
	LISC AmeriCorps helped me develop or expand my personal goals for occupational attainment	Q14c (Follow-up)
Impact on educational choices	LISC AmeriCorps affected the degree/major I chose	Q19a (Follow-up)
	LISC AmeriCorps made me more interested in the topic I pursued in school	Q19b (Follow-up)
	LISC AmeriCorps helped me develop or expand my personal goals for educational attainment	Q19c (Follow-up)
	The education award made continuing my education possible	Q19d (Follow-up)
<u>Indicator</u>	<u>Source</u>	
All things considered, how do you feel about your overall LISC AmeriCorps service experience?		Q27 (Follow-up)

Key Outcome	Component Indicators	Source
Discuss and think about how political, social, local, or national issues		Q10h (Follow-up)
Generally speaking, would you say that you can trust all of the people, most of the people, some of the people, or none of the people in your neighborhood?		Q14 (Exit)
Did you vote in the last presidential election?		Q11 (Follow-up)
How much do you agree or disagree that your AmeriCorps service was a defining personal experience?		Q21 (Exit)
How much do you agree or disagree that your AmeriCorps service was a defining professional experience?		Q23 (Exit)
Do you include your AmeriCorps experience on your resume?		Q17 (Follow-up)

Source: Urban Institute analysis of LISC AmeriCorps Member Follow-up Survey and CNCS Member Exit Survey.

Appendix G. Complete Set of Results

G.1 Research Question 2

What, if any, social, demographic, and attitudinal attributes of individuals are related to these outcomes?

Member Demographics

TABLE G1.1

What Members Did After LISC AmeriCorps Service (from Member Follow-Up Survey)

	Female	Race	Education Level	Household Income	Live in Neighborhood	Terms Served	Earned Education Award	Work Experience	Age
Got a job in the nonprofit sector at my host site	0.868	0.670	0.219	0.199	0.393	0.182	0.859	0.772	0.078
Got a job in the nonprofit sector <i>not</i> at my host site	0.045	0.293	0.647	0.794	0.565	0.488	0.550	0.924	0.401
Got a job in the public/government sector	0.056	0.468	0.298	0.435	0.766	0.796	0.550	0.156	0.248
Got a job in the private sector	0.282	0.145	0.093	0.475	0.775	0.203	0.011	0.178	0.395
Enrolled in a vocational/technical training program	0.359	0.284	0.001	0.606	0.265	0.024	0.739	0.787	0.552
Went to undergraduate/ community college	0.582	0.388	0.019	0.863	0.435	0.382	0.514	0.827	0.931
Went to graduate school	0.813	0.139	0.279	0.887	0.911	0.100	0.550	0.006	0.077
Enrolled for another LISC AmeriCorps term	0.643	0.578	0.347	0.500	0.399	0.649	0.589	0.855	0.438
Enrolled in another AmeriCorps program (including VISTA)	0.258	0.841	0.437	0.566	0.170	0.501	0.739	0.772	0.856

	Female	Race	Education Level	Household Income	Live in Neighborhood	Terms Served	Earned Education Award	Work Experience	Age
Pursued another service experience such as the Peace Corps	-	-	-	-	-	-	-	-	-
Started a small business	0.870	0.841	0.336	0.434	0.170	0.501	0.739	0.575	0.268
Started a nonprofit or social entrepreneurship venture	0.580	0.751	0.191	0.569	0.072	0.137	0.681	0.144	0.009
Served in the military	-	-	-	-	-	-	-	-	-
Unemployed	0.241	0.535	0.055	0.782	0.820	0.227	0.550	0.923	0.198
Other (describe what you did immediately after your AmeriCorps service):	0.299	0.390	0.019	0.587	0.108	0.796	0.550	0.712	0.263

Source: Urban Institute analysis of LISC AmeriCorps member follow-up survey.

Note: Members were asked to check all survey questions that apply.

LISC Administrative Data

TABLE G1.2

What Members Did After LISC AmeriCorps Service (from Administrative Data)

	Female	Race	Education Level	Household Income	Live in Neighborhood	Terms Served	Earned Education Award	Work Experience	Age
Employed in Nonprofit Sector	0.481	0.004	0.060	0.406	0.070	0.050	0.009	0.045	0.030
Serving Second Term	0.639	0.060	0.782	0.417	0.075	0.507	0.012	0.027	0.592
Employed in Private Sector	0.151	0.220	0.494	0.189	0.680	0.321	0.086	0.724	0.020
Terminated from Service	0.242	0.718	0.902	0.264	0.593	0.202	0.260	0.492	0.360
Resigned from Service	0.134	0.223	0.686	0.377	0.104	0.031	0.189	0.390	0.001
Resigned from Service for Personal & Compelling	0.939	0.217	0.048	0.204	0.220	-	-	0.893	0.608
Positive Attrition (left service for nonprofit/gov't employment)	0.221	0.022	0.033	0.040	0.605	0.634	0.000	0.659	0.736
Finished Term did not Earn Ed Award	0.179	0.345	0.066	0.342	0.150	0.024	0.838	0.380	0.367
Hired at Site	0.580	0.592	0.276	0.477	0.203	0.470	0.001	0.715	0.604
Hired at another Nonprofit or Government	-	-	-	-	-	-	-	-	-
Hired - For Profit	0.954	0.303	0.469	0.122	0.248	0.725	0.045	0.859	0.565
Committed to Another Term w/ LISC	0.353	0.158	0.903	0.377	0.142	0.514	0.062	0.019	0.195
Committed to Another Term not w/ LISC	0.242	0.718	0.902	0.264	0.593	0.202	0.260	0.492	0.360
School	0.100	0.108	0.629	0.406	0.264	0.165	0.118	0.365	0.072
Unknown/Still Looking	0.939	0.756	0.246	0.445	0.220	0.470	0.523	0.181	0.139

Source: Urban Institute analysis of LISC AmeriCorps member data.

G.2 Research Question 3

What attributes of the LISC AmeriCorps site recruitment and selection process influence, if at all, the types of members selected into the program and their match to placement sites?

Descriptive Data on Organizations

To further investigate the quantitative data on member fitness, we used several variables found in the first section of Urban's survey of placement partners. The descriptive variables we chose to use are:

Organization Type: Recoded from the first question on the placement site survey: "How would you best characterize your organization? (Check only one)

- State agency
 - Local education agency/school district
 - Other local government agency
 - Community -based organization (nonprofit)
 - Community college
 - 4-year college or university
 - Private foundation
 - Other (Please specify) _____ "
- **Tenure of Operations:** Recoded from the question "Approximately how many years has your agency (not your AmeriCorps program) been in operation? "
- **First Program Year:** Recoded from the question "In what year did your organization carry out its first project or program?"

- **Time Funded by LISC:** Recoded from the question “Approximately how many years has your program received LISC AmeriCorps funding? “
- **Other AmeriCorps Funding?** Recoded from the question “Does your organization receive AmeriCorps funding from another source (e.g., VISTA, State Commission, other National organization)? (Check only one)
- Descriptive statistics of these variables appear in tables below. Of the 110 sites in our dataset, 81percent of organizations are community-based nonprofit organizations, 12 percent are state agencies and 7 percent fit into a different classification. The majority of the agencies, 83 percent had been in operation more than five years at the time of the survey. There is considerable variation in how long the organizations have carried out their programs, with 29 percent first carrying out the program in the last 5 years, but 16 percent reporting that their program is more than 40 years old. Most organizations have relatively stable leadership, having only 1 (54 percent or two (35 percent) executive directories in the last five years. Organizations vary in the length of time that they have received LISC AmeriCorps funding with one fourth in their first year at the time of the survey and 23 percent having received funding for more than five years. Finally, 31 percent of organizations receive members from other AmeriCorps/national service programs.

