Maryland Corps / Service Year Option Impact Evaluation Report: Classes 1 and 2, 2023-24 and 2024-25

by Nathan Dietz, Thomas Luke Spreen, Nolan Pope, Tommy Bennett

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Executive Summary

The two studies featured in this report both focus on the question of whether the Maryland Corps / Service Year Option (MC/ SYO) program, which is administered by the Maryland State Department of Service and Civic Innovation (DSCI), delivers positive short-term outcomes to program participants (Members). The outcomes analyzed in the first study are associated with workforce development (employment rate, full-time / part-time employment, hourly wage) and educational attainment (attending college, attending college and/or working).

These outcomes are measured at two time periods: at the time the MC/SYO Members enroll in the program, and approximately six months after they complete their terms. The post-service data for MC/SYO are collected from a survey of alumni, which has achieved response rates of around fifty percent without any evidence of nonresponse bias. The over-time change for MC/SYO Members is compared to the change observed for a sample of respondents from the Current Population Survey (CPS), which is matched to the MC/SYO sample on key demographic variables as well as baseline levels of the outcome.

The results indicate that program participants are significantly more likely to hold jobs six months after completion than they were at enrollment. The increase in employment rate over this period is much larger for program participants than it is for the CPS comparison group; the difference is marginally statistically significant ($p < 0.10$). MC/SYO Members who were employed at the time of enrollment were also more likely to experience significant increases in hours worked per week and hourly wages. MC/SYO alumni who were employed when they enrolled experienced much higher wage increases than the comparison group members did, although the difference in post-service wage levels between the groups was not significant. No significant changes in college enrollment rate, or in attending college and/ or working for pay, were observed for either group. However, the percentage of MC/SYO Members who were employed and attending college was significantly higher than it was among the comparison group.

Taken together, these results suggest reason for optimism about the effectiveness of the program model in its early stages. Even with a limited amount of outcome data for MC/SYO alumni, which makes it difficult to observe statistically significant between-group differences in post-service outcomes, the differences in employment rates and wage levels are substantively large and (especially for employment rates) marginally significant. The analysis suggests that Members are largely able to overcome disadvantages in pre-program outcomes and realize post-service employment rates and wage levels that are at least as high as those of the comparison group. Meanwhile, alumni are significantly more likely than comparison group members to attend school while also holding a job, which indicates that they have made the most of their “growth year” by preparing themselves for multiple professional and developmental opportunities.

The second study analyzes data from questions found on the MC/SYO pre-service and post-service surveys, which are administered to all Members at the beginning and end of the program year. Both surveys have extremely high response rates: the end of service survey had a 99% return rate. The questions analyzed here measure developmental outcomes associated with the acquisition of professional skills (which lead to workforce development), civic skills (which encourage civic engagement), and capacity to develop and execute a plan for the future. The results from the analysis of pre-post survey data suggest that the improvements in several different workforce development outcomes may be the mechanism that drives the increases in employment rates and hourly wages we observe in the first study.

The analysis in this study shows that significant improvements occur during the program year for several workforce development outcomes: self-assessed views of the training and mentorship Members receive, of their confidence in professional settings, and of their ability to develop and execute future professional and personal plans. Members also report positive changes in their self-assessed capacity to identify community problems; while Members demonstrated growth across several areas, gains were more modest in their sense of connection to their communities, appreciation for diversity, and likelihood of participating in non-electoral civic activities. However, the projected likelihood of voting in national elections increases over the program year, as does the registration rate.

Introduction

In fall 2024, the University of Maryland's Do Good Institute was selected by the Maryland Department of Service and Civic Innovation (DSCI) to lead a multidisciplinary team to undertake an independent and comprehensive evaluation of two new service pathway programs launched in fall 2023. DSCI was established by the Serving Every Region Through Vocational Exploration (SERVE) Act of 2023 with the purpose of promoting service and volunteerism in the state of Maryland. The SERVE Act also launched two new service pathways for eligible youth and adults: Service Year Option (SYO) and Maryland Corps (MC).

Under this contract, the research team from the University of Maryland (UMD) has published two studies: (1) a process evaluation study (link here) that describes the Maryland Corps/Service Year Option (MC/ SYO) program model and identifies areas for improvement, and (2) an impact evaluation study to assess the effectiveness of DSCI's programs in achieving their goals on behalf of their members, partners, and the communities they serve. The process evaluation report1 was published in March of 2026. This report builds on the earlier report by publishing, for the first time, results from data analysis that characterize the short-term impact of the MC/SYO program model on the developmental, educational and occupational outcomes of Members.2

Research Questions: Anticipated Impacts of the MC/ SYO Program Model

The principal objectives of Maryland Corps and Service Year Option relate to workforce development and civic service. The program is run as a unified pathway and aims to enhance the mobility of young adults and other Marylanders through career exploration in multiple fields, roles, and/or geographies and connecting service pathways to workforce and educational opportunities. This is anticipated to help strengthen the human capital of young adults and help to meet Maryland's workforce demands. The program also aims to expand service opportunities by reducing barriers to service while increasing the capacity of non-profits, governments, and service-oriented businesses to meet the needs of their communities.

In the MC/SYO program model, Host Site Partners (HSPs) provide Members with job training, an on-site mentor, career exploration, and other training related to building personal skills. Members are paid at least $15 per hour, or the minimum wage of the jurisdiction in which they are employed, and must work 30-40 hours per week at their HSP; upon successful completion of a year of service, Members earn a $6,000 cash stipend. HSPs generally host at least two Members for 9.5 months of service, and are required to assume a portion of the costs associated with hosting members. In addition, they must provide meaningful work, supervision, professional development, job training, and mentoring, as well as facilitate access to "wrap-around" services (e.g. childcare, transportation). DSCI's responsibilities include (1) recruitment of prospective members; (2) matching members to HSPs; (3) conducting and facilitating both virtual and in-person member training, including financial literacy training; (4) general program management; (5) access to the ability to earn a US DOL registered apprenticeship; and (6) furnishing financial support to members and HSPs.

FOOTNOTE:

1Dietz, Nathan, Tommy Bennett, Grace Connors, Lynn Handy, Julie Miller. March 2026. "Process Evaluation Report: Maryland Corps / Service Year Option Programs." Available at https://spp.umd.edu/research-impact/publications/do-good-institute-report-finds-successes-states-service-workforce**.**

2 As we did in the process evaluation report, in this report we follow DSCI's convention of capitalizing the first letters in terms such as "Members" and "Host Site Partners."

The MC/SYO model is built on a foundational premise: public service can and should serve as a pathway to employment or higher education. Rather than acting as a traditional "gap year"—which often implies a temporary pause in a young adult's career or education—the MC/SYO model is structured as a "growth year." The program deliberately combines early workforce experience with support to help members safely explore options and achieve their long-term career goals.

Members can reasonably be expected to achieve the following outcomes, possibly among others, after their terms in the MC/ SYO program:

- Increasing their professional knowledge and skills; expanded professional networks
- Engaging in career exploration, professional skill building, and relevant handson experience
- Improving their financial literacy
- Building career pathways
- Building confidence in their future
- Experiencing increased levels of community connectedness and support

These objectives are shared by many of MC/ SYO's peer programs, which are identified and described in the process evaluation report.3 However, Department officials consider the following elements of the program model to be especially important:

- Service as a Direct Pathway to Career Education: The program intentionally embeds Members into the state's educational and workforce systems by providing them with the following:
- Campus Exposure: In-person training events are primarily hosted at community colleges and four-year institutions across Maryland. This deliberate choice gives members direct exposure to higher education possibilities and allows them to see themselves on a college campus.
- Registered Apprenticeships: To ensure tangible career progression, most members have access to enrollment in a registered apprenticeship or pre-apprenticeship while in the program, allowing them to earn industry credentials alongside their service.
- Professional Coaching: Every member is paired with a Service Success Coach and onsite mentor who provides dedicated guidance to help them navigate their service year and build transition plans for the future.
- Ensuring Access and Equity for Service Opportunities: One of the most distinctive characteristics of the MC/SYO program model is its legislatively mandated commitment to providing above-average financial support to participants. Many traditional service models offer low stipends that require participants to have other financial support or family subsidies to survive. This creates an immediate barrier to entry for individuals from lower-income backgrounds.
- Validating Soft Skills and Workforce Readiness: Traditional methods of evaluating training and workforce development programs often place all the emphasis on immediate job placement numbers. The MC/SYO evaluation strategy includes pre- and post-program measures of other outcomes that capture more of the professional growth required for long-term career stability.
- Attention to Alumni: In addition to helping Members find the career pathway that suits their needs and ambitions, DSCI is committed to measuring the continued professional

and personal development of their alumni – especially their workforce and educational accomplishments.

FOOTNOTE:

3 For details, see the "Comparable Programs and Organizations" section of the process evaluation report (op. cit.; link here).

Main Data Source: Surveys of MC/SYO Members and Alumni

For the analyses presented in this report, UMD relied on three surveys conducted by DSCI of MC/SYO. Members are surveyed upon enrollment in the program, at the end of their term of service in the program, and are surveyed as alumni for the first time approximately six months after finishing their term of service. Although DSCI collects more data on Members and HSPs, using both self-administered surveys and their learning platform,4 all three of these surveys (pre-service, post-service, and six-month follow-up) generate measures of the outcomes listed above, which makes it possible to measure change experienced during the term and immediately afterward. 5

For this study, we combine data from MC/ SYO Classes 1 and 2, which are the only two classes that have taken the six-month follow-up survey for alumni. All of the Member surveys have generated high-quality data, despite some program refinement during the same period. The response rates are extremely high for almost all questions on both the pre-service and post-service Member surveys. The response rates for the first two six-month alumni surveys have both been high, relative to recent surveys of similar populations; both surveys achieved close to 50 percent response, which is higher than the typical response rates for academic alumni surveys.6 In addition, Table 1, which contains some preliminary analysis of response rates, suggests that response rates for the alumni survey are fairly consistent across a number of demographic subgroups. This suggests that there is little evidence that the results are biased by high levels of nonresponse among some of the key elements of the alumni population.

FOOTNOTE:

4 More information about DSCI's data collections can be found in the "Management Information and Communication Systems" section of the process evaluation report (op. cit.; link here).

5 By statute, DSCI is authorized to collect data from alumni at three stages after their MC/SYO terms end: six months, eighteen months, and five years after their terms end. The first eighteen-month follow-up survey was administered to Class 1 alumni in January 2026.

6 For instance, in 2019, Lafayette University reported a response rate of 9.40% for their alumni survey, which they stated was "consistent with national averages" (https://alumni.lafayette.edu/alumni-attitude-study/). DSCI has conducted extensive follow-up when they have administered their alumni surveys, which bolsters response rates

while also strengthening the connection between MC/SYO alumni and their programs. The first eighteen-month alumni survey, which was administered in early 2026 to Class 1 alumni, eventually achieved a 50 percent response rate with the help of incentives.

Table 1: Response Rates to Unemployment Question from Alumni Survey by Selected Subgroups, MC/SYO Class 1 and 2

	Numbers of Members	Alumni Survey Respondents	Response Rate	Confidence Interval - Response Rate	
All Members	666	324	47.2%	43.5%	51%
By Program					
Maryland Corps	190	88	46.3%	39.2%	53.4%
Service Year Options	496	236	47.6%	43.2%	52.0%
By Cohort					
Cohort 1 Members	230	102	44.3%	37.9%	50.8%
Cohort 2 Members	456	222	48.7%	44.1%	53.3%
By Sex					
Men	333	148	44.4%	39.1%	49.8%
Women	317	163	51.4%	45.9%	56.9%
By Age					
Under Age 25	515	246	47.8%	43.5%	52.1%
Over Age 25	171	78	45.6%	38.1%	53.1%
By Family Income					
Less than $60,000	273	126	46.2%	40.2%	52.1%
Greater than $60,000	413	198	47.9%	43.1%	52.8%
By Educational Attainment					
No College	416	192	46.2%	41.4%	50.9%
Some College or Graduate	270	132	48.9%	42.9%	54.9%

Although minor changes to the preservice and post-service surveys took place between Class 1 and Class 2, the wordings of many questions remained consistent across the two years, and between the two survey "waves" in each year. The questions on these surveys can be grouped into three outcome categories: developmental, experiential, and economic. Developmental outcomes pertain to changes or improvements in civic and community engagement, personal

confidence, and professional skills gained from MC/SYO participation. Experiential outcomes are related to members' perceptions of their experience in the program. Finally, economic outcomes pertain to the member's workforce and school enrollment status after completion of their service term.

Study 1: Quasi-Experimental Analysis – Education and Employment Outcomes for DSCI Alumni versus Current Population Survey Respondents

In this study, we evaluate the impact of the Maryland Corps and Service Year Option (MC/SYO) program model by comparing the employment, earnings, and college enrollment status of Members before they begin the program and again six months after completion. Of the three categories of questions on the MC/SYO Member surveys, this study relies most heavily on economic outcome questions.

Because MC/SYO participation in both programs is voluntary, this evaluation cannot be conducted as a randomized experiment, which is recognized as the gold standard for measuring program impact.7 Instead, the main challenge is to identify a credible comparison group that reflects, as closely as possible, what members' outcomes would have been if they had not enrolled in MC/ SYO. In a randomized study, that comparison group is created by chance. In this case MC/ SYO members opt into the program, which means they may systematically differ from non-participants in ways that also affect later outcomes such as employment, hourly earnings, and college enrollment.