TABLE G.2.1
How Would You Best Characterize Your Organization?

	n	%
State agency	13	11.82
Community -based organization (nonprofit)	89	80.91
Other	8	7.27
Total	110	100.00

TABLE G.2.2
Number of Years Agency Has Been in Operation

	n	%
One year or less	6	5.45
Two to three years	5	4.55
Four to five years	8	7.27
More than five years	91	82.73
Total	110	100.00

TABLE G.2.3

Years Ago Organization Carried Out First Program

	n	%
1-5 years ago	30	28.57
6-10 years	14	13.33
11-20 years	18	17.14
21-40 years	26	24.76
41+ years	17	16.19
Total	105	100.00

TABLE G.2.4

Number of Executive Directors in Last 5 Years

	n	%
0	3	2.73
1	59	53.64
2	39	35.45
3 or more	9	8.18
Total	110	100.00

TABLE G.2.5

Number of Years Receiving AmeriCorps Funding

	n	%
One year or less	26	25.00
Two to three years	39	37.50
Four to five years	15	14.42
More than five years	24	23.08
Total	104	100.00

TABLE G.2.6

Does Organization Operate Any Other AmeriCorps Program?

	n	%
No	72	69.23
Yes	32	30.77
Total	104	100.00

TABLE G.2.7

Site Descriptive Characteristics: Crosstabs

	Organization Type	Tenure of Operations	First Program Year	Executive Director Turnover	Time Funded by LISC	Other AmeriCorps Funding?
Placement site role in member recruitment and selection	0.303	0.058	0.442	0.022	0.913	0.506
Percent of 2016-2017 members who met expectations	0.185	0.041	0.768	0.576	0.141	0.850
Have members terminated early in last five years?	0.331	0.794	0.834	0.484	0.253	1.000
Reasons for early termination: Personal and compelling circumstances	0.693	0.883	0.315	0.255	0.125	0.842
Reasons for early termination: Dissatisfaction with AmeriCorps or assignment	0.634	0.709	0.397	0.867	0.637	0.873
Reasons for early termination: Terminated or asked to leave	0.108	0.007	0.098	0.007	0.846	0.336
Reasons for early termination: Found employment outside of AmeriCorps	0.460	0.444	0.689	0.967	0.039	0.649

Source: Urban Institute analysis of LISC site supervisor survey data.

TABLE G.2.8

Abt Constructs: Crosstabs

	Abt Construct: Leadership and Stability	Abt Construct: Quality of Supervision	Abt Construct: Member Integration	Abt Construct: Member Attributes	Abt Construct: Member Contributions	Abt Construct: Member Enthusiasm
Placement site role in member recruitment and selection	0.022	0.109	0.000	0.951	0.183	0.383
Percent of 2016-2017 members who met expectations	0.576	0.130	0.788	0.099	0.665	0.003
Have members terminated early in last five years?	0.484	0.043	0.244	0.095	0.462	0.084
Reasons for early termination: Personal and compelling circumstances	0.255	0.209	0.892	0.035	0.133	0.014
Reasons for early termination: Dissatisfaction with AmeriCorps or assignment	0.867	0.053	0.001	0.027	0.121	0.001
Reasons for early termination: Terminated or asked to leave	0.007	0.108	0.021	0.000	0.241	0.006
Reasons for early termination: Found employment outside of AmeriCorps	0.967	0.095	0.909	0.857	0.764	0.410

Source: Urban Institute analysis of LISC site supervisor survey data.

TABLE G.2.9

Operating Site Characteristics—Crosstabs

	Location of Operating Site	Site Selection Method	Member Selection Method	Size (number of placement sites)
Placement site role in member recruitment and selection	0.489	0.563	0.523	0.835
Percent of 2016-2017 members who met expectations	0.451	0.709	0.731	0.796
Have members terminated early in last five years?	0.370	0.024	0.151	0.481
Reasons for early termination: Personal and compelling circumstances	0.059	0.009	0.103	0.116
Reasons for early termination: Dissatisfaction with AmeriCorps or assignment	0.729	0.272	0.272	0.849
Reasons for early termination: Terminated or asked to leave	0.759	0.772	0.099	0.973
Reasons for early termination: Found employment outside of AmeriCorps	0.364	0.034	0.242	0.629

Sources: Urban Institute analysis of LISC site supervisor survey data and evidence from interviews with LISC operating site officials.

G.3 Research Question 4

What characteristics of the placement partner are associated with positive member outcomes, including the type of assignment and varieties of member management and supervision?

Chi-Squared Tests for Descriptive Statistics for Placement Site Organizations

TABLE G.3.1

Key Outcomes

	Organization Type	Tenure of Operations	First Program Year	Time Funded by LISC	Other AmeriCorps Funding?
Avg Connection to Community Variables	0.036	0.978	0.786	0.572	0.427
Avg Innovation and Teamwork Variables	0.872	1	0.174	0.268	0.421
Avg Interpersonal Relations Variables	-	-	0.395	0.007	0.803
Avg Management Skills Variables	0.256	0.638	0.573	0.639	0.166
Avg Problem Solving Ability Variables	0.622	0.704	0.669	0.534	0.505
Avg Impacts of Service Variables	0.655	0.68	0.838	0.75	0.868
Avg Problem-Solving Techniques Variables	0.018	0.083	0.422	0.653	0.222
Avg Civic Engagement Variables	0.954	0.604	0.315	0.444	0.892
Job Skills	0.091	0.331	0.702	0.611	0.819
Appreciation of diversity	0.071	0.776	0.356	0.737	0.46
Overall LISC AmeriCorps Service Satisfaction	0.309	0.461	0.558	0.141	0.503
Discuss and think about how political, social, local, or national issues affect the community	0.732	0.282	0.292	0.48	0.058
Trust in community members	0.926	0.746	0.879	0.306	0.789
Voted in last election	0.763	0.79	0.98	0.259	0.586
Defining personal experience	0.46	0.641	0.438	0.849	0.262
Defining professional experience	0.389	0.597	0.875	0.442	0.258
Avg Impact on career choices variables	0.135	0.306	0.878	0.091	0.745
Impact on educational choices	0.166	0.101	0.736	0.77	0.198
AmeriCorps on resume	0.996	1	0.203	0.516	0.26

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

TABLE G.3.2

Change Variables

	Organization Type	Tenure of Operations	First Program Year	Time Funded by LISC	Other AmeriCorps Funding?
Avg Change Innovation: Base to Exit	0.591	0.865	0.486	0.717	0.889
Avg Change Management: Base to Exit	0.006	0.006	0.610	0.248	0.504
Avg Change Problem Solving: Base to Exit	0.857	0.558	0.181	0.613	0.228
Avg Change Interpersonal: Base to Exit	0.032	0.004	0.192	0.019	0.337
Avg Change Comm. Connect.: Base to Exit	0.199	0.052	0.292	0.399	0.135
Avg Change Civic Eng.: Exit to Follow	0.138	0.218	0.136	0.020	0.172
Avg Change Diversity: Exit to Follow	0.246	0.190	0.010	0.017	0.890
Avg Change Impact of Serv: Base to Exit	0.284	0.797	0.360	0.823	0.594
Avg Change Pol and Soc: Exit to Follow	0.893	0.973	0.458	0.469	0.458
Avg Change Voting: Exit to Follow	0.889	0.972	0.673	0.288	0.174
Avg Change Cont. to Goals: Exit to Follow	0.294	0.184	0.252	0.661	0.555
Avg Change Satisfaction: Exit to Follow	0.474	0.884	0.232	0.628	0.242

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

TABLE G.3.3

Q15: Post-Service Employment

	Organization Type	Tenure of Operations	First Program Year	Time Funded by LISC	Other AmeriCorps Funding?
Got a job in the nonprofit sector at my host site	0.969	0.258	0.703	0.018	0.961
Got a job in the nonprofit sector <u>not</u> at my host site	0.199	0.018	0.283	0.216	0.403
Got a job in the public/government sector	0.461	0.755	0.320	0.944	0.497
Got a job in the private sector	0.324	0.686	0.392	0.595	0.833
Enrolled in a vocational/technical training program	0.905	0.985	0.227	0.373	0.191
Went to undergraduate/ community college	0.733	0.844	0.056	0.159	0.403
Went to graduate school	0.657	0.269	0.667	0.723	0.586
Enrolled for another LISC AmeriCorps term	0.628	0.886	0.278	0.095	0.586
Enrolled in another AmeriCorps program (including VISTA)	0.217	0.093	0.307	0.393	0.267
Pursued another service experience such as the Peace Corps	-	-	-	-	-
Started a small business	0.011	0.093	0.753	0.095	0.267
Started a nonprofit or social entrepreneurship venture	0.657	0.002	0.667	0.774	0.586
Served in the military	-	-	-	-	-
Unemployed	0.207	0.596	0.210	0.440	0.403
Other (describe what you did immediately after your AmeriCorps service):	0.757	0.661	0.681	0.217	0.630

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

TABLE G.3.4

Degree Earned

	Organization Type	Tenure of Operations	First Program Year	Time Funded by LISC	Other AmeriCorps Funding?
Have you earned a degree since completing your LISC service?	0.045	0.698	0.948	0.326	0.078
Highest degree you earned since completing your LISC AmeriCorps service?	0.547	0.180	0.197	0.375	0.386

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

Chi-Squared Tests for Abt Construct Measures

TABLE G.3.5

Key Outcomes

	Leadership Stability	Quality of Supervision	Member Integration	Member Attributes	Member Contributions	Member Enthusiasm
Avg Connection to Community Variables	0.222	0.426	0.868	0.258	0.543	0.922
Avg Innovation and Teamwork Variables	0.433	0.346	0.392	0.277	0.973	0.876
Avg Interpersonal Relations Variables	0.001	0.450	0.040	0.869	0.192	0.738
Avg Management Skills Variables	0.339	0.934	0.138	0.542	0.829	0.039
Avg Problem Solving Ability Variables	0.428	0.543	0.601	0.063	0.006	0.003
Avg Impacts of Service Variables	0.141	0.408	0.909	0.726	0.442	0.906
Avg Problem-Solving Techniques Variables	0.061	0.933	0.245	0.434	0.421	0.549
Avg Civic Engagement Variables	0.526	0.230	0.372	0.586	0.772	0.268
Avg Job Skills Variables	0.394	0.883	0.488	0.335	0.999	0.934
Avg Appreciation of diversity Variables	0.184	0.636	0.385	0.837	0.749	0.705
All things considered, how do you feel about your overall LISC AmeriCorps experience?	0.060	0.299	0.661	0.992	0.758	0.948
Discuss and think about how political, social, local, or national issues affect the community?	0.061	0.404	0.146	0.588	0.439	0.461
Trust in neighborhood members	0.963	0.205	0.393	0.292	0.342	0.287
Did you vote in the last presidential election?	0.515	0.862	0.903	0.195	0.545	0.701
How much do you agree or disagree that your AmeriCorps service was a defining personal experience?	0.473	0.374	0.864	0.973	0.725	0.920
How much do you agree or disagree that your AmeriCorps service was a defining professional experience?	0.681	0.828	0.870	0.951	0.950	0.800
Avg impact on career choices Variables	0.031	0.650	0.213	0.161	0.070	0.688
Avg impact on educational choices Variables	0.213	0.867	0.115	0.002	0.056	0.000
Do you include your AmeriCorps experience on your resume?	0.267	0.642	0.317	0.999	0.987	1.000

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

TABLE G.3.6

Change Variables

	Leadership Stability	Quality of Supervision	Member Integration	Member Attributes	Member Contributions	Member Enthusiasm
Avg Change Innovation: Base to Exit	0.261	0.377	0.727	0.751	0.822	0.979
Avg Change Management: Base to Exit	0.011	0.334	0.614	0.217	0.019	0.308
Avg Change Problem Solving Tech: Base to Exit	0.703	0.047	0.636	0.713	0.093	0.151
Avg Change Interpersonal: Base to Exit	0.093	0.075	0.372	0.126	0.166	0.090
Avg Change Comm. Connect.: Base to Exit	0.073	0.384	0.819	0.771	0.119	0.253
Avg Change Civic Eng.: Exit to Follow	0.135	0.061	0.966	0.900	0.250	0.463
Avg Change Diversity: Exit to Follow	0.205	0.968	0.958	0.449	0.645	0.694
Avg Change Impact of Serv: Base to Exit	0.219	0.483	0.424	0.101	0.362	0.674
Avg Change Pol and Soc: Exit to Follow	0.754	0.445	0.520	0.000	0.195	0.000
Avg Change Voting: Exit to Follow	0.622	0.881	0.116	0.802	0.813	0.979
Avg Change Cont. to Goals: Exit to Follow	0.044	0.465	0.408	0.478	0.548	0.456
Avg Change Satisfaction: Exit to Follow	0.179	0.438	0.209	0.894	0.709	0.834
Avg Change Reason for Joining: Base to Exit	0.371	0.853	0.661	0.928	0.868	0.692
Avg Change Prob Solv Ability: Base to Exit	0.374	0.023	0.550	0.716	0.100	0.285

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

TABLE G.3.7

Q15: Post-service Employment

	Leadership Stability	Quality of Supervision	Member Integration	Member Attributes	Member Contributions	Member Enthusiasm
Got a job in the nonprofit sector at my host site	0.095	0.665	0.044	0.298	0.326	0.534
Got a job in the nonprofit sector <i>not</i> at my host site	0.135	0.218	0.465	0.515	0.199	0.491
Got a job in the public/government sector	0.250	0.173	0.881	0.393	0.104	0.436
Got a job in the private sector	0.231	0.802	0.575	0.971	0.534	0.562
Enrolled in a vocational/technical training program	0.820	0.000	0.548	0.661	0.876	-
Went to undergraduate/ community college	0.844	0.807	0.741	0.272	0.919	0.004
Went to graduate school	0.739	0.192	0.217	0.626	0.952	0.885
Enrolled for another LISC AmeriCorps term	0.275	0.333	0.264	0.005	0.045	0.264
Enrolled in another AmeriCorps program (including VISTA)	0.599	0.881	0.391	0.946	0.949	0.967
Pursued another service experience such as the Peace Corps	-	-	-	-	-	-
Started a small business	0.002	0.692	0.437	0.570	0.017	0.059
Started a nonprofit or social entrepreneurship venture	0.833	0.963	0.264	0.985	0.812	0.885
Served in the military	-	-	-	-	-	-
Unemployed	0.095	0.388	0.073	0.013	0.244	0.001
Other (describe what you did immediately after your AmeriCorps service):	0.023	0.759	0.030	0.328	0.871	0.610