A strong evaluation therefore depends on constructing a comparison group that resembles MC/SYO participants on important characteristics measured before the program begins. To do this, we use coarsened exact matching (CEM). CEM is a statistical method that groups people into broad categories based on characteristics such as age, education, and income, and then compares program participants only with non-participants who fall into the same categories. This strengthens the research design of an observational study by increasing the similarity of the treatment and comparison groups before outcomes are analyzed.8 Appendix A contains more details about the applications of CEM to evaluations of public-sector programs.

To construct the comparison group, we used publicly available microdata from the Census Bureau's Current Population Survey (CPS). The CPS is a monthly household panel survey of approximately 60,000 U.S. households conducted by the U.S. Census Bureau. It collects detailed data about the school enrollment, labor force status, income, living arrangements, and demographic characteristics of each individual residing in a participating household. Each CPS respondent is scheduled to remain in the sample for sixteen months: their household is surveyed for four consecutive months, then, after an eight-month break, they are surveyed for four more consecutive months.

FOOTNOTE:

7 A rigorous impact evaluation requires a counterfactual to the program under evaluation. In an ideal world (from a program evaluation standpoint), DSCI would possess a sufficiently large pool of applicants such that they could randomly assign a subset of them to participate in the "treatment" group (by enrolling in the MC/SYO program) and then observe the outcomes of members relative to unselected applicants.

8 Iacus, S. M, King, G., & Porro, G. (2012). Causal Inference Without Balance Checking: Coarsened Exact Matching. Political Analysis, 20(1), 1-24. Casual Inference Without Balance Checking publication.

Methodology: Matching the Samples

The construction of the comparison group starts by limiting the CPS sample to respondents living in Maryland, Virginia, Washington, DC, Delaware, West Virginia, Pennsylvania, New Jersey, and New York who started taking CPS surveys between 2022 and 2025.9 The respondents in these households are interviewed over a 16-month cycle: four months in the survey, eight months out, and then four months back in. We use these interview points to approximate the 14-month gap between the pre-service and post-service surveys completed by MC/SYO members.

We then use CEM to match MC/SYO members to CPS respondents based on age, race, sex, education, and family income. This allows us to identify the subset of CPS respondents who most closely resemble MC/SYO members before they begin their service. CEM retains all comparable observations within the same matched category and applies weights to keep the comparison group properly balanced. In our study, the CEM matching process yields about nine matched CPS respondents for each participant. When comparison cases are well matched, as they are in this study, using several of them per program participant can improve precision and make the findings less sensitive to the particular outcome of any one person. In other words, it is usually better to compare each participant to a pool of similar nonparticipants than to rely on a single "best" match obtained from one-to-one matching.

This approach helps reduce the risk that estimated program effects simply reflect differences that already existed before enrollment. For example, if MC/SYO participants are younger, more educationally motivated, or less connected to the labor market, than the average non-participant,10 a simple comparison could either overstate or understate the program's true effect. CEM addresses this problem before outcomes are analyzed by limiting the comparison group to people who are genuinely similar on the matching variables. One of CEM's principal strengths is that it makes this process more transparent and less dependent on later statistical adjustments.11

Measurement of Outcomes

The UMD team contributed to the design of the MC/SYO Alumni Survey with the goal of replicating numerous questions from the CPS. This enables the team to directly compare the economic outcomes of MC/ SYO members directly to a counterfactual of non-participants assembled from CPS respondents. The first alumni survey was fielded to Class 1 alumni in early 2025, approximately six months after they completed their MC/SYO terms. The fourteen-month average timespan between enrollment and the six-month alumni follow-up survey is comparable to the sixteen months that CPS households spend in the sample.

FOOTNOTE:

9 By design, the CPS sample of households always generates unbiased statistics at the state and national level when appropriately weighted. In this case, the representativeness of the CPS sample is less important than the high level of variation on key demographic variables within our subsample. We combine data from multiple years to ensure that we have enough data to match as many members as possible.

10 Although the CPS does not collect data on whether its respondents actually participated in the Maryland Corps or Service Year Option programs, the size of Class 1 and Class 2 makes it very unlikely that the comparison group contains any MC/SYO Members or alumni. We believe that the same assumption about other similar programs is justified: it is theoretically possible, but very unlikely, that some of the CPS respondents were enrolled in programs similar to MC/SYO.

Employment status: The six-month follow-up survey for MC/SYO alumni contains a series of questions asking alumni whether they were currently employed in one or more of a number of subsectors, as well as whether they were unemployed and/or enrolled in higher education. If the respondent said “no” to the question “Are you unemployed?” they were coded as “employed” in the post-service variable about employment status.12 The pre-service value of this variable comes from the survey given to MC/SYO members when they enroll in the program. Alumni are coded as “employed” if they reported they were employed full-time or part-time, or self-employed, in the pre-service survey.

The CPS labor force survey tracks whether every respondent age 16 and over is employed, unemployed, or not in the labor force. For comparability with the MC/SYO survey measures, respondents are coded as “employed” if they held a paid job during the week of the survey that month, and “not employed” if they were unemployed or out of the labor force.

Full-time vs. part-time employment: The CPS defines full-time employment as working 35 hours or more per week, and part-time employment as working less than 35 hours per week. MC/SYO alumni are asked on the pre-service survey whether they are working “part-time” or “full-time” for pay. The post-service values of these variables come from the alumni survey, which totals the reported hours worked per week across all jobs. Alumni are coded as working “fulltime” if they

work 35 or more hours per week across all jobs, and "part-time" if they work less than 25 hours per week.

Hourly wage: The CPS collects detailed information for up to two paid jobs held by each respondent. Much of this information, including hourly wage, is collected only during the fourth and eighth month in which the respondent takes the survey. These surveys are done twelve months apart, because the CPS household takes an eight-month break after completing their fourth monthly survey.

For comparability across surveys, the hourly wage is defined as the wage earned at the respondent's primary job, which is the one where they work the most hours. The pre-service value of the hourly wage comes from the MC/SYO alumni survey, which asks for wage data for the job (if any) at which the respondent worked when they enrolled in the program. The alumni survey also asks about the hourly wage for all current jobs the respondent may have held six months after program completion; the post-service hourly wage value is the hourly wage earned at the respondent's primary job.

Enrollment in higher education: The CPS labor force survey asks all respondents whether they are enrolled in school, and if so, whether they are enrolled in high school or college. Many, but not all, self-identified college students say that they are not in the labor force (not working, and not looking for work), but college student status is generally independent of employment status.

In the MC/SYO alumni survey, all respondents are asked about whether they are enrolled in higher education, in addition to being asked about the job(s) they currently hold. The pre-service survey also asks new members what they were doing before they joined. However, the response options for enrolling members only include "employed full-time," "employed part-time," "self-employed" and "student" (along with "other," in which the respondent could give more detail about their labor force status). This means that a baseline measure of the number of respondents who were attending school while also working for pay is unavailable.

FOOTNOTE:

12 This measurement choice reflects the fact that response rates are much higher for this question than for the individual questions about whether the respondent has a particular kind of job. It also addresses the problem of inconsistency in the responses to the questions about various types of employment. For instance, 14 alumni who responded "yes" to the question of whether they were unemployed also reported that they were working at one or more jobs.

Results

The first question we address in this study is: Are MC/SYO alumni more or less likely to have jobs six months after completing their terms, compared to similar people who did not participate in the program? The results shown in Figure 1a suggest that program alumni do have a higher employment rate than members of the CPS comparison group, which was created using CEM -

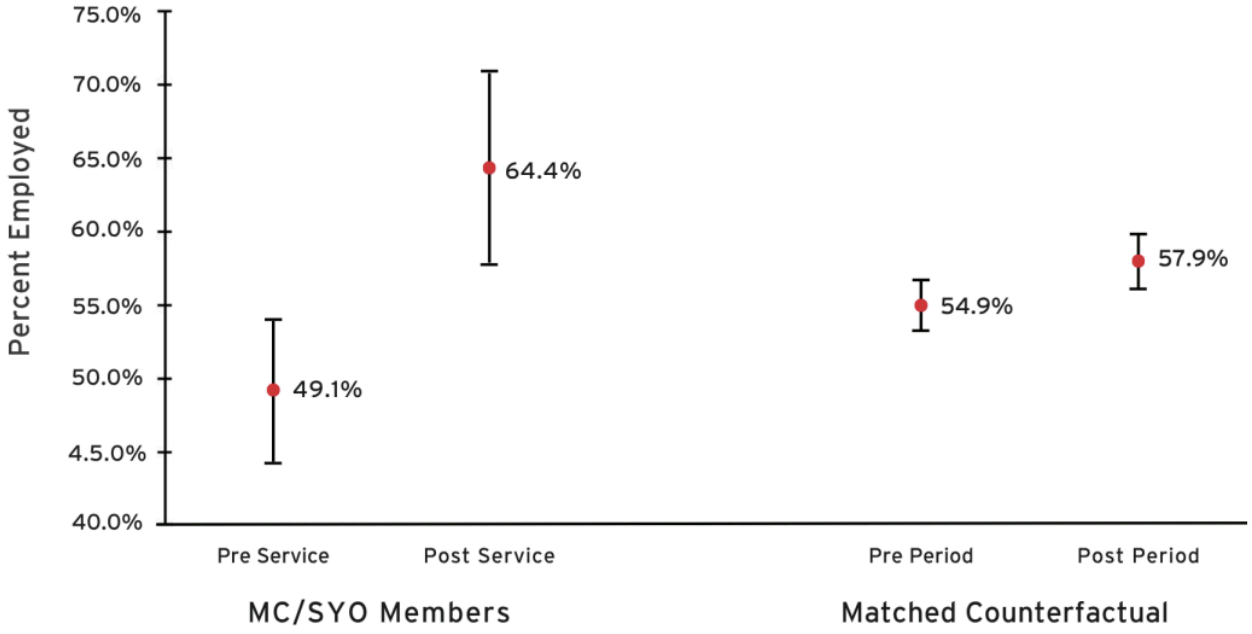
and that the difference is substantial: the employment rate for MC/SYO alumni (64.4 percent) is 7.5 percentage points higher than the rate for the comparison group (57.9 percent). However, the 95% confidence intervals around the post-service employment rates for the two groups overlap, indicating that this difference is not statistically significant at the traditional $p < 0.05$ level. As Figure 1a makes clear, the confidence intervals overlap mainly because the size of the MC/SYO alumni sample (everyone from Classes 1 and 2 who responded to the alumni survey) is so small compared to that of the CPS comparison group.

However, even though the CEM matching process includes several available demographic variables (age, race, sex, education and family income), the comparison group and the MC/SYO alumni group are not equivalent at the pre-service period if we match on demographic variables alone. In Figure 1a, the pre-service employment rate is almost six percentage points lower for MC/ SYO alumni than it is for the comparison group.13 One explanation for this difference is that the people who enroll in MC/SYO do so because they have a greater need for the support the program provides. If this is the main reason for this pre-service difference in employment rates, the observed increase for MC/SYO alumni is even more impressive than the much smaller increase for CPS comparison group members.

FOOTNOTE:

13 This gap is often observed in evaluations of training programs, where the wage levels of program participants tend to be lower in the period just before the program starts than they were beforehand. See Heckman, J.J., LaLonde, R.J. and Smith, J.A., 1999. The economics and econometrics of active labor market programs., i In Handbook of labor economics (Vol. 3, pp. 1865-2097), Elsevier, for an overview of this phenomenon.

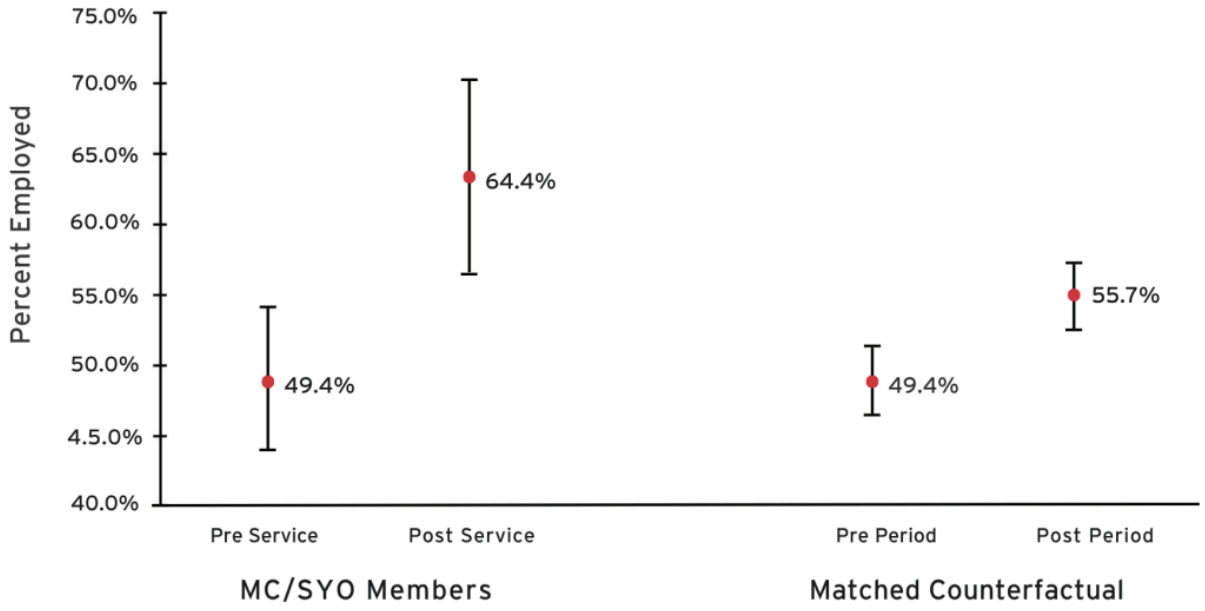
Figure 1a: Percent Employed, MC/SYO Alumni versus Matched CPS Comparison Group



To address the difference in employment rates at the pre-service stage, we can add the baseline value of the employment status variable to the list of CEM variables used in the matching process. Although "matching on the baseline outcome variable" guarantees that the pre-service employment rates are the same for both groups, missing data on the baseline level of the outcome can reduce statistical power, which would inflate the width of the confidence intervals.