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

TABLE G.3.8

Degree Earned

Degree earned since completing LISC service						
	Leadership Stability	Quality of Supervision	Member Integration	Member Attributes	Member Contributions	Member Enthusiasm
Have you earned a degree since completing your LISC service?	0.410	0.099	0.479	0.668	0.974	
Please select the highest degree you earned since completing your LISC AmeriCorps service:	0.076	0.675	0.386	0.675	0.707	

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

Complete Set of Site Characteristics

TABLE G.3.9

Key Outcome Descriptive Statistics

Variable	Mean	SD	N
Connection to Community (average)	4.49	0.44	79
Innovation and Teamwork (average)	3.51	0.61	79
Interpersonal Relations (average)	3.87	0.82	76
Management Skills (average)	4.38	0.67	76
Problem Solving Ability (average)	4.35	0.52	76
Impacts of Service (average)	3.89	0.37	79
Problem-Solving Techniques (average)	3.26	0.67	79
Civic Engagement (average)	2.35	0.53	79
Job Skills (average)	3.32	0.71	77
Appreciation of diversity (average)	4.62	0.42	79
All things considered, how do you feel about your overall LISC AmeriCorps s	4.29	0.85	79
Discuss and think about how political, social, local, or national issues	2.41	0.65	79
Generally speaking, would you say that you can trust all of the people, most	2.82	0.72	66
Did you vote in the last presidential election?	0.87	0.34	78
How much do you agree or disagree that your AmeriCorps service was a defining personal experience	4.29	0.85	55
How much do you agree or disagree that your AmeriCorps service was a defining professional experience	4.24	0.86	51
Impact on career choices (average)	1.31	0.68	78
Impact on educational choices (average)	1.11	0.66	62
Do you include your AmeriCorps experience on your resume?	4.78	0.81	79

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

TABLE G.3.10

Key Outcomes: Crosstabs

	How important was it that your members:				Describe the contribution made by your member(s) in the following areas:		
	Develop commitment to civic engagement, social responsibility, and volunteerism	Learn job skills	Serve with mentors from diverse backgrounds	Develop teamwork/ leadership skills	Technical Skills	New Ideas	Enthusiasm and energy
Avg Connection to Community Variables	0.949	0.641	0.970	0.360	0.404	0.624	0.866
Avg Innovation and Teamwork Variables	0.990	0.953	0.295	0.991	0.896	0.783	0.644
Avg Interpersonal Relations Variables	0.969	0.000	0.365	0.368	0.256	0.075	0.312
Avg Management Skills Variables	0.934	0.536	0.268	0.790	0.578	0.880	0.255
Avg Problem Solving Ability Variables	0.973	0.684	0.480	0.475	0.386	0.457	0.101
Avg Impacts of Service Variables	0.131	0.316	0.439	0.207	0.695	0.727	0.716
Avg Problem-Solving Techniques Variables	0.981	0.672	0.214	0.791	0.275	0.075	0.158
Avg Civic Engagement Variables	0.572	0.617	0.399	0.501	0.672	0.904	0.645
Job Skills	0.818	0.998	0.079	0.830	0.998	0.541	0.891
Appreciation of diversity	0.898	0.200	0.102	0.560	0.931	0.436	0.400
Overall LISC AmeriCorps Service Satisfaction	0.905	0.139	0.799	0.715	0.816	0.591	0.697
Discuss and think about how political, social, local, or national issues affect the community	0.499	0.672	0.245	0.257	0.896	0.208	0.769
Trust in community members	0.145	0.932	0.100	0.739	0.414	0.066	0.180
Voted in last election	0.743	0.760	0.739	0.145	0.287	0.517	0.453
Defining personal experience	0.912	0.595	0.871	0.757	0.425	0.286	0.645
Defining professional experience	0.695	0.516	0.851	0.603	0.164	0.804	0.959
Avg Impact on career choices variables	0.600	0.126	0.289	0.928	0.634	0.061	0.208
Impact on educational choices	0.493	0.175	0.524	0.047	0.237	0.103	0.002
AmeriCorps on resume	0.178	0.748	0.048	0.723	0.715	0.790	0.996

Source: Urban Institute analysis of LISC AmeriCorps member data, LISC site supervisor data, and the CNCS member exit survey.

Key Outcomes (Continued)

	Describe the contribution made by your member(s) in the following areas:		How would you rate your 2016-17 AmeriCorps member(s) on the following attributes				
	Foster partnerships with other organizations	Helping your organization expand into new program areas	Ability to work within AmeriCorps job description or task plan	Ability to work independently	Ability to work with others	Interest and enthusiasm for assigned work	Supporting the overall mission and goals of the agency
Avg Connection to Community Variables	0.420	0.235	0.909	0.698	0.999	0.712	0.962
Avg Innovation and Teamwork Variables	0.044	0.779	0.476	0.626	0.966	0.212	0.971
Avg Interpersonal Relations Variables	0.662	0.412	0.555	0.933	0.628	0.840	0.990
Avg Management Skills Variables	0.412	0.726	0.233	0.941	0.036	0.246	0.290
Avg Problem Solving Ability Variables	0.039	0.156	0.313	0.460	0.064	0.000	0.184
Avg Impacts of Service Variables	0.434	0.211	0.616	0.898	0.917	0.676	0.487
Avg Problem-Solving Techniques Variables	0.436	0.650	0.893	0.510	0.839	0.758	0.696
Avg Civic Engagement Variables	0.006	0.974	0.201	0.887	0.095	0.296	0.570
Job Skills	0.232	0.813	0.963	0.642	0.402	0.867	0.809
Appreciation of diversity	0.092	0.342	0.903	0.803	0.901	0.733	0.857
Overall LISC AmeriCorps Service Satisfaction	0.067	0.805	0.923	0.893	0.962	0.654	0.896
Discuss and think about how political, social, local, or national issues affect the community	0.503	0.765	0.248	0.648	0.582	0.653	0.883

Trust in community members	0.958	0.913	0.077	0.349	0.003	0.180	0.242
Voted in last election	0.443	0.043	0.686	0.361	0.916	0.334	0.844
Defining personal experience	0.723	0.537	0.445	0.639	0.546	0.800	0.950
Defining professional experience	0.733	0.740	0.134	0.423	0.109	0.441	0.892
Avg Impact on career choices variables	0.251	0.456	0.723	0.607	0.905	0.411	0.243
Impact on educational choices	0.424	0.443	0.023	0.431	0.000	0.000	0.000
AmeriCorps on resume	0.759	0.171	0.878	0.756	0.732	0.991	0.939

Source: Urban Institute analysis of LISC AmeriCorps member data, LISC site supervisor data, and the CNCS member exit survey.