Fortunately, Figure 1b shows that the results seen in Figure 1a are still present if we match on the pre-service employment level, as well as on age, race, sex, education and family income. The pre-post change is statistically significant for both groups, although the increase is much larger for MC/SYO alumni than for the CPS comparison group. As in Figure 1a, MC/SYO alumni are much more likely to be employed six months after service (64.4%) compared to the comparison group (55.7%) after using the CEM method to control for group differences. The difference in post-service employment rates can be called marginally statistically significant; although it is not statistically significant at the conventional $p < 0.05$ level, it is significant at the $p < 0.10$ level, despite the small sample size for the alumni group.

Figure 1b: Percent Employed, MC/SYO Alumni versus Matched CPS Comparison Group – Match Including Pre-Service Employment (baseline outcome variable



Figures 2 and 3 extend the results seen in Figures 1a and 1b by seeing whether MC/SYO alumni who are employed are more likely to work full-time (35 or more hours per week) compared to working part-time. As in Figure 1b, the comparison group of CPS respondents is matched to the MC/SYO alumni group on demographic variables (age, sex, race, educational attainment, family income) as well as full-time / part-time employment status.

Both the comparison group and the alumni group experience large increases in the percentage of people who are working full-time over the course of the period, and (by definition) large decreases in the percentage of people with jobs who are working part-time, as seen in Figure 3. MC/SYO alumni experienced substantial gains in full-time employment. In an analysis that did not match participants based on their initial employment status, the percentage of employed MC/SYO alumni working full time more than doubled, increasing from 34.2% to 68.0%. By comparison, full-time employment among CPS respondents increased from 68.5% to 76.3%.

Figure 2: Percent Employed Full-Time, MC/ SYO Alumni vs. CPS Comparison Group (match includes baseline outcome)

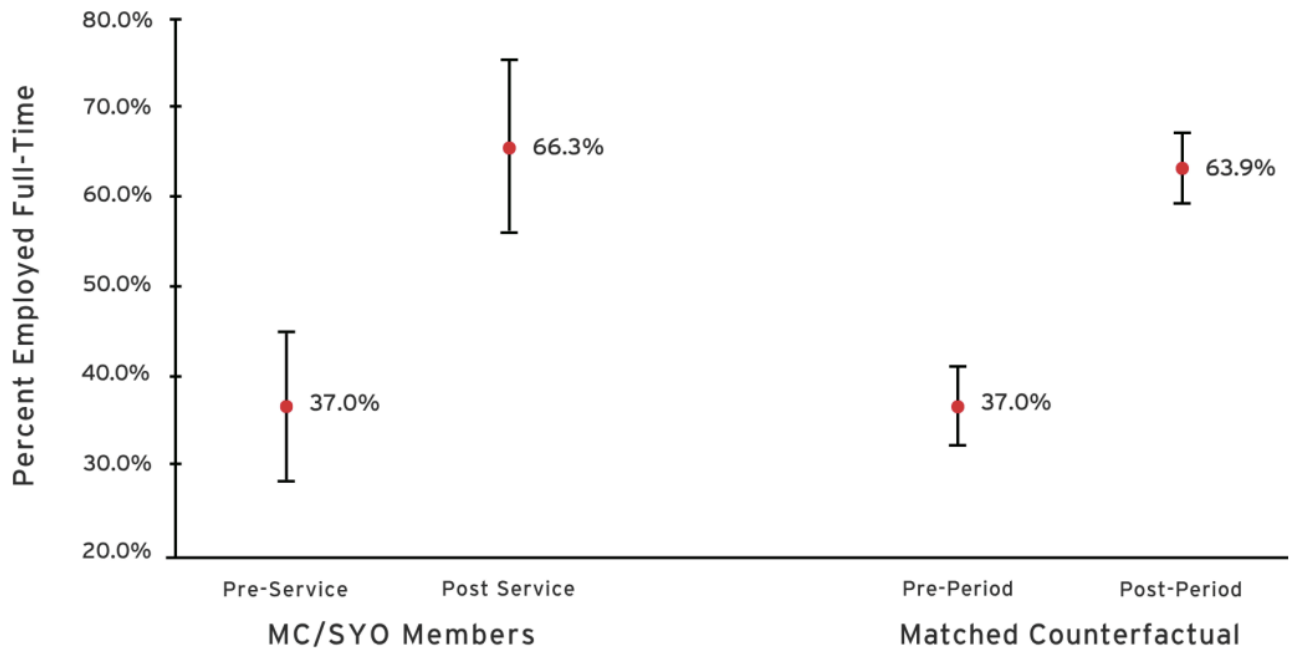


Figure 3: Percent Employed Part-Time, MC/ SYO Alumni vs. CPS Comparison Group (match includes baseline outcome)

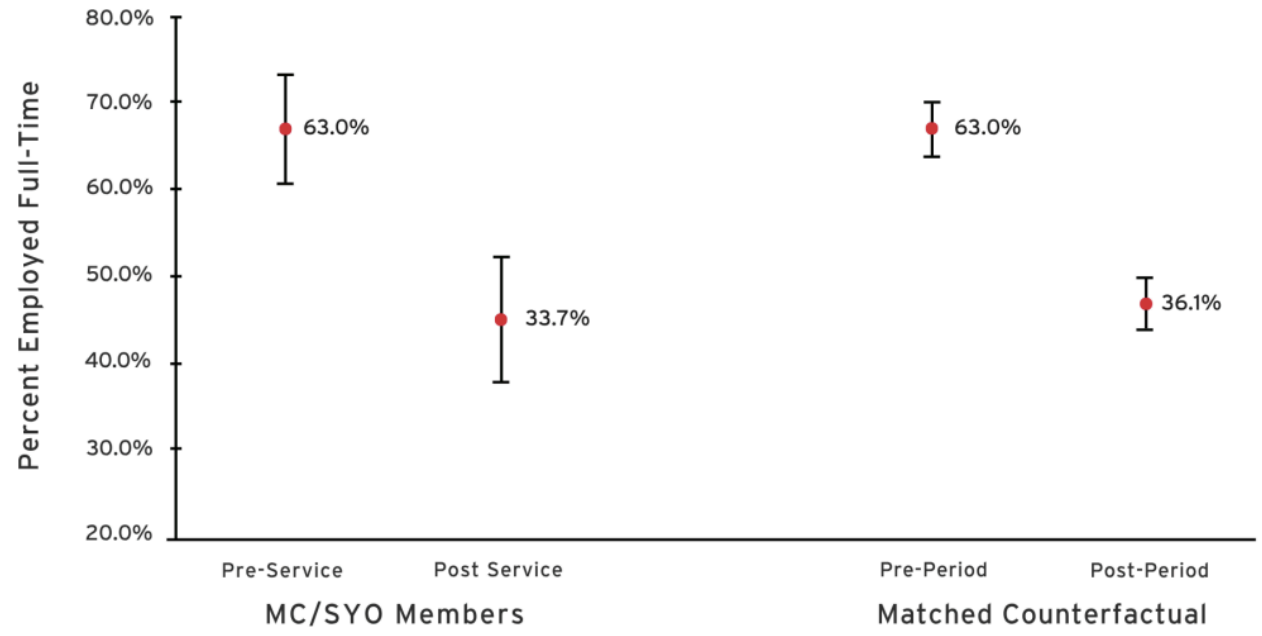


Figure 4 compares the average hourly wage for employed members of the MC/ SYO alumni group with average hourly wages for employed CPS respondents in the comparison group. Although the baseline wage levels are not identical in Figure 4, like the percentages are in

Figures 1b, 2 and 3, the two groups are statistically equivalent because the confidence intervals around the pre-service wage levels overlap. Both groups experience significant increases in average hourly wage between the pre-service and post-service time periods; the average post-service wage for MC/SYO alumni ($26.79) is about 20 percent higher than it is for CPS comparison group members ($22.29), although the confidence intervals overlap, indicating that this difference is not statistically significant at the $p < 0.05$ level. Unlike the results for full-time and part-time employment, the pre-service wage levels for the MC/SYO and CPS groups are roughly equivalent even when pre-service wages are not included in the matching process.

Figure 4: Average Hourly Wage, MC/SYO Alumni vs. CPS Comparison Group (match includes baseline outcome)

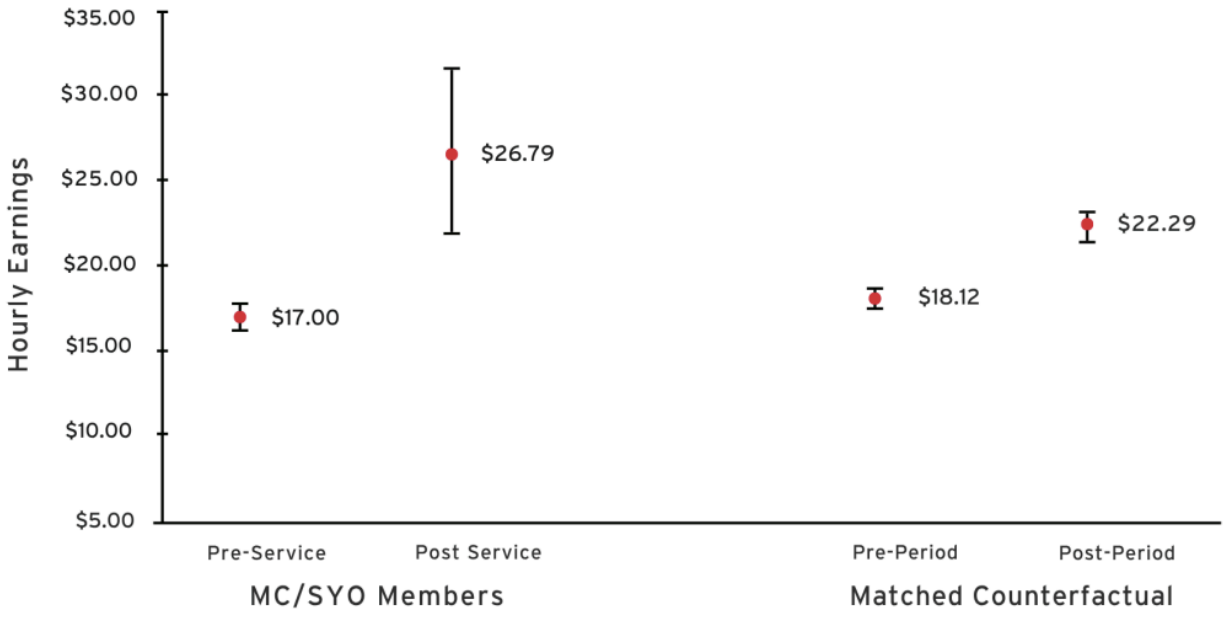
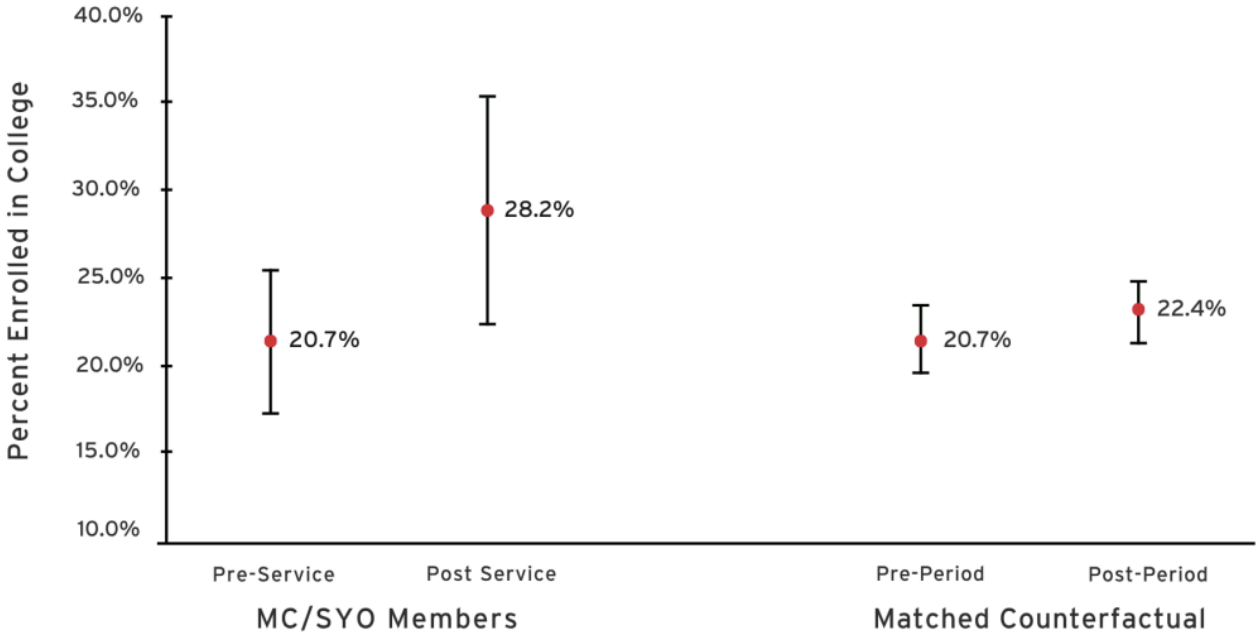


Figure 5: Percent Enrolled in College, MC/ SYO Alumni vs. CPS Comparison Group (match includes baseline outcome)



Finally, Figures 6 and 7 compare the two groups based on whether they are working for pay and/or attending college. Figure 6 shows the percentage of people in both groups who are either employed, enrolled in college, or pursuing both options. This percentage could be considered the opposite of the "NEET rate":14 the percentage of young adults who are neither employed, enrolled in higher education, or in training programs.

The two groups have very similar baseline levels for this metric, although the preservice MC/SYO survey only allows Members to say whether they are employed or in college, while the CPS asks separate questions about employment status and college enrollment. The percentage does not change significantly for either group between the pre-service and post-service period.

Figure 7 compares the two groups based on the percentage of members who are enrolled in college while also working for pay. Figure 7 only contains a post-service comparison between the groups because pre-service data are not available for MC/ SYO Members; the pre-service survey does not permit them to say they are enrolled in school while also working for pay, like CPS respondents can do.

Because of the lack of pre-service data for MC/SYO alumni, the CEM procedure used for the analysis in Figure 7 only contains demographic variables. However, at the time of the alumni survey, 15.2 percent of MC/SYO alumni were both employed and attending college, compared to 8.6 percent of the comparison group. This difference, which is statistically significant, suggests that MC/SYO alumni are motivated to be more flexible and creative in their post-program activities than their counterparts who did not enroll in the program.

FOOTNOTE:

14 Available at https://databank.worldbank.org/metadataglossary/world-development-indicators/series/SL.UEM.NEET.ZS**.**

Figure 6: Percent Employed or Enrolled in College, MC/SYO Alumni vs. CPS Comparison Group (match includes baseline outcome)

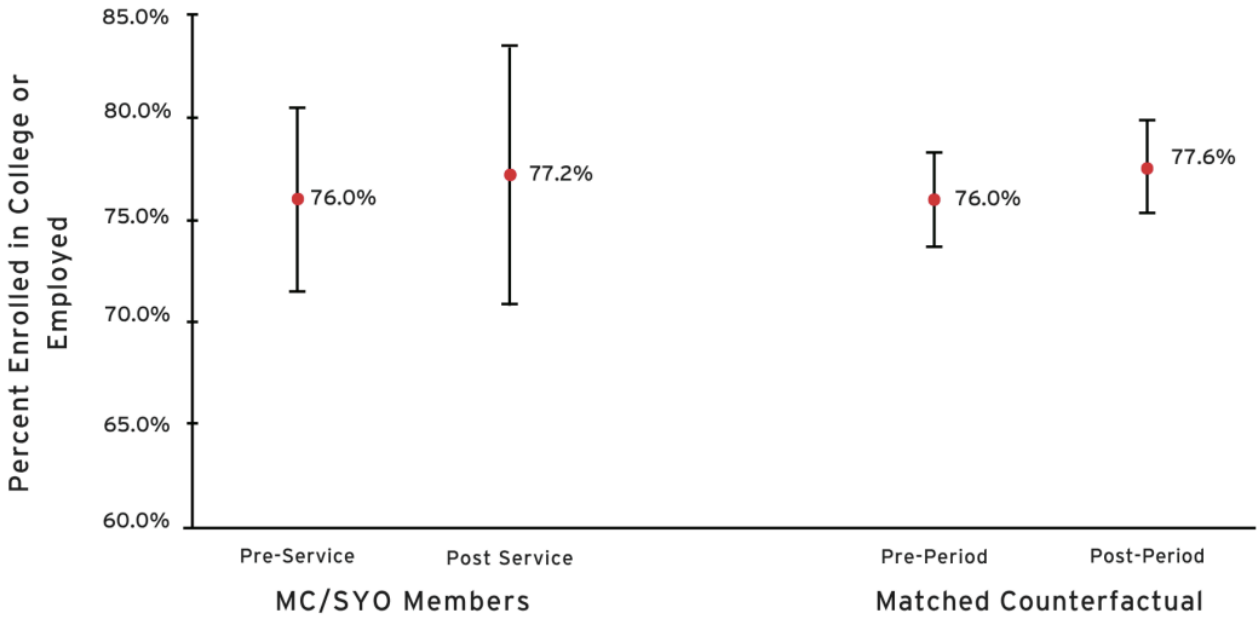
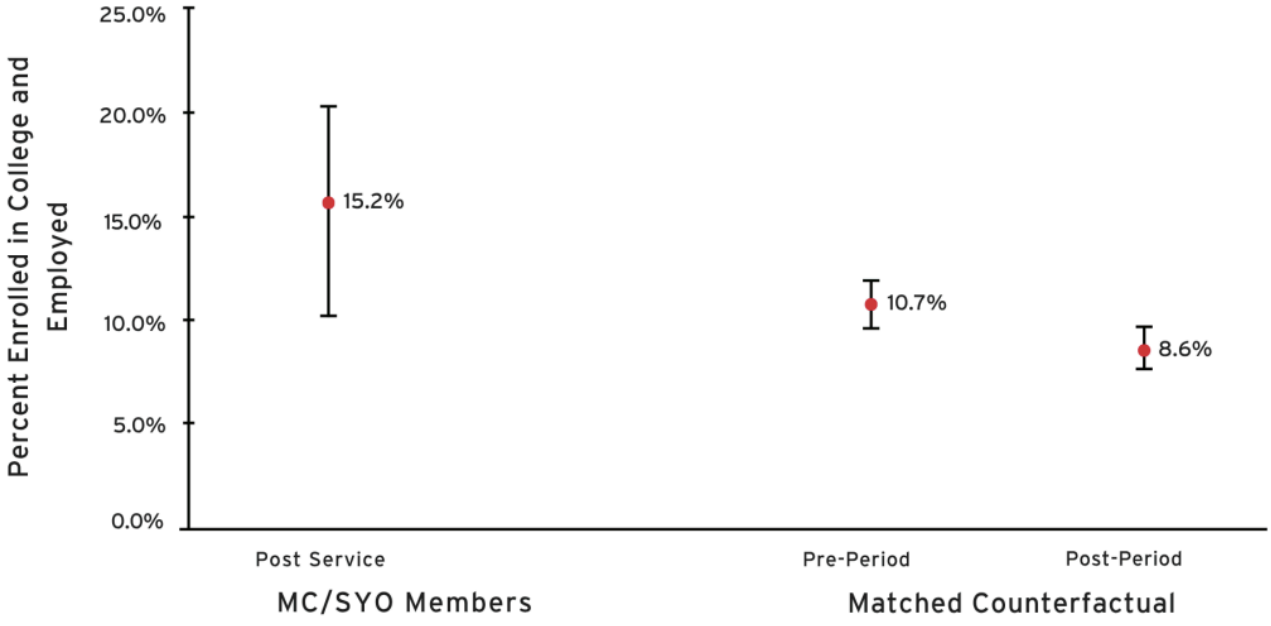


Figure 7: Percent Employed and Enrolled in College, MC/SYO Alumni vs. CPS Comparison Group (matched on demographics only)



Subgroup Analysis

After producing our initial estimates of program impact, we tested whether our findings are sensitive to the matching strategy used to prepare the baseline results. These tests suggest that the results are robust to stricter matching criteria, including the inclusion of the preservice outcome measure in the matching algorithm, which is arguably the most restrictive approach. We also found (in results that are not presented here) that the overall findings are not driven by the use of coarsened exact matching (CEM) alone: the full, unmatched sample of MC/SYO members produces employment, earnings, and college enrollment patterns that are very similar to those found in the baseline CEM analysis.

We also conducted tests to see how much the results we see in Figures 1-7 might vary by population subgroup. For instance, if the program had stronger positive effects among Members who were young, from lower-income households, and/or had no college experience, this would suggest that the program model works especially well within its target populations. The results of our subgroup analyses can be found in Appendix Tables B-1 through B-7.

In these tables, we present only the pre-post comparisons of the MC/SYO program subgroups, without applying any CEM weights, rather than comparing MC/SYO subgroup samples with samples of CPS respondents from the same subgroups. Although the small sample sizes in

Tables B-1 through B-7 make it hard to detect statistically significant differences, we can use the tables to answer two questions: Is the pre-post change statistically significant for all subgroups? Is the change bigger (statistically speaking) for certain subgroups than for others?

Highlights from the subgroup analyses include:

- There are no significant subgroup differences for the employment rate or for the percentage of employed alumni who work full-time. However, the average wage results reflect subgroup differences. Although the observed change in average wage is not statistically significant, as it is in Figure 4, wages do increase significantly for several subgroups: Men, Maryland Corps members, people with no college experience at enrollment, and people whose family income was less than $60,000.
- The change in the percentage of alumni who are enrolled in college is statistically significant. This result is largely driven by Service Year Option Members, Class 1 Members, Members under age 25 at enrollment, Members from families with income of $60,000 or more, and Members with some prior college experience.
- The change in the percentage of alumni who are employed, in college, or doing both activities is not statistically significant for the entire sample of alumni. The increase is statistically significant for Maryland Corps Members, older Members (age 25 or more at enrollment), Members from families with income of $60,000 or more, and Members with some prior college experience. The observed increase is significantly larger for older Members than it is for younger members (younger than age 25 when they enrolled).

Study 2: Employment- and Education-Related Survey Questions: Pre-Post Comparisons

The second of the two studies presented here uses data from the pre-service and post-service surveys to characterize attitudinal and behavioral changes that MC/SYO Members experience over the program year. The survey responses we analyze in this section come from the developmental questions, which allow us to address outcomes related to the acquisition of professional knowledge and skills, community connectedness and civic engagement, and confidence in one's ability to plan for future growth.

Although both the pre-service and post-service surveys contain short-answer questions that yield valuable data, we focus here on quantitative variables, especially those with Likert-coded response categories. Likert scales are used to measure attitudes or perceptions, usually by asking respondents to place their own opinion on a five-point or seven-point scale about agreement (strongly agree to strongly disagree) or frequency (always to never). By coding the responses as numbers, we can use the Likert variables to test for statistically significant pre-post changes in developmental outcomes. Appendix C contains question wordings from the pre-service and post-service surveys for all the questions used in this study; Appendix D contains complete response frequencies for these questions.

The tables that follow contain the results of these pre-post significance tests, based on t-tests that measure average change across all individuals in Class 1 and Class 2 who answered the question on both surveys. The developmental variables are arranged into categories based on their substantive similarities; for most categories, we use all the Likert variables to calculate an overall pre- and post-service index score, and test to see whether the average change is significant.15 Although many of the substantive categories contain questions that are not Likert-coded (usually yes/no questions), only the Likert variables are used to create the indices.

Where possible, we compare our results to those available from the AmeriCorps Member Exit Survey (MES).16 AmeriCorps has recently published two comprehensive reports that feature historical MES data, one on life and career skills17 and another on civic engagement.18 Like the MC/SYO surveys, the AmeriCorps MES collects data on experiential, developmental and economic outcomes from AmeriCorps members shortly after they complete their terms. The comparison between survey results is hampered less by the lack of pre-post data on AmeriCorps members than on the differences in design and question wording between the surveys. Because of these differences, direct comparison of results across programs is not always possible; even in those cases, the MES results provide additional context for the results presented here.

FOOTNOTE:

15 The method used to calculate the index scores accounts for the fact that Members may have missing data for some, but not all, of the questions in a category. We maximize our sample size, and our statistical power, by calculating the index scores based on the survey responses we have for each Member across all questions. This allows us to include Likert-coded questions in the indices that were included on the surveys only for Class 1, but not Class 2 (or vice versa).

16 For more information about this survey, see the AmeriCorps MES page on the AmeriCorps Open Data website.

17 Dermanjian, S., Johnson, R., Perez, L., Robles, A. (2024). Post-Service Plans and Life and Career Skill Development of AmeriCorps Members: Member Exit Survey Series, 2017-2022. Washington, DC: AmeriCorps. Available at AmeriCorps Member Exit Survey Series article**.**

18 Johnson, R., Dermanjian, S., Perez, L. (2023). AmeriCorps Fosters Civic Engagement: AmeriCorps Member Exit Survey Analysis 2017 – 2021. Washington, DC: AmeriCorps.