Key Outcomes (Continued)

How would you rate your 2016-17 AmeriCorps member(s) on the following attributes:

	Quality of work produced	Quantity of work produced	How often did you give feedback on performance?	Tailoring work to a member's abilities?	Member Participation in meetings	Personal workspace on a consistent basis	Hired members in the last 5 years?
Avg Connection to Community Variables	0.736	0.793	0.620	0.278	0.961	0.262	0.379
Avg Innovation and Teamwork Variables	0.758	0.824	0.968	0.305	0.926	0.734	0.171
Avg Interpersonal Relations Variables	0.974	0.912	0.268	0.913	0.032	0.107	0.590
Avg Management Skills Variables	0.386	0.677	0.222	0.593	0.406	0.118	0.620
Avg Problem Solving Ability Variables	0.098	0.119	0.930	0.040	0.510	0.267	0.208
Avg Impacts of Service Variables	0.417	0.636	0.624	0.738	0.839	0.635	0.244
Avg Problem-Solving Techniques Variables	0.898	0.947	0.938	0.974	0.518	0.151	0.404
Avg Civic Engagement Variables	0.857	0.768	0.473	0.760	0.717	0.852	0.495
Job Skills	0.351	0.332	0.780	0.795	0.714	0.322	0.924
Appreciation of diversity	0.639	0.931	0.237	0.993	0.366	0.701	0.037

	Quality of work produced	Quantity of work produced	How often did you give feedback on performance?	Tailoring work a to a member's abilities?	Member Participation in meetings	Personal workspace on a consistent basis	Hired members in the last 5 years?
Overall LISC AmeriCorps Service Satisfaction	0.799	0.980	0.664	0.425	0.868	0.682	0.270
Discuss and think about how political, social, local, or national issues affect the community	0.973	0.643	0.218	0.790	0.347	0.234	0.566
Trust in community members	0.028	0.137	0.106	0.145	0.079	0.638	0.482
Voted in last election	0.259	0.308	0.801	0.949	0.752	0.544	0.827
Defining personal experience	0.756	0.560	0.317	0.306	0.386	0.086	0.329
Defining professional experience	0.878	0.679	0.404	0.375	0.864	0.976	0.052
Avg Impact on career choices variables	0.118	0.388	0.982	0.946	0.028	0.840	0.598
Impact on educational choices	0.157	0.180	0.916	0.832	0.092	0.830	0.868
AmeriCorps on resume	0.776	0.782	0.665	0.458	0.177	0.963	0.691

Source: Urban Institute analysis of LISC AmeriCorps member data, LISC site supervisor data, and the CNCS member exit survey.

TABLE G.3.11

Change Variables

	How important was it that your members:				Describe the contribution made by your member(s) in the following areas:		
	Develop commitment to civic engagement, social responsibility, and volunteerism	Learn job skills	Serve with mentors from diverse backgrounds	Develop teamwork/ leadership skills	Technical Skills	New Ideas	Enthusiasm and energy
Avg Change Innovation: Base to Exit	0.797	0.743	0.380	0.320	0.326	0.703	0.888
Avg Change Management: Base to Exit	0.014	0.010	0.001	0.289	0.246	0.108	0.147
Avg Change Problem Solving: Base to Exit	0.005	0.010	0.354	0.076	0.940	0.498	0.674
Avg Change Interpersonal: Base to Exit	0.110	0.024	0.493	0.274	0.501	0.460	0.067
Avg Change Comm. Connect.: Base to Exit	0.071	0.776	0.493	0.592	0.605	0.362	0.812
Avg Change Civic Eng.: Exit to Follow	0.239	0.116	0.601	0.266	0.099	0.586	0.221
Avg Change Diversity: Exit to Follow	0.754	0.217	0.238	0.688	0.032	0.351	0.799
Avg Change Impact of Serv: Base to Exit	0.893	0.098	0.312	0.192	0.126	0.387	0.108
Avg Change Pol and Soc: Exit to Follow	0.534	0.937	0.659	0.782	0.638	0.572	0.001
Avg Change Voting: Exit to Follow	0.557	0.932	0.680	0.291	0.470	0.595	0.834
Avg Change Cont. to Goals: Exit to Follow	0.794	0.221	0.910	0.681	0.373	0.760	0.072
Avg Change Satisfaction: Exit to Follow	0.447	0.866	0.754	0.731	0.838	0.886	0.556

Source: Urban Institute analysis of LISC AmeriCorps member data, LISC site supervisor data, and the CNCS member exit survey.

Change Variables (Continued)

	Describe the contribution made by your member(s) in the following areas:		How would you rate your 2016-17 AmeriCorps member(s) on the following attributes				
	Foster partnerships with other organizations	Helping your organization expand into new program areas	Ability to work within AmeriCorps job description or task plan	Ability to work independently	Ability to work with others	Interest and enthusiasm for assigned work	Supporting the overall mission and goals of the agency
Avg Change Innovation: Base to Exit	0.855	0.484	0.497	0.704	0.595	0.937	0.390
Avg Change Management: Base to Exit	0.886	0.647	0.020	0.618	0.031	0.091	0.008
Avg Change Problem Solving: Base to Exit	0.094	0.414	0.578	0.111	0.271	0.740	0.523
Avg Change Interpersonal: Base to Exit	0.753	0.598	0.043	0.510	0.391	0.076	0.136
Avg Change Comm. Connect.: Base to Exit	0.415	0.430	0.359	0.548	0.572	0.321	0.595
Avg Change Civic Eng.: Exit to Follow	0.820	0.821	0.841	0.489	0.380	0.552	0.970
Avg Change Diversity: Exit to Follow	0.990	0.899	0.813	0.806	0.393	0.747	0.457
Avg Change Impact of Serv: Base to Exit	0.183	0.120	0.134	0.111	0.563	0.391	0.390
Avg Change Pol and Soc: Exit to Follow	0.019	0.019	0.002	0.001	0.000	0.001	0.000
Avg Change Voting: Exit to Follow	0.396	0.569	0.435	0.617	0.354	0.804	0.291
Avg Change Cont. to Goals: Exit to Follow	0.394	0.153	0.113	0.614	0.321	0.460	0.295

Avg Change Satisfaction: Exit to Follow	0.303	0.323	0.158	0.663	0.917	0.460	0.455
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Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

Change Variables (Continued)

How would you rate your 2016-17 AmeriCorps member(s) on the following attributes:

	Quality of work produced	Quantity of work produced	How often did you give feedback on performance?	Tailoring work a to a member's abilities?	Member Participation in meetings	Personal workspace on a consistent basis	Hired members in the last 5 years?
Avg Change Innovation: Base to Exit	0.704	0.773	0.452	0.285	0.800	0.742	0.098
Avg Change Management: Base to Exit	0.170	0.170	0.123	0.098	0.375	0.639	0.967
Avg Change Problem Solving: Base to Exit	0.411	0.736	0.021	0.083	0.485	0.498	0.570
Avg Change Interpersonal: Base to Exit	0.619	0.673	0.440	0.324	0.170	0.538	0.646
Avg Change Comm. Connect.: Base to Exit	0.836	0.470	0.035	0.974	0.555	0.822	0.423
Avg Change Civic Eng.: Exit to Follow	0.609	0.833	0.019	0.164	0.585	0.511	0.486
Avg Change Diversity: Exit to Follow	0.584	0.199	0.879	0.461	0.237	0.207	0.817
Avg Change Impact of Serv: Base to Exit	0.488	0.942	0.094	0.672	0.483	0.852	0.996
Avg Change Pol and Soc: Exit to Follow	0.001	0.000	0.284	0.638	0.635	0.724	0.547
Avg Change Voting: Exit to Follow	0.523	0.617	0.680	0.291	0.033	0.719	0.536
Avg Change Cont. to Goals: Exit to Follow	0.571	0.407	0.245	0.120	0.812	0.421	0.515
Avg Change Satisfaction: Exit to Follow	0.763	0.911	0.426	0.331	0.532	0.381	0.636

Source: Urban Institute analysis of LISC AmeriCorps member data and the CNCS member exit survey.