Table 2: Respondent's professional development

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Respondent's professional development:	Positive	3.65	3.91	0.00
Prepared for professional workplace	Positive	3.95	4.39	0.00
Belief in importance of job training	Not sig.	4.58	4.54	0.32
Seeks out job training	Not sig.	4.19	4.16	0.54
Effectiveness of prior job training	Positive	3.53	4.03	0.00
Confidence in job-related skills / need for additional training	Positive	2.86	3.51	0.00
Lacks job opportunities	Not sig.	2.64	2.80	0.07

Table 2 contains results about the Member's assessment of the training and developmental opportunities they have received, both during their MC/SYO terms and before. All questions in this category are Likert-coded with a five-point scale and are included in the composite index variable. The average index scores, which are reported on the first line of the table, increase from 3.65 pre-service to 3.91 post-service, which is a statistically significant increase. The average scores for the first question – "How prepared do you feel you are for a professional workplace on a scale of 1 to 5?" – also increase significantly over the course of the term.

The results for the questions about the effectiveness of the training the Members received are also generally positive. Almost all Members agreed that job training was important, and that they actively seek out training opportunities, when they enrolled, leaving little room for improvement on the pre-service scores. There was little pre-post change in the level of agreement with the statement, "Lack of job training opportunities has been a significant barrier to my career advancement," although retrospective opinions about the effectiveness of previous trainings tend to improve over the program year. The apparent increase in agreement with the question, "I feel confident in my current job-related skills and don't see the need for additional job training", actually reflects an increase in demand for more training, because this question is reverse-coded to be compatible with other items in the index.

Table 3: Respondent's confidence in professional settings

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Respondent's confidence in:	Positive	3.99	4.23	0.00
Speaking in professional settings	Positive	3.78	4.02	0.00
Professional writing	Positive	3.78	4.09	0.00
Creating resume	Positive	3.98	4.28	0.00
Performing work-related research	Positive	4.15	4.37	0.00
Working in teams	Positive	4.24	4.41	0.00

According to Table 3, MC/SYO members feel significantly more confident and comfortable performing a number of professional tasks after their terms than they did before they enrolled. The level of confidence improves for all five tasks included in this category, and the increase in the index variable shows that confidence in professional settings improved overall during the term, despite the fairly high average confidence levels measured at baseline (average score of almost 4 on a five-point scale). These results provide important context for the previous finding that DSCI members were significantly more likely to be employed after their service term. Specifically, the results demonstrate that MC/SYO improves Members' perceptions of their workplace skills, which may help them secure employment after their service term has ended.

The AmeriCorps Member Exit Survey also has questions about activities such as these, but the MES asks how frequently the AmeriCorps members performed these tasks, rather than how confident they feel about performing them. The MC/ SYO pre-post surveys are better suited for measuring change, but the MC/SYO question wording also allows the program to capture information about workforce development outcomes rather than workplace activities (outputs).

Table 4: Mentorship

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Mentorship:	Positive	3.69	3.85	0.00
Has a mentor	Positive	0.63	0.71	0.01
Mentors positively contributed to personal / professional development	Positive	3.86	4.06	0.00
Has sufficient access to mentorship to achieve goals	Positive	3.46	3.86	0.00
Importance of mentor growth	Not sig.	4.23	4.26	0.71
Member actively seeks out mentor in my field	Positive	3.68	3.88	0.00
Does not need formal mentorship	Positive	3.23	3.68	0.00

Table 4 shows that MC/SYO members generally appreciate the mentorship opportunities that are available through the program. The first question in the table ("Do you currently have someone in your life that you consider to be a mentor that you can rely on for overall professional and career advice?") is not included in the index because the response categories are yes/no. Still, the percentage of Members who feel that they have mentors increases during the program year, even though many Host Site Partners have the supervisor serve concurrently as a mentor to the member. Members also tend to see their Service Success Coach as a Mentor.

Almost all the other questions about mentors reflect significant pre-post improvement, which suggests that the emphasis that the program model places on mentorship is well-designed.19 Respondents are not only more appreciative of the work mentors do, but are also significantly more likely to agree that they have access to mentorship and that they actively seek out mentorship opportunities. (The "does not need formal mentorship" question was reverse-coded so that disagreement reflects the perceived need for mentorship.) There is no change in the level of agreement about the importance of mentors, but the results show that alumni feel significantly more capable of finding mentors when they need them.

FOOTNOTE:

19 In fact, several recent studies explore the benefits of mentorship to the professional development of young employees. See Allen, T.D., Eby, L.T., Poteet, M.L., Lentz, E. and Lima, L., 2004. Career benefits associated with mentoring for protégés: A meta-analysis. Journal of applied psychology, 89(1), p.127 (available at Career Benefits-PDF); Alfonsi, L., Namubiru, M. and Spaziani, S., 2022. Meet your future: Experimental evidence on the labor market effects of mentors. G2 LM| LIC Working Paper No. 87 (available at Experimental Evidence article); and Bell, A. and Petkova, N., 2024. The Long-Term Impacts of Mentors: Evidence from Experimental and Administrative Data. Working paper. (Long-Term Impacts of Mentors PDF) (available at The long-term Impacts of Mentors webpage.)

Table 5: Financial Literacy

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Current financial literacy:	Positive	3.16	3.77	0.00
Received financial literacy education	Positive	0.46	0.55	0.00
Knows how to open checking account	Positive	0.86	0.95	0.00
Knows how to prepare a budget	Positive	0.69	0.90	0.00

The MC/SYO program is required by statute to offer financial literacy training to all Members. The model emphasizes the importance of acquiring financial literacy skills, in addition to other professional skills, so that Members can successfully manage their lives and careers while carrying out their future plans. As Table 5 shows, this emphasis has led to increases in the selfassessed ability of Members to perform tasks like opening a checking account and making a budget, and to overall increases in Members' perceived financial literacy levels (measured using

a five-point scale).20 Because the question about current financial literacy is the only one that is not a yes/no question, we have not constructed a financial literacy index variable.

FOOTNOTE:

20 Although all Members receive financial literacy training during the program year, only 55 percent of Members say that they have received training in the past. This may suggest that they are interpreting "the past" as "before enrolling in the program."

Table 6: Response to community problems

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Member's ability to:	Positive	3.77	3.99	0.00
Create plan to address problem	Positive	3.84	4.02	0.00
Get other people to care about a problem	Positive	3.82	4.01	0.00
Organize and run a meeting	Positive	3.51	3.75	0.00
Express views in front of groups	Positive	3.90	4.12	0.00
Identify people or groups to help	Positive	4.00	4.13	0.03
Express views on social media	Positive	3.95	4.13	0.01
Call strangers on phone for help with problem	Positive	3.62	3.87	0.00
Contact elected officials	Positive	3.53	3.87	0.00

The questions used to create Table 6 all start by asking "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?" Possible responses are on a five-point scale anchored by "I definitely could not do this" and "I definitely could do this." The self-reported capability of MC/SYO Members improved significantly for every question over the program year.

The average post-service score was over 4 ("I probably could do this") for all but three questions: organizing and running a meeting, calling someone you have never met for help with a problem, and contacting elected officials. These questions appear in exactly the same form on the AmeriCorps MES, which permits a direct comparison between the AmeriCorps and MC/SYO post-service scores. When we calculate the percentage of MC/SYO Members who either "probably" or "definitely" perform each task, the percentages are lower than they are for all AmeriCorps members, based on MES data collected from 2017 to 2021.21 However,

AmeriCorps members select into their programs because of the service opportunities, not for workforce development, and are more likely than MC/SYO members to come from affluent backgrounds.22 The statistically significant increases seen in Table 6 suggest that the MC/SYO experience helps program participants improve the "civic skills" needed to become effective community members.

FOOTNOTE:

21 Johnson et al. (2023), op. cit., Appendix, pp. 21-22.

22 See Ryan-Roberts, G., 2024. Strengthening America's Social Fabric Through Service: Incentivizing National Civilian Service. University of the Pacific Law Review, 56(1), p.204. Available at Incentivizing National Civilian Service article. This article uses demographic data from AmeriCorps members to show the mother's highest level of education, which is a strong indicator of socioeconomic status, is typically higher for AmeriCorps members than among the general population.

Table 7a: Respondent's perceptions about professional/educational goals

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Respondent's perceptions about professional/education goals:				
Making progress toward education goals	Not sig.	4.12	3.97	0.14
Making progress toward career goals	Not sig.	4.28	4.14	0.13
Sees self on career path	Not sig.	4.18	4.08	0.35

The MC/SYO pre-and post-service surveys contain a number of questions that ask Members to assess how much progress they are making toward their personal and professional goals. The

items in Table 7a were only included on the Class 1 pre-post surveys; the first two questions (progress toward educational and career goals) are closely related to questions used on the AmeriCorps MES. Although the question wordings vary ("I figured out what my next steps are" on the MES, versus "I am making progress toward my long-range" goals on the MC/SYO surveys), the percentage of MC/ SYO Members who Agree or Strongly Agree that they are making progress on their "long-range employment goals" is higher than it is for AmeriCorps members on the MES. For the question about "long-range educational goals," the agreement rate is also higher for MC/SYO Members than for all AmeriCorps members, except those who intend to go to graduate school. 23

FOOTNOTE:

23 Dermanjian et al. (2024), op. cit. Appendix A, page 43.

Table 7b: Member's ability to develop career plans

	Signifi-cant?	Pre-Service Mean	Post-Service Mean	P-value
Knows how to as-sess abilities	Positive	3.93	4.20	0.00
Knows how to make a 5 year plan	Positive	3.68	4.08	0.00
Knows what job is best for you	Positive	3.70	4.06	0.00
Knows the type of organization to work for	Positive	3.67	4.04	0.00
Knows what occu-pation they want to enter	Positive	3.76	4.11	0.00
Knows the best education/training program for them	Positive	3.65	4.06	0.00
Knows career opportunities of interest	Positive	4.01	4.22	0.00

The results in Table 7b suggest that Members grow in their ability to plan for the future during the program year, even if they do not feel more strongly that they have made much progress toward their long-range professional goals. On the postservice survey, the average score is greater than 4 ("Agree") for all the questions in this list, and all the observed increases in average score are statistically significant.

Table 7c: Member's confidence in their ability to carry out career plan

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Feels motivated about career path	Positive	4.02	4.21	0.00
Belief in skills and knowledge to succeed in career	Positive	3.89	4.18	0.00
Networking with people to help career	Positive	3.68	3.93	0.00
Confidence in ability to search for job	Positive	3.88	4.15	0.00
Confidence in ability to apply for job	Positive	3.98	4.23	0.00
Confidence in ability to inter-view	Positive	3.94	4.21	0.00

As with Table 7b, the results in Table 7c suggest that Members do perceive that they are making progress in acquiring the motivation, skills, knowledge and connections they will need to advance along their chosen career pathway. Where the questions in Table 7b have to do with the ability to formulate a career plan, the questions in Table 7c ask Members to assess their own capacity to carry this plan out.

Over the course of the program year, MC/ SYO Members report significant increases in average scores for every question in Tables 7b and 7c. This indicates that they experienced growth in

many of the areas that are necessary for professional success, which may also contribute to the increases in employment rate and wages seen in the first study.

Table 8: Perceptions about future development

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Member sees themselves as future community leader	Positive	0.66	0.76	0.00
Has a plan for what to do after service year	Positive	0.51	0.81	0.00
Has a career plan	Positive	0.60	0.78	0.00
Knows how to apply for college	Positive	0.79	0.94	0.03

Table 9: Plans over the next five years

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Respondent's likelihood to:	Not sig.	3.63	3.68	0.32
Enroll in college	Not sig.	3.78	3.82	0.61
Engage in apprenticeship	Negative	3.94	3.71	0.02
Get job in public sector	Not sig.	3.85	3.81	0.65
Run for political office	Not sig.	1.90	1.76	0.41

Tables 8 and 9 contain responses to more specific questions about the Member's future plans. The yes/no questions in Table 8 are direct:

- Do you see yourself as a current or future leader in your community?
- Do you have a clear plan for what you will do after your Service Year?
- Do you have a clear plan for where you want your career to go?
- If you are planning to attend college in the future, do you feel confident that you know what you have to do to apply?24

The percentage of "yes" answers improved significantly over the course of the program for all these questions, indicating that more Members grew comfortable with their plans over the course of the program year.

The questions in Table 9 ask more specific questions about the nature of the Member's plan and the timetable for carrying it out. When asked "Over the next 5 years, how likely are you to pursue one of the following options" about specific career plans, the only significant change is in the likelihood of joining an apprenticeship program. The average score on this question decreased over the program year, probably because so many MC/SYO Members actually earn

apprenticeships during their terms,25 but the likelihood of Members pursuing other career opportunities did not change significantly. 26The insignificant increase in the percentage of Members who plan to go to college is consistent with the results of the first study, where the post-service percentage of alumni enrolled in college is not higher than the pre-service percentage.

Taken together, the results of Tables 7-9 suggest that the MC/SYO program helps Members gain the skills and knowledge they will need to develop and execute plans for their careers, even if they are no more likely to have definite short-term plans at the end of the program year.

FOOTNOTE:

24 Possible responses to this question include "I am not planning to attend college" and "I already attended college," in addition to "I don't know what this question means" and "Decline to answer." The "yes" percentage for this question is the number of people who said "yes" divided by the number of people who said "yes" or "no."