TABLE G.3.12

Employment (Q15, follow-up survey)

	How important was it that your members:				Describe the contribution made by your member(s) in the following areas:		
	Develop commitment to civic engagement, social responsibility, and volunteerism	Learn job skills	Serve with mentors from diverse backgrounds	Develop teamwork/ leadership skills	Technical Skills	New Ideas	Enthusiasm and energy
Got a job in the nonprofit sector at my host site	0.091	0.428	0.797	0.353	0.004	0.930	0.342
Got a job in the nonprofit sector <i>not</i> at my host site	0.792	0.155	0.371	0.195	0.466	0.079	0.207
Got a job in the public/government sector	0.039	0.664	0.738	0.524	0.518	0.057	0.280
Got a job in the private sector	0.631	0.149	0.661	0.835	0.209	0.260	0.268
Enrolled in a vocational/technical training program	0.488	0.159	0.691	0.239	0.549	0.678	0.905
Went to undergraduate/ community college	0.757	0.563	0.305	0.090	0.265	0.133	0.002
Went to graduate school	0.897	0.292	0.536	0.517	0.377	0.819	0.657
Enrolled for another LISC AmeriCorps term	0.229	0.552	0.536	0.015	0.000	0.290	0.628
Enrolled in another AmeriCorps program (including VISTA)	0.719	0.175	0.069	0.649	0.161	0.453	0.817
Pursued another service experience such as the Peace Corps	-	-	-	-	-	-	-
Started a small business	0.911	0.002	0.069	0.727	0.161	0.010	0.011
Started a nonprofit or social entrepreneurship venture	0.427	0.876	0.655	0.408	0.755	0.194	0.657
Served in the military	-	-	-	-	-	-	-
Unemployed	0.451	0.110	0.371	0.848	0.821	0.110	0.000
Other (describe what you did immediately after your AmeriCorps service):	0.674	0.614	0.403	0.412	0.222	0.354	0.355

Describe the contribution made by your member(s) in the following areas:			How would you rate your 2016-17 AmeriCorps member(s) on the following attributes?				
	Foster partnerships with other organizations	Helping your organization expand into new program areas	Ability to work within AmeriCorps job description or task plan	Ability to work independently	Ability to work with others	Interest and enthusiasm for assigned work	Supporting the overall mission and goals of the agency
Got a job in the nonprofit sector at my host site	0.206	0.245	0.824	0.851	0.154	0.108	0.842
Got a job in the nonprofit sector <i>not</i> at my host site	0.491	0.631	0.161	0.532	0.743	0.909	0.387
Got a job in the public/government sector	0.266	0.245	0.573	0.346	0.546	0.671	0.326
Got a job in the private sector	0.645	0.321	0.813	0.584	0.796	0.885	0.893
Enrolled in a vocational/technical training program	0.651	0.461	0.678	0.685	0.822	0.871	0.751
Went to undergraduate/ community college	0.515	0.982	0.608	0.413	0.743	0.038	0.387
Went to graduate school	0.190	0.370	0.194	0.707	0.437	0.560	0.299
Enrolled for another LISC AmeriCorps term	0.754	0.807	0.331	0.278	0.527	0.222	0.023
Enrolled in another AmeriCorps program (including VISTA)	0.082	0.804	0.934	0.464	0.734	0.756	0.853
Pursued another service experience such as the Peace Corps	-	-	-	-	-	-	-
Started a small business	0.175	0.255	0.934	0.140	0.734	0.483	0.120

Started a nonprofit or social entrepreneurship venture	0.754	0.298	0.194	0.707	0.437	0.560	0.860
Served in the military	-	-	-	-	-	-	-
Unemployed	0.006	0.335	0.000	0.004	0.000	0.002	0.074
Other (describe what you did immediately after your AmeriCorps service):	0.935	0.133	0.360	0.031	0.811	0.682	0.836

How would you rate your 2016-17 AmeriCorps member(s) on the following attributes?

			Other Site Variables				
	Quality of work produced	Quantity of work produced	How often did you give feedback on performance?	Tailoring work a to a member's abilities?	Member Participation in meetings	Personal workspace on a consistent basis	Hired members in the last 5 years?
Got a job in the nonprofit sector at my host site	0.717	0.894	0.297	0.124	0.238	0.103	0.003
Got a job in the nonprofit sector <i>not</i> at my host site	0.253	0.146	0.346	0.068	0.920	0.315	0.155
Got a job in the public/government sector	0.284	0.290	0.003	0.625	0.456	0.401	0.498
Got a job in the private sector	0.784	0.828	0.726	0.670	0.911	0.441	0.926
Enrolled in a vocational/technical training program	0.527	0.527	0.000	0.118	0.633	0.763	0.139
Went to undergraduate/ community college	0.238	0.240	0.819	0.951	0.920	0.486	0.558
Went to graduate school	0.110	0.126	0.725	0.427	0.327	0.536	0.159
Enrolled for another LISC AmeriCorps term	0.427	0.068	0.366	0.240	0.090	0.536	0.767

Enrolled in another AmeriCorps program (including VISTA)	0.927	0.368	0.721	0.921	0.633	0.667	0.571
Pursued another service experience such as the Peace Corps	-	-	-	-	-	-	-
Started a small business	0.272	0.943	0.721	0.300	0.239	0.667	0.571
Started a nonprofit or social entrepreneurship venture	0.855	0.588	0.429	0.797	0.721	0.205	0.767
Served in the military	-	-	-	-	-	-	-
Unemployed	0.253	0.146	0.312	0.743	0.191	0.315	0.155
Other (describe what you did immediately after your AmeriCorps service):	0.703	0.561	0.171	0.451	0.207	0.097	0.014

Source: Urban Institute analysis of LISC AmeriCorps member data, the CNCS member exit survey, and the Abt longitudinal study.

TABLE G.3.13

Degree Earned

	How important was it that your members:				Describe the contribution made by your member(s) in the following areas:		
	Develop commitment to civic engagement, social responsibility, and volunteerism	Learn job skills	Serve with mentors from diverse backgrounds	Develop teamwork/ leadership skills	Technical Skills	New Ideas	Enthusiasm and energy
Have you earned a degree since completing your LISC service?	0.911	0.877	0.403	0.285	0.677	0.443	0.355
Highest degree you earned since completing your LISC AmeriCorps service?	0.525	0.276	0.276	0.715	0.349	0.915	0.000

Source: Urban Institute analysis of LISC AmeriCorps member data and placement site supervisor data.

Degree Earned (Continued)

	Describe the contribution made by your member(s) in the following areas:		How would you rate your 2016-17 AmeriCorps member(s) on the following attributes				
	Foster partnerships with other organizations	Helping your organization expand into new program areas	Ability to work within AmeriCorps job description or task plan	Ability to work independently	Ability to work with others	Interest and enthusiasm for assigned work	Supporting the overall mission and goals of the agency
Have you earned a degree since completing your LISC service?	0.268	0.385	0.364	0.352	0.867	0.239	0.836
Highest degree you earned since completing your LISC AmeriCorps service?	0.641	0.615	0.386	0.411	0.386	0.000	0.641

Source: Urban Institute analysis of LISC AmeriCorps member data and placement site supervisor data.

Degree Earned (Continued)

How would you rate your 2016-17 AmeriCorps member(s) on the following attributes:

	Quality of work produced	Quantity of work produced	How often did you give feedback on performance?	Tailoring work a to a member's abilities?	Member Participation in meetings	Personal workspace on a consistent basis	Hired members in the last 5 years?
Have you earned a degree since completing your LISC service?	0.593	0.515	0.186	0.313	0.544	0.332	0.027
Highest degree you earned since completing your LISC AmeriCorps service?	0.717	0.315	0.525	0.547	0.386	0.000	0.000

Source: Urban Institute analysis of LISC AmeriCorps member data and placement site supervisor data.

G.4 Research Question 5

What aspects of national and local LISC program management, including the supports given to both the member and the placement partner, are associated with different placement partner practices and member outcomes?