25 According to a DSCI fact sheet dated April 28, 2026, 550 alumni, out of over 700 Members who served during Classes 1 and 2, earned apprenticeship credentials registered by the U.S. Department of Labor.

26 The question about plans to run for office was discontinued after Class 1.

Table 10: Attachment to Community

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Community attachment:	Not sig.	3.93	4.00	0.12
Feeling of attachment to community	Not sig.	3.75	3.80	0.45
Aware of community needs	Positive	3.94	4.05	0.04
Obligation to contribute to community	Not sig.	3.92	4.00	0.20
Involved in issues affecting community	Not sig.	3.94	3.97	0.71
Belief that voting is important obligation of citizens	Positive	4.07	4.20	0.04

The MC/SYO surveys also contain a number of questions about civic engagement and service to community. The data from these questions are important both for DSCI, both because the Maryland Corps and Service Year Option programs are centered on service, but also because existing research shows that civic skills development is one of the longest-lasting impacts of service programs. 27

The questions featured in Table 10 are direct descendants of questions originally used in the AmeriCorps Longitudinal Study, which ran from 1999 through 2008, to form a construct called Connection to Community. The questions in Table 10 are also included in question 19 on the AmeriCorps Member Exit Survey.28 These results suggest that service in the Maryland Corps / Service Year Option program has limited short-term effects on the connection between Members and their communities.29 For every question, the percentage of MES who Agree (or Strongly Agree) is higher than it is on the MC/SYO post-service survey. Although the MES does not measure improvement over the program year, the MC/SYO Members improve their average scores with the statements “I am aware of the important needs in the community” and on “Aware of community needs” and “I believe that voting in elections is a very important obligation that a citizen owes to the country.” No significant change was reported for the other questions in this category.

FOOTNOTE:

27 Frumkin, P., Jastrzab, J., Vaaler, M., Greeney, A., Grimm Jr, R. T., Cramer, K., & Dietz, N. (2009). Inside national service: AmeriCorps' impact on participants. Journal of Policy Analysis and Management, 28(3), 394-416. https://doi.org/10.1002/pam.20438

28 Johnson et al. (2023), op. cit., Appendix, pp. 22-23.

29 As suggested by the question wording, respondents are given guidance to think of any "community" they choose, and not just a small geographically-defined area like a neighborhood.

Table 11: Comfort with diversity

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Comfort with diversity:	Not sig.	4.37	4.42	0.23
Enjoys exploring differences in cultures/backgrounds with friends/ coworkers	Not sig.	4.26	4.33	0.17
Enjoys interacting with people from different backgrounds	Not sig.	4.40	4.44	0.48
Respects values of people with different backgrounds	Not sig.	4.56	4.56	0.94
Confidence in interacting with different backgrounds	Not sig.	4.24	4.35	0.051

Like the questions in Table 10, the questions in Table 11 are all closely related to questions originally designed for the AmeriCorps Longitudinal Study, and are also present on the AmeriCorps Member Exit Survey. MC/SYO members do not exhibit any significant changes in their appreciation for diversity, according to these questions. However, to an even greater extent than in Table 10, the extremely high average preservice scores make significant increases extremely unlikely – although the increase in agreement with the statement "I feel confident

when interacting with people from different cultures and backgrounds" falls just short of statistical significance. According to an AmeriCorps fact sheet,30 the "agreement rate" for these four questions (the percentage of respondents who Agree or Strongly Agree with each statement) is higher on the 2016-2020 MES (93%, 96%, 97%, 93%) for all four questions than on the 2024-2025 MC/ SYO post-service survey (81%, 86%, 89%, 83.5%). All these percentages are extremely high, which suggests that people who join service programs already have a strong appreciation for diversity.

FOOTNOTE:

30 AmeriCorps Office of Research and Evaluation fact sheet (n.d.) "Spotlight On: Bridging Differences." Available at AmeriCorps Office of Research and Evaluation Fact Sheet.

Table 12: Non-electoral civic engagement

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Civic Engagement:	Not sig.	4.22	4.23	0.71
Participate in community organizations	Not sig.	4.11	4.11	0.92
Keep community safe	Not sig.	4.35	4.35	0.95
Keep informed about news and public issues	Not sig.	4.14	4.23	0.12
Volunteer for a cause	Not sig.	4.35	4.31	0.44
Donate money or goods to cause	Not sig.	4.14	4.19	0.41

Table 13: Voter Participation

	Significant?	Pre-Service Mean	Post-Service Mean	P-value
Ever voted	Positive	0.59	0.76	0.00
Currently registered to vote	Positive	0.79	0.88	0.00
Likely to vote next election	Positive	3.30	3.43	0.01

Finally, Tables 12 and 13 contain results about the effect of MC/SYO participation on the civic activities of Members. The activities featured in these tables are common measures of electoral (Table 13) and nonelectoral (Table 12) civic engagement.

The AmeriCorps MES also asks about the activities in Table 12, although their questions are worded as "Would you say that your AmeriCorps experience has made you more or less likely to [___]" rather than "How likely are you to participate in the following activities?" on the MC/SYO surveys. While the reported MES percentages for the years 2017-2021 are relatively high,31 the baseline likelihood of participation in these activities was very high for MC/SYO Members, which makes it difficult to observe significant (positive) changes.

Table 13, conversely, shows that MC/SYO Members are more likely to register to vote and to have voted in the past. The large jump in the percentage of members who have "ever voted" may be due to the fact that Class 2 Members started in fall 2024, and several may have voted for the first time in the national election in November. The question about likelihood of voting in the next election was not included on the Class 2 surveys, but the increase between fall 2023 and summer 2024 was statistically significant.

FOOTNOTE:

31 Johnson et al. (2023), op. cit., Appendix, p. 19.

Conclusion

The two studies presented in this report both use freely available data and administrative data collected by the Department of Service and Civic Innovation (DSCI) to assess key outcomes of the Maryland Corps / Service Year Option (MC/SYO) program model. The first study focuses on several outcomes related to labor force and educational outcomes, and uses data from the Census Bureau's Current Population Survey (CPS) to form a comparison group.

The key data source for this comparison is the MC/SYO alumni survey, which was first fielded in early 2025, about six months after the Members of MC/SYO Class 1 completed their terms. The survey was fielded again in Class 2, about six months after these Members completed their terms. Combining data from the two iterations of the alumni survey yielded outcome data for over 300 alumni; despite the relatively small sample size, preliminary response rate analysis reveals no evidence of nonresponse bias. The analysis relies on coarsened exact matching (CEM) to control for demographic differences between the two groups and differences in baseline levels of each economic and educational outcome.

The results of the CEM analysis suggest that participation in the MC/SYO program is associated with significant increases in employment rate, full-time employment, and hourly wages. Program alumni are more likely to be employed than members of the CPS comparison group, and those who were employed at enrollment experienced larger wage increases than the CPS comparison group members did. Small sample sizes from the alumni surveys make it challenging to observe statistically significant differences between the groups, but the differences in hourly wages and employment rates are relatively large, and the difference in employment rate is marginally statistically significant ($p < 0.10$). In addition, the percentage of MC/SYO alumni who are employed and enrolled in college in the postservice period is significantly larger than the percentage of comparison group members (15.2% to 8.6%).

The second study focuses on changes in developmental outcomes observed from a pre-post comparison of surveys taken by MC/SYO Members at the beginning and end of their terms. The pre-post comparisons reveal that MC/SYO Members experience improvements in several key workforce development outcomes, as well as outcomes associated with financial literacy and effective engagement with professional mentors. The changes in outcomes related to civic engagement are less often statistically significant, partly because the pre-service scores on the survey questions are very high on average.

Where possible, we use data from the AmeriCorps Member Exit Survey (MES) to gain more context on the pre-post results presented in the second study. This comparison is limited by the lack of pre-service data on these outcomes for AmeriCorps members, but a closer look at the MES data reveals some important differences between the design of the programs. While AmeriCorps' living allowances are too small to enable many members to serve without some external subsidy, MC/SYO is intentional about ensuring adequate financial support for its Members, which facilitates participation by a more diverse group of participants. By institutionalizing above-average living allowances, the MC/SYO framework acts as a powerful equity tool. It removes financial barriers, ensuring that a diverse cohort of participants can access these professional development opportunities without facing insurmountable economic hurdles.

To go beyond the results presented here, DSCI should continue with the analysis of their administrative data, and learn more about the consistency of the processes used by Host Site Partner (HSP) organizations, where Members work during their terms. DSCI surveys HSPs about

their satisfaction with contributions made by Members, but they collect enough other data about the Member experience – the coaching and mentorship they receive, the trainings they complete, and the professional credentials they earn – that could provide more evidence about the factors that determine Member success. The survey data analyzed in the second study could also be incorporated into this analysis, to develop a fully formed, evidence-based logic model that can help identify the determinants of effectiveness of the MC/SYO program model.

Ultimately, the next phase of strengthening the evidence base for the program model will involve new data collections from a comparison or control group. The ideal study design, if it were feasible, would randomly select applicants for participation in the program, based on available slots and other qualifications predetermined by DSCI. DSCI could also randomly assign participants to HSPs. However, although evaluations that feature random assignment are recognized as the most rigorous, they are challenging to implement in practice. To implement random assignment, DSCI would need to convince a much larger pool of potential Members and/or HSPs to apply for the program, and everyone involved would need to agree to participate in all data collections even if they were selected into the control group.

If random assignment were not feasible, the approach used in the first study could serve as a model for a quasi-experimental evaluation. Such a study design would not involve random assignment at all, but would require a comparison group from which data could be collected. The CPS was used as a data source for the comparison group in the first study because it is freely available, but the outcomes available in the CPS are extremely limited. DSCI has recently established a partnership with the Maryland Longitudinal Data System Center,32 which can be used to collect updated information from MC/SYO alumni on educational and employment outcomes, as well as the types of jobs alumni hold. However, to collect data on all the outcomes that play important roles in DSCI's theory of change, a new sample of MC/SYO nonparticipants must be identified and incentivized to participate in the study.

Having said that, even the early results featured in this report suggest reasons for optimism about the effectiveness of the MC/SYO program model. In several cases, the analysis performed for these studies suggest that the short-term impacts of the program are measurable and positive. The observed difference in post-service employment rate might well be statistically significant with a larger sample size - which should be available when the largest class to date, Class 3, takes their first alumni survey in early 2027. The next iteration of the alumni survey should deliver not only more data, but more high-quality data - given that the first two surveys reveal no evidence of nonresponse bias - which should improve the program's ability to identify positive short-term outcomes.

The program's effects on wages might also come into sharper focus with more data; the early analysis suggests that alumni who were employed at enrollment may earn much higher wages in the near future after completing their terms. If we view these wage gains as leading indicators of future career success, the study reveals that increase in confidence and planning ability suggests

that members are better positioned for future career progression than their non-participating peers. The breakout analysis (as seen in Appendix Tables B-1 through B-7) suggests that the most significant positive wage increases occur for Maryland Corps members, people with no college experience, and also those who are less likely to participate in service programs, such as men and people from low-income households.

Finally, the results from the second study indicate that Members are acquiring much more than professional credentials during their terms. They are also acquiring a significant number of professional skills, many of which seem directly connected to the workforce outcomes that were the focus of the first study. In addition, MC/SYO alumni are significantly more likely than comparison group members to be enrolled in college while also holding jobs six months after finishing the program. All these results indicate that the program offers Members the opportunity to experience a "growth year" in which they acquire a wide variety of skills and put themselves in position to take advantage of multiple educational and professional opportunities.

FOOTNOTE:

32 Maryland Longitudinal Data System Center Webpage

Appendices

Appendix A: Applications of Coarsened Exact Matching in Program Evaluation

Coarsened exact matching (CEM) has been credibly applied to numerous evaluations of public programs, especially evaluations of public workforce development programs, since the late 2000s, when the method was popularized by political scientist Gary King and his colleagues. The validity of the CEM method was demonstrated in a study 33 that re-evaluated the outcomes of participants in the National Supported Work Demonstration, a 1970s program that was designed to help difficult-to-employ individuals enter the workforce. A later study 34 further validated the method by reevaluating the outcomes of participants in a training and job-search assistance program for the long-term unemployed in Spain. CEM has also been used in Maryland-specific policy research, specifically, in a study that evaluates the effectiveness of heat pump rebates and home energy audit programs supported by the state of Maryland.35 These studies demonstrate that CEM has been.

A closely related study to this one is an impact evaluation of AmeriCorps by Frumkin et al.36 (2009). That study also examined a voluntary service program and faced the same basic challenge of constructing a credible comparison group. Frumkin and colleagues addressed this by applying propensity score matching (PSM) to model each person's likelihood of participating in AmeriCorps based on their observable characteristics. The post-service outcomes of participants and nonparticipants with similar propensity scores were compared to assess the impact of the program. This is a well-established approach to program evaluation and is far stronger than a simple unmatched comparison of participants and non-participants. However, this

study predates the development of CEM, which allows researchers to directly balance the characteristics of program participants and is less sensitive to model misspecification because it does not rely on estimating propensity scores. This results in more transparent and substantively comparable matches while also reducing the risk of imbalance between treatment and comparison groups.