Within-Network Collaboration: All Crosstabs Results

TABLE G.4.1

Employment Outcomes

	Local LISC office (LO) takes opinions seriously	Meetings with LO accomplish what is necessary	Feel pulled between own org and LISC	Org's contribution is appreciated	Org can count on LO to meet its obligations	Collab. is achieving expected outcomes	Overall quality of working relationship	Org has more interaction with other orgs	Help from LISC national HQ or LO?	Collab. Index
Got a job in the nonprofit sector at my host site	0.241	0.649	0.566	0.258	0.387	0.094	0.163	0.232	0.338	0.283
Got a job in the nonprofit sector not at my host site	0.145	0.148	0.334	0.003	0.543	0.510	0.486	0.471	0.807	0.301
Got a job in the public/government sector	0.282	0.205	0.657	0.586	0.427	0.045	0.874	0.363	0.365	0.764
Got a job in the private sector	0.539	0.333	0.789	0.632	0.843	0.652	0.289	0.617	0.536	0.381
Enrolled in a vocational/technical training program	0.713	0.789	0.538	0.860	0.902	0.834	0.902	0.269	0.159	0.488
Went to undergraduate/ community college	0.962	0.624	0.500	0.267	0.367	0.510	0.984	0.433	0.807	0.794
Went to graduate school	0.481	0.629	0.827	0.782	0.852	0.620	0.809	0.026	0.415	0.475
Enrolled for another LISC AmeriCorps term	0.868	0.523	0.040	0.582	0.930	0.755	0.809	0.474	0.748	0.652

	Local LISC office (LO) takes opinions seriously	Meetings with LO accomplish what is necessary	Feel pulled between own org and LISC	Org's contribution is appreciated	Org can count on LO to meet its obligations	Collab. is achieving expected outcomes	Overall quality of working relationship	Org has more interaction with other orgs	Help from LISC national HQ or LO?	Collab. Index
Enrolled in another AmeriCorps program (including VISTA)	0.002	0.076	0.527	0.081	0.259	0.564	0.595	0.663	0.879	0.305
Pursued another service experience such as the Peace Corps	-	-	-	-	-	-	-	-	-	-
Started a small business	0.449	0.076	0.639	0.045	0.000	0.564	0.000	0.527	0.457	0.371
Started a nonprofit or social entrepreneurship venture	0.364	0.196	0.423	0.262	0.001	0.614	0.001	0.592	0.198	0.564
Served in the military	-	-	-	-	-	-	-	-	-	-
Unemployed	0.383	0.277	0.781	0.202	0.530	0.100	0.556	0.696	0.807	0.507
Other (describe what you did immediately after service):	0.715	0.477	0.361	0.136	0.901	0.433	0.432	0.101	0.419	0.102

Source: Urban Institute analysis of LISC AmeriCorps member data, placement site supervisor data, and the CNCS member exit survey.

TABLE G.4.2

Key Member Outcomes

	Local LISC office (LO) takes opinions seriously	Meetings with LO accomplish what is necessary	Feel pulled between own org and LISC	Org's contribution is appreciated	Org can count on LO to meet its obligations	Collab. is achieving expected outcomes	Overall quality of working relationship	Org has more interaction with other orgs	Help from LISC national HQ or LO?	Collab. Index
Avg Connection to Community Variables	0.224	0.881	0.569	0.334	0.339	0.225	0.663	0.357	0.482	0.356
Avg Innovation and Teamwork Variables	0.953	0.979	0.137	0.860	0.886	0.999	0.999	0.387	0.318	0.505
Avg Interpersonal Relations Variables	0.479	0.870	0.188	0.650	0.078	0.343	0.528	0.383	0.723	0.507
Avg Management Skills Variables	0.678	0.822	0.432	0.726	0.906	0.742	0.903	0.571	0.873	0.364
Avg Problem Solving Ability Variables	0.281	0.107	0.894	0.107	0.121	0.090	0.155	0.070	0.097	0.342
Avg Impacts of Service Variables	0.788	0.605	0.280	0.394	0.221	0.044	0.435	0.352	0.100	0.724
Avg Problem- Solving Techniques Variables	0.007	0.076	0.684	0.043	0.500	0.386	0.965	0.536	0.922	0.439
Avg Civic Engagement Variables	0.138	0.064	0.366	0.309	0.138	0.337	0.670	0.031	0.829	0.179
Job Skills	0.002	0.121	0.108	0.150	0.021	0.582	0.615	0.432	0.411	0.120
Appreciation of diversity	0.826	0.466	0.925	0.059	0.568	0.814	0.193	0.484	0.250	0.555
Overall LISC AmeriCorps	0.070	0.413	0.196	0.364	0.201	0.040	0.411	0.633	0.520	0.372

	Local LISC office (LO) takes opinions seriously	Meetings with LO accomplish what is necessary	Feel pulled between own org and LISC	Org's contribution is appreciated	Org can count on LO to meet its obligations	Collab. is achieving expected outcomes	Overall quality of working relationship	Org has more interaction with other orgs	Help from LISC national HQ or LO?	Collab. Index
Service Satisfaction										
Discuss how political, social, local, or national issues affect the community	0.025	0.124	0.865	0.942	0.380	0.024	0.208	0.389	0.766	0.127
Trust in community members	0.469	0.028	0.248	0.318	0.000	0.001	0.238	0.186	0.127	0.382
Voted in last election	0.985	0.765	0.569	0.568	0.690	0.255	0.968	0.862	0.856	0.994
Defining personal experience	0.784	0.756	0.429	0.442	0.988	0.800	0.838	0.000	0.969	0.863
Defining professional experience	0.926	0.954	0.637	0.933	0.789	0.593	0.390	0.027	0.982	0.230
Avg Impact on career choices variables	0.388	0.198	0.313	0.161	0.029	0.073	0.501	0.494	0.274	0.523
Impact on educational choices	0.036	0.188	0.693	0.252	0.455	0.037	0.173	0.454	0.348	0.084
AmeriCorps on resume	0.894	0.953	0.417	0.985	0.993	0.976	0.994	0.962	0.048	0.581

Source: Urban Institute analysis of LISC AmeriCorps member data, placement site supervisor data, and the CNCS member exit survey.

TABLE G.4.3

Measures of Change: Member Outcomes

	Local LISC office (LO) takes opinions seriously	Meetings with LO accomplish what is necessary	Feel pulled between own org and LISC	Org's contribution is appreciated	Org can count on LO to meet its obligations	Collab. is achieving expected outcomes	Overall quality of working relationship	Org has more interaction with other orgs	Help from LISC national HQ or LO?	Collab. Index
Avg Change Innovation: Base to Exit	0.406	0.028	0.471	0.065	0.141	0.361	0.109	0.155	0.571	0.572
Avg Change Management: Base to Exit	0.520	0.494	0.137	0.896	0.588	0.857	0.350	0.514	0.551	0.494
Avg Change Problem Solving: Base to Exit	0.503	0.166	0.099	0.168	0.498	0.166	0.631	0.241	0.483	0.606
Avg Change Interpersonal: Base to Exit	0.526	0.843	0.515	0.646	0.085	0.503	0.169	0.846	0.275	0.203
Avg Change Comm. Connect.: Base to Exit	0.194	0.294	0.336	0.390	0.112	0.185	0.014	0.895	0.410	0.033
Avg Change Civic Eng.: Exit to Follow	0.517	0.595	0.811	0.593	0.223	0.064	0.627	0.857	0.521	0.814
Avg Change Diversity: Exit to Follow	0.939	0.624	0.572	0.503	0.688	0.753	0.420	0.548	0.221	0.644
Avg Change Impact of Serv: Base to Exit	0.396	0.414	0.463	0.025	0.459	0.295	0.256	0.387	0.009	0.214
Avg Change Pol and Soc: Exit to Follow	0.393	0.855	0.183	0.937	0.826	0.534	0.211	0.710	0.710	0.710
Avg Change Voting: Exit to Follow	0.414	0.304	0.722	0.206	0.622	0.557	0.227	0.680	0.730	0.113
Avg Change Cont. to Goals: Exit to Follow	0.055	0.339	0.288	0.444	0.340	0.058	0.154	0.344	0.266	0.067
Avg Change Satisfaction: Exit to Follow	0.150	0.026	0.617	0.377	0.060	0.040	0.045	0.644	0.055	0.009
Avg Change Reason for Joining: Base to Exit	0.172	0.125	0.078	0.369	0.634	0.262	0.175	0.141	0.182	0.058
Avg Change Prob Solv Ability: Base to Exit	0.305	0.058	0.194	0.095	0.398	0.649	0.481	0.236	0.380	0.176

Source: Urban Institute analysis of LISC AmeriCorps member data, placement site supervisor data, and the CNCS member exit survey.

TABLE G.4.4

Site Characteristics: Abt Constructs

	Local LISC office (LO) takes opinions seriously	Meetings with LO accomplish what is necessary	Feel pulled between own org and LISC	Org's contribution is appreciated	Org can count on LO to meet its obligations	Collab. is achieving expected outcomes	Overall quality of working relationship	Org has more interaction with other orgs	Help from LISC national HQ or LO?	Collab. Index
Abt Construct: Leadership and Stability	0.334	0.126	0.078	0.586	0.548	0.633	0.315	0.274	0.289	0.862
Abt Construct: Quality of Supervision	0.304	0.115	0.139	0.012	0.146	0.167	0.658	0.049	0.558	0.056
Abt Construct: Member Integration	0.509	0.371	0.009	0.033	0.718	0.043	0.141	0.000	0.183	0.002
Abt Construct: Member Attributes	0.003	0.101	0.000	0.001	0.391	0.000	0.013	0.000	0.097	0.041
Abt Construct: Member Contributions	0.191	0.048	0.048	0.097	0.729	0.001	0.346	0.107	0.546	0.455

Source: Urban Institute analysis of data from placement site supervisor survey.

TABLE G.4.5

Descriptive Characteristics: Placement Partners

	Organization Type	Tenure of Operations	First Program Year	Executive Director Turnover	Time Funded by LISC	Other AmeriCorps Funding?
Local LISC office (LO) takes opinions seriously	0.000	0.000	0.297	0.343	0.020	0.353
Meetings with LO accomplish what is necessary	0.013	0.000	0.648	0.105	0.007	0.380
Feel pulled between own org and LISC	0.025	0.080	0.016	0.055	0.412	0.863
Org's contribution is appreciated	0.001	0.000	0.132	0.677	0.003	0.033
Org can count on LO to meet its obligations	0.019	0.000	0.054	0.349	0.004	0.762
Collab. is achieving expected outcomes	0.160	0.204	0.306	0.646	0.000	0.408
Overall quality of working relationship	0.145	0.054	0.048	0.210	0.000	0.412
Org has more interaction with other orgs	0.009	0.024	0.050	0.147	0.005	0.089
Help from LISC national HQ or LO?	0.442	0.003	0.223	0.142	0.005	0.640
Collaboration Index (average of Q34, Q35, Q37-Q40)	0.024	0.001	0.049	0.781	0.000	0.002

Source: Urban Institute analysis of data from placement site supervisor survey.

TABLE G.4.6

Descriptive Characteristics: Operating Sites (Local Offices)

	Location of operating site	Site selection method	Member selection method	Size (number of placement sites)
Local LISC office (LO) takes opinions seriously	0.040	0.005	0.002	0.643
Meetings with LO accomplish what is necessary	0.470	0.111	0.089	0.750
Feel pulled between own org and LISC	0.019	0.071	0.059	0.140
Org's contribution is appreciated	0.028	0.007	0.002	0.548
Org can count on LO to meet its obligations	0.589	0.013	0.011	0.839
Collab. is achieving expected outcomes	0.300	0.339	0.203	0.283
Overall quality of working relationship	0.094	0.288	0.217	0.124
Org has more interaction with other orgs	0.000	0.034	0.030	0.060
Help from LISC national HQ or LO?	0.032	0.001	0.101	0.441
Collaboration Index (average of Q34, Q35, Q37-Q40)	0.003	0.001	0.003	0.192

Source: Urban Institute analysis of data from Placement Site Supervisor Survey.

Notes

- ¹ We chose this question as our primary data source for post-service career activities over two alternatives. The follow-up survey also asks members what they are doing now (both questions ask respondents to “select all that apply”), while LISC also collects administrative data from its members after they have completed their service, but only assigns one status to each member. We use Question Q15 as our data source because it gives all members a six-month post-service time frame. Because the term end date varies widely for LISC AmeriCorps members, having a set post-service period is useful.
- ² See Corporation for National and Community Service, *Serving Country and Community: A Longitudinal Study of Service in AmeriCorps* (Washington, DC: Office of Research and Policy Development, 2004); and Corporation for National and Community Service, *Still Serving: Measuring the Eight-Year Impact of AmeriCorps on Alumni*. (Washington, DC: Office of Research and Policy Development, 2008).
- ³ See Corporation for National and Community Service, *AmeriCorps Alumni Outcomes: Summary Report* (Washington, DC: Office of Research and Evaluation, 2015).
- ⁴ See Corporation for National and Community Service, *New Methods for Assessing AmeriCorps Alumni Outcomes: Final Survey Technical Report* (Washington, DC: Office of Research and Evaluation, 2016).
- ⁵ See Corporation for National and Community Service, *Serving Country and Community: A Longitudinal Study of Service in AmeriCorps* (Washington, DC: Office of Research and Policy Development, 2004).
- ⁶ See Abt Associates Inc., “Evaluation of the LISC AmeriCorps Program.” (Cambridge, MA: Abt Associates, 2012).
- ⁷ See Diana Epstein, “Evaluating the Long-Term Impacts of AmeriCorps Service on Participants” (Santa Monica, CA: The Pardee RAND Graduate School, 2009).
- ⁸ The original response values for these questions on the baseline survey ranged from 1 to 10. To enable comparison with the responses to the CNCS exit survey and the follow-up survey, which usually ranged from 1 to 5, the original response values for the baseline survey questions were halved.
- ⁹ We chose this particular question as our primary data source for post-service career activities over two alternatives. The follow-up survey also asks members what they are doing now (both questions ask respondents to “select all that apply”), while LISC also collects administrative data from their members after they have completed their service.

Questions Q15 and Q16 (from the follow-up survey) are very similar, except for the time frame. In contrast to both of these questions, which were collected several months after the member finished service, the LISC administrative data is first collected shortly after the program ends, and the response categories seem to be mutually exclusive. We use Question Q15 as our data source because it gives all members a six-month post-service time frame; since the term end date varies widely for LISC AmeriCorps members, having the post-service period be six months is useful. In addition, although we do not directly compare the responses across surveys, Q15 is designed to be a close parallel to the questions on the CNCS member exit survey about post-service intentions.
- ¹⁰ The original construct as used in Abt Associates (2012) includes an additional measure for the level of training the member received. This indicator is not present in the data used for this study, and is therefore not included in the construction of the member integration indicator.
- ¹¹ See Ann Marie Thomson, James L. Perry, and Theodore K. Miller, “Linking Collaboration Processes and Outcomes,” *Collaborative Public Management* (2008): 97–120.

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