All things considered, CEM is the best available technique for evaluating MC/ SYO given the present program design. The outcomes we evaluate in this study are likely influenced by unobservable characteristics of each member, especially their pre-service attachment to school and work. Because we are unable to implement random assignment, this impact evaluation must do as much as possible to recreate the logic of an experiment using observational data. CEM helps accomplish this by narrowing the comparison group to CPS respondents who are most similar to MC/SYO members before service begins. At the same time, it is important to be clear about the method's limits. CEM does not produce a counterfactual equivalent to a randomized trial, and no matching method can fully eliminate unmeasured differences between participants and non-participants. Even so, CEM improves the credibility of the research design and makes the estimated differences in employment, hourly earnings, and college enrollment more persuasive as evidence of MC/SYO's likely effects.

FOOTNOTE:

33 Blackwell, M., Iacus, S., King, G., & Porro, G. (2009). cem: Coarsened exact matching in Stata. The Stata Journal, 9(4), 524-546. Coarsened Exact Matching in Stata Journal

34 Blazquez, M., Herrarte, A., & Saez, F. (2019). Training and job search assistance programmes in Spain: The case of long-term unemployed. Journal of Policy Modeling, 41(2), 316-335.

35 Alberini, A., & Towe, C. (2015). Information v. energy efficiency incentives: Evidence from residential electricity consumption in Maryland. Energy Economics Journal, 52, S30-S40.

36 Frumkin, P., Jastrzab, J., Vaaler, M., Greeney, A., Grimm Jr, R. T., Cramer, K., & Dietz, N. (2009). Inside national service: AmeriCorps' impact on participants. Journal of Policy Analysis and Management, 28(3), 394-416. This study found that AmeriCorps had its strongest and most consistent positive effects on civic engagement and only limited and mixed effects on education, employment, and life skills.

References cited in text:

Alberini, A., & Towe, C. (2015). Information v. energy efficiency incentives: Evidence from residential electricity consumption in Maryland journal. Energy Economics, 52, S30-S40.

Blackwell, M., Iacus, S., King, G., & Porro, G. (2009). cem: Coarsened exact matching in Stata. The Stata Journal, 9(4), 524-546.

Blazquez, M., Herrarte, A., & Saez, F. (2019). Training and job search assistance programmes in Spain: The case of long-term unemployed. Journal of Policy Modeling, 41(2), 316-335.

Frumkin, P., Jastrzab, J., Vaaler, M., Greeney, A., Grimm Jr, R. T., Cramer, K., & Dietz, N. (2009). Inside national service: AmeriCorps' impact on participants. Journal of Policy Analysis and Management, 28(3), 394-416.

Iacus, S. M, King, G., & Porro, G. (2012). Causal Inference Without Balance Checking: Coarsened Exact Matching Journal. Political Analysis, 20(1), 1-24.

Appendix B: Subgroup Analysis of Employment and Educational Outcomes

Table B-1, MC/SYO Members: Percent Employed

	Sample Size	Pre-Service			Post-Service			Change		
		95% CI-Low	Mean	95% CI-High	95% CI - Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI-High
All Members	324	44.7%	48.6%	52.5%	59.99%	65.1%	70.3%	10.0%	16.5%	23.0%
By Program										
Maryland Corps	88	44.6%	52.0%	59.4%	64.6%	73.9%	83.1%	10.0%	21.9%	33.7%
Service Year Options	236	42.7%	47.3%	51.8%	55.7%	61.9%	68.1%	6.9%	14.6%	22.3%
By Cohort										
Cohort 1 Members	102	45.1%	51.9%	58.7%	60.6%	69.6%	78.6%	6.5%	17.7%	28.9%
Cohort 2 Members	222	42.2%	46.9%	51.7%	56.7%	63.1%	69.4%	8.2%	16.1%	24.1%
By Sex										
Men	148	44.7%	50.2%	55.7%	56.4%	64.2%	71.9%	4.5%	14.0%	23.5%
Women	163	42.5%	48.2%	53.8%	59.0%	66.3%	73.5%	8.9%	18.1%	27.3%
By Age										
Under Age 25	246	43.1%	47.6%	52.1%	56.1%	62.2%	68.3%	7.1%	14.6%	24.7%
Over Age 25	78	43.8%	51.6%	59.4%	64.6%	74.4%	84.1%	10.3%	22.8%	35.3%
By Family Income										
Less than $60,000	126	46.8%	53.0%	59.2%	59.2%	67.5%	75.7%	4.1%	14.4%	24.7%
Greater than $60,000	198	40.7%	45.7%	50.7%	56.9%	63.6%	70.4%	9.6%	17.9%	26.3%
By Educational										
No College	192	43.3%	48.3%	53.3%	50.8%	57.8%	64.8%	0.9%	9.5%	18.1%
Some College or Graduate	132	42.7%	49.0%	55.2%	68.4%	75.8%	83.1%	17.1%	26.8%	36.4%
By Matching Strategy										
CEM Matched	202	44.1%	49.1%	54.1%	57.7%	64.4%	71.0%	7.0%	15.3%	23.5%
CEM Matched by Pre-Program Status	174	44.2%	49.4%	54.6%	57.2%	64.4%	71.5%	6.1%	14.9%	23.8%

Table B-2, MC/SYO Members: Hourly Earnings										
	Sample Size	Pre-Service			Post-Service			Change		
		95% CI- Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High
All Members	164	$14.75	$19.76	$24.77	$21.96	$25.06	$28.15	-$0.59	$5.30	$11.18
By Program										
Maryland Corps	55	$17.40	$18.96	$20.51	$22.27	$28.66	$35.05	$3.12	$9.70	$16.28
Service Year Options	109	$13.38	$20.03	$26.67	$19.91	$23.24	$26.57	-$4.22	$3.21	$10.65
By Cohort										
Cohort 1 Members	61	$16.72	$18.21	$19.70	$18.48	$22.06	$25.65	-$0.03	$3.85	$7.73
Cohort 2 Members	103	$13.27	$20.44	$27.60	$22.41	$26.83	$31.25	-$2.03	$6.39	$14.81
By Sex										
Men	77	$15.86	$16.86	$17.87	$20.30	$25.88	$31.45	$3.35	$9.02	$14.68
Women	78	$13.09	$22.12	$31.16	$20.42	$23.60	$26.79	-$8.10	$1.48	$11.06
By Age										
Under Age 25	116	$13.48	$19.84	$26.20	$20.34	$23.75	$27.15	-$3.31	$3.91	$11.13
Over Age 25	48	$17.78	$19.47	$21.16	$21.60	$28.21	$34.83	$1.92	$8.75	$15.57
By Family Income										
Less than $60,000	65	$16.23	$17.33	$18.42	$22.57	$28.89	$35.21	$5.15	$11.56	$17.98
Greater than $60,000	99	$13.21	$21.25	$29.29	$19.60	$22.54	$25.48	-$7.27	$1.29	$9.85
By Educational										
No College	82	$14.92	$17.03	$19.14	$20.51	$25.15	$29.78	$3.03	$8.12	$13.21
Some College or Graduate	82	$12.06	$23.42	$34.77	$20.84	$24.96	$29.09	-$10.53	$1.55	$13.63
By Matching Strategy										
CEM Matched	101	$13.48	$20.84	$28.20	$21.43	$25.85	$30.26	-$3.57	$5.01	$13.59
CEM Matched by Pre-Program Status	90	$16.16	$17.00	$17.84	$21.91	$26.79	$31.67	$4.84	$9.79	$14.74

Table B-3, MC/SYO Members: Percent Employed Full-Time										
	Sample Size	Pre-Service			Post-Service			Change		
		95% CI- Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High
All Members	181	30.4%	36.1%	41.8%	54.8%	61.9%	69.0%	16.6%	25.7%	34.8%
By Program										
Maryland Corps	63	36.2%	47.9%	59.6%	63.8%	74.6%	85.4%	10.8%	26.7%	42.7%
Service Year Options	118	25.6%	32.0%	38.5%	46.1%	55.1%	64.1%	12.0%	23.1%	34.1%
By Cohort										
Cohort 1 Members	66	31.5%	41.5%	51.5%	61.9%	72.7%	83.6%	16.5%	31.2%	46.0%
Cohort 2 Members	115	26.4%	33.3%	40.2%	46.5%	55.7%	64.8%	10.9%	22.3%	33.8%
By Sex										
Men	84	31.2%	39.3%	47.4%	52.7%	63.1%	73.5%	10.6%	23.8%	37.0%
Women	88	24.4%	32.3%	40.3%	49.9%	60.2%	70.5%	14.9%	27.9%	40.9%
By Age										
Under Age 25	126	26.4%	32.7%	39.0%	46.8%	55.6%	64.3%	12.1%	22.8%	33.6%
Over Age 25	55	35.6%	48.3%	61.1%	65.0%	76.4%	87.7%	11.0%	28.0%	45.1%
By Family Income										
Less than $60,000	73	27.1%	36.0%	44.8%	56.3%	67.1%	78.0%	17.2%	31.2%	45.2%
Greater than $60,000	108	28.8%	36.3%	43.7%	49.0%	58.3%	67.7%	10.1%	22.1%	34.0%
By Educational										
No College	90	25.4%	32.4%	39.4%	45.2%	55.6%	65.9%	10.7%	23.2%	35.7%
Some College or Graduate	91	32.9%	42.6%	52.3%	58.5%	68.1%	77.8%	11.9%	25.6%	39.2%
By Matching Strategy										
CEM Matched	111	24.9%	32.0%	39.0%	56.9%	65.8%	74.6%	22.5%	33.8%	45.1%
CEM Matched by Pre-Program Status	92	28.6%	37.0%	45.5%	56.6%	66.3%	76.0%	16.4%	29.3%	42.2%

Table B-4, MC/SYO Members: Percent Employed Part-Time										
	Sample Size	Pre-Service			Post-Service			Change		
		95% CI- Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High
All Members	181	58.2%	63.9%	69.6%	31.0%	38.1%	45.2%	-34.8%	-25.7%	-16.6%
By Program										
Maryland Corps	63	40.4%	52.1%	63.8%	14.6%	25.4%	36.2%	-42.7%	-26.7%	-10.8%
Service Year Options	118	61.5%	68.0%	74.4%	35.9%	44.9%	53.9%	-34.1%	-23.1%	-12.0%
By Cohort										
Cohort 1 Members	66	48.5%	58.5%	68.5%	16.4%	27.3%	38.1%	-46.0%	-31.2%	-16.5%
Cohort 2 Members	115	59.8%	66.7%	73.6%	35.2%	44.3%	53.5%	-33.8%	-22.3%	-10.9%
By Sex										
Men	84	52.6%	60.7%	68.8%	26.5%	36.9%	47.3%	-37.0%	-23.8%	-10.6%
Women	88	59.7%	67.7%	75.6%	29.5%	39.8%	50.1%	-40.9%	-27.9%	-14.9%
By Age										
Under Age 25	126	61.0%	67.3%	73.6%	35.7%	44.4%	53.2%	-33.6%	-22.8%	-12.1%
Over Age 25	55	38.9%	51.7%	64.4%	12.3%	23.6%	35.0%	-45.1%	-28.0%	-11.0%
By Family Income										
Less than $60,000	73	55.2%	64.0%	72.9%	22.0%	32.9%	43.7%	-45.2%	-31.2%	-17.2%
Greater than $60,000	108	56.3%	63.8%	71.2%	32.3%	41.7%	51.0%	-34.0%	-22.1%	-10.1%
By Educational										
No College	90	60.6%	67.6%	74.6%	34.1%	44.4%	54.8%	-35.7%	-23.2%	-10.7%
Some College or Graduate	91	47.7%	57.4%	67.1%	22.2%	31.9%	41.5%	-39.2%	-25.6%	-11.9%
By Matching Strategy										
CEM Matched	111	61.0%	68.0%	75.1%	25.4%	34.2%	43.1%	-45.1%	-33.8%	-22.5%
CEM Matched by Pre-Program Status	92	54.5%	63.0%	71.4%	24.0%	33.7%	43.4%	-42.2%	-29.3%	-16.4%

Table B-5. MC/SYO Members: Percent Enrolled in College or Vocational Training										
	Sample Size	Pre-Service			Post-Service			Change		
		95% CI- Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High
All Members	323	19.7%	22.9%	26.2%	25.9%	31.0%	36.0%	2.0%	8.0%	14.0%
By Program										
Maryland Corps	91	10.1%	15.4%	20.8%	13.4%	22.0%	30.5%	-3.6%	6.5%	16.6%
Service Year Options	232	21.8%	25.8%	29.8%	28.4%	34.5%	40.6%	1.3%	8.7%	16.0%
By Cohort										
Cohort 1 Members	101	13.7%	19.0%	24.4%	23.5%	32.7%	41.9%	3.0%	13.6%	24.2%
Cohort 2 Members	222	20.8%	24.9%	29.0%	24.1%	30.2%	36.2%	-2.0%	5.3%	12.6%
By Sex										
Men	147	18.8%	23.5%	28.2%	19.4%	26.5%	33.7%	-5.5%	3.0%	11.6%
Women	164	16.9%	21.6%	26.3%	27.4%	34.8%	42.1%	4.5%	13.2%	21.8%
By Age										
Under Age 25	241	22.4%	26.4%	30.4%	28.0%	34.0%	40.0%	0.4%	7.6%	14.8%
Over Age 25	82	7.4%	12.6%	17.7%	12.9%	22.0%	31.0%	-1.0%	9.4%	19.8%
By Family Income										
Less than $60,000	128	15.8%	20.9%	25.9%	19.6%	27.3%	35.1%	-2.8%	6.5%	15.7%
Greater than $60,000	195	20.0%	24.3%	28.6%	26.7%	33.3%	40.0%	1.1%	9.1%	17.0%
By Educational										
No College	189	18.2%	22.3%	26.5%	22.6%	29.1%	35.6%	-1.0%	6.8%	14.5%
Some College or Graduate	134	18.6%	23.9%	29.2%	25.6%	33.6%	41.6%	0.1%	9.7%	19.3%
By Matching Strategy										
CEM Matched	204	19.7%	23.9%	28.2%	22.2%	28.4%	34.6%	-3.0%	4.5%	12.0%
CEM Matched by Pre-Program Status	177	16.5%	20.7%	25.0%	21.6%	28.2%	34.9%	-0.4%	7.5%	15.4%

Table B-6. MC/SYO Members: Percent Enrolled or Employed										
	Sample Size	Pre-Service			Post-Service			Change		
		95% CI- Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High
All Members	315	68.0%	71.5%	75.0%	71.5%	76.2%	80.9%	-1.2%	4.7%	10.6%
By Program										
Maryland Corps	88	60.5%	67.4%	74.4%	75.1%	83.0%	90.9%	5.0%	15.5%	26.1%
Service Year Options	227	69.0%	73.1%	77.2%	67.8%	73.6%	79.3%	-6.6%	0.5%	7.5%
By Cohort										
Cohort 1 Members	99	64.8%	71.0%	77.1%	68.4%	76.8%	85.1%	-4.6%	5.8%	16.2%
Cohort 2 Members	216	67.5%	71.8%	76.1%	70.2%	75.9%	81.6%	-3.0%	4.1%	11.3%
By Sex										
Men	144	68.8%	73.7%	78.5%	69.4%	76.4%	83.4%	-5.8%	2.7%	11.2%
Women	160	64.6%	69.8%	75.0%	69.6%	76.3%	82.9%	-1.9%	6.5%	14.9%
By Age										
Under Age 25	237	70.0%	74.0%	78.0%	68.2%	73.8%	79.4%	-7.0%	-0.2%	6.7%
Over Age 25	78	56.7%	64.2%	71.6%	75.0%	83.3%	91.7%	8.0%	19.2%	30.4%
By Family Income										
Less than $60,000	123	68.4%	73.9%	79.4%	68.9%	76.4%	84.0%	-6.8%	2.5%	11.8%
Greater than $60,000	192	65.4%	70.0%	74.6%	70.0%	76.0%	82.1%	-1.5%	6.1%	13.7%
By Educational										
No College	185	66.1%	70.6%	75.2%	61.9%	68.6%	75.4%	-10.1%	-2.0%	6.1%
Some College or Graduate	130	67.3%	72.9%	78.4%	81.1%	86.9%	92.7%	6.0%	14.0%	22.1%
By Matching Strategy										
CEM Matched	198	68.6%	73.0%	77.4%	71.4%	77.3%	83.1%	-3.1%	4.3%	11.6%
CEM Matched by Pre-Program Status	171	71.5%	76.0%	80.5%	70.9%	77.2%	83.5%	-6.5%	1.2%	8.9%

Table B-7. MC/SYO Members: Percent Enrolled and Employed										
	Sample Size	Pre-Service			Post-Service			Change		
		95% CI- Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High	95% CI - Low	Mean	95% CI- High
All Members	315	0.0%	0.0%	0.0%	15.3%	19.7%	24.1%	15.3%	19.7%	24.1%
By Program										
Maryland Corps	88	0.0%	0.0%	0.0%	5.6%	12.5%	19.4%	5.6%	12.5%	19.4%
Service Year Options	227	0.0%	0.0%	0.0%	17.0%	22.5%	27.9%	17.0%	22.5%	27.9%
By Cohort										
Cohort 1 Members	99	0.0%	0.0%	0.0%	16.7%	25.3%	33.9%	16.7%	25.3%	33.9%
Cohort 2 Members	216	0.0%	0.0%	0.0%	12.1%	17.1%	22.2%	12.1%	17.1%	22.2%
By Sex										
Men	144	0.0%	0.0%	0.0%	7.6%	13.2%	18.7%	7.6%	13.2%	18.7%
Women	160	0.0%	0.0%	0.0%	18.3%	25.0%	31.7%	18.3%	25.0%	31.7%
By Age										
Under Age 25	237	0.0%	0.0%	0.0%	17.0%	22.4%	27.7%	17.0%	22.4%	27.7%
Over Age 25	78	0.0%	0.0%	0.0%	4.4%	11.5%	18.7%	4.4%	11.5%	18.7%
By Family Income										
Less than $60,000	123	0.0%	0.0%	0.0%	11.1%	17.9%	24.7%	11.1%	17.9%	24.7%
Greater than $60,000	192	0.0%	0.0%	0.0%	15.1%	20.8%	26.6%	15.1%	20.8%	26.6%
By Educational										
No College	185	0.0%	0.0%	0.0%	11.8%	17.3%	22.8%	11.8%	17.3%	22.8%
Some College or Graduate	130	0.0%	0.0%	0.0%	15.8%	23.1%	30.3%	15.8%	23.1%	30.3%
By Matching Strategy										
CEM Matched	198	0.0%	0.0%	0.0%	10.1%	15.2%	20.2%	10.1%	15.2%	20.2%
CEM Matched by Pre-Program Status	183	0.0%	0.0%	0.0%	9.1%	14.2%	19.3%	9.1%	14.2%	19.3%

Appendix C: Question Wordings and Response Categories from Pre-Service and Post-Service Member Surveys

Category and Variable	Question Wording	Response Categories
Respondent's professional development:	**Composite Variable**	
Prepared for professional workplace	How prepared do you feel you are for a professional workplace on a scale of 1 to 5? (with 1 being completely unprepared and 5 meaning you have experience already	1; 2; 3; 4; 5; I don't know what this question means; Decline to answer
Belief in importance of job training	Please indicate how much you agree or disagree with the following statements: [I believe that job training is essential for improving one's skills and advancing in one's career.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Seeks out job training	Please indicate how much you agree or disagree with the following statements: [I actively seek out opportunities for job training and skill development to enhance my professional capabilities.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Effectiveness of prior job training	Please indicate how much you agree or disagree with the following statements: [I have had access to effective job training programs in the past that have positively impacted my career growth.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Confidence in job-related skills / need for additional training	Please indicate how much you agree or disagree with the following statements: [I feel confident in my current job-related skills and don't see the need for additional job training.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Lacks job opportunities (reverse-coded)	Please indicate how much you agree or disagree with the following statements: [Lack of job training opportunities has been a significant barrier to my career advancement.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Respondent's confidence in:	**Composite Variable**	
Speaking in professional settings	Please indicate how much you agree or disagree with the following statements: [I feel confident speaking and expressing my opinion in a professional situation.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Professional writing	Please indicate how much you agree or disagree with the following statements: [I feel confident in my ability to write a clear and effective memo (a written message that is typically used in a professional setting.)]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Creating resume	Please indicate how much you agree or disagree with the following statements: [I know how to create a resume.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Performing work-related research	Please indicate how much you agree or disagree with the folowing statements: [I feel comfortable performing research to perform a work-related task.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Working in teams	Please indicate how much you agree or disagree with the following statements: [I feel comfortable working on a team in a professional setting.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Mentorship:	**Composite Variable**	
Has a mentor	Do you currently have someone in your life that you consider to be a mentor that you can rely on for overall professional and career advice?	No; Yes; I don't know what this question means; Decline to answer
Mentors positively contributed to personal / professional development	Please indicate how much you agree or disagree with the following statements: [I have had positive experiences with mentors in the past, and they have significantly contributed to my personal or career development.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Has sufficient access to mentorship to achieve goals	Please indicate how much you agree or disagree with the following statements: [I feel that I have access to enough mentorship and guidance to help me achieve my goals.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Importance of mentor for growth	Please indicate how much you agree or disagree with the following statements: [I believe that having a mentor is essential for personal and professional growth.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Member actively seeks out mentor in my field	Please indicate how much you agree or disagree with the following statements: [I actively seek out opportunities to engage with mentors or role models in my field or areas of interest.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Does not need formal mentorship (reverse-coded)	Please indicate how much you agree or disagree with the following statements: [I am confident in my ability to navigate my personal and professional journey without the need for formal mentorship.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer

Category and Variable	Question Wording	
Financial Literacy:	**Composite Variable**	
Current financial literacy	On a scale of 1 to 5, how would you rate your current level of financial literacy? (1 being very low, 5 being very high)	1; 2; 3; 4; 5; I don't know what this question means; Decline to answer
Received financial literacy education	Have you received formal financial education or taken any financial literacy courses in the past?	No; Yes; I don't know what this question means; Decline to answer
Knows how to open checking account	Are you familiar with how to open a checking account?	No; Yes; I don't know what this question means; Decline to answer
Knows how to prepare a budget	Are you familiar with how to create a budget to track your income and expenses?	No; Yes; I don't know what this question means; Decline to answer
Response to Community Problem:	**Composite Variable**	
Can create plan to address problem	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: [Create a plan to address the problem]	I definitely could not do this; I could probably not do this; Not sure: I could probably do this; I definitely could do this; | dont know what this question means; Decline to answer
Get other people to care about a problem	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: (Get other people to care about the problem.]	I definitely could not do this; I could probably not do this; Not sure: I could probably do this; I definitely could do this; | dont know what this question means; Decline to answer
Organize and run a meeting	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: (Organize and run a meeting.]	I definitely could not do this; I could probably not do this; Not sure: I could probably do this; I definitely could do this; | dont know what this question means; Decline to answer
Express views in front of groups	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: (Express your views in front of a group of people.]	I definitely could not do this; I could probably not do this; Not sure: I could probably do this; I definitely could do this; | dont know what this question means; Decline to answer
Identify people or groups to help	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: [Identify individuals or groups who could help you with the problem]	I definitely could not do this; I could probably not do this; Not sure: I could probably do this; I definitely could do this; | dont know what this question means; Decline to answer
Express views on social media	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: (Express your views on the Internet or through social media.]	I definitely could not do this; I could probably not do this; Not sure: I could probably do this; I definitely could do this; | dont know what this question means; Decline to answer
Call strangers on phone for help with problem	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: [Call someone on the phone you had never met before to get their help with the problem]	I definitely could not do this; I could probably not do this; Not sure: I could probably do this; I definitely could do this; | dont know what this question means; Decline to answer
Contact elected officials	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: [Contact an elected official about the problem.]	I definitely could not do this; I could probably not do this; Not sure: I could probably do this; I definitely could do this; | dont know what this question means; Decline to answer
Respondent's percptions about professional/educational goals:		
Making progress toward education goals	Please indicate how much you agree or disagree with the following statements: [I am making progress towards my long-range educational goals.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Making progress toward career goals	Please indicate how much you agree or disagree with the following statements: [I am making progress towards my long-range employment goals.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Sees self on career path	Please indicate how much you agree or disagree with the following statements: [I see myself on a career path.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer

Category and Variable	Question Wording	Response Categories
Member's ability to develop career plans:		
Knows how to assess abilities	Please indicate how much you agree or disagree with the following statements: [I know how to accurately assess my abilities and challenges.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Knows how to make 5 year plan	Please indicate how much you agree or disagree with the following statements: [I know how to make a plan that will help achieve my goals for the next five years.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Knows what job is best for you	Please indicate how much you agree or disagree with the following statements: [I know the type of job that is best for me.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Knows the type of organization to work for	Please indicate how much you agree or disagree with the following statements: [I know the type of organization I want to work for.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Knows what occupation they want to enter	Please indicate how much you agree or disagree with the following statements: [I know the occupation I want to enter.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Knows the best education/training program for them	Please indicate how much you agree or disagree with the following statements: [I know the kind of education and training program that is best for me.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Knows career opportunities of interest	Please indicate how much you agree or disagree with the following statements: [I know of career opportunities that interest me.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Member's confidence in their ability to carry out career plan:		
Feels motivated about career path	Please indicate how much you agree or disagree with the following statements: [I feel motivated and enthusiastic about my career path.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Belief in skills and knowledge to succeed in career	Please indicate how much you agree or disagree with the following statements: [I believe I have the skills and knowledge necessary to excel in my career.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Networking with people to help career	Please indicate how much you agree or disagree with the following statements: [I am meeting and networking with people to help my career.	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Confidence in ability to search for job	Please indicate how much you agree or disagree with the following statements: [I feel confident in my abilty to searchfor a job that interests me.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Confidence in ability to apply for job	Please indicate how much you agree or disagree with the following statements: [I feel confident in my ability to apply for a job that interests me.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Confidence in ability to interview	Please indicate how much you agree or disagree with the following statements: [I feel confident in my ability to interview for a job that interests me.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Respondent's likelihood to:	Composite Variable	
Enroll in college	Over the next 5 years, how likely are you to pursue one of the following options: [Enroll in college 2-year, 4-year, or graduate school.	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Engage in apprenticeship	Over the next 5 years, how likely are you to pursue one of the following options: [Engaged in an apprenticeship.]	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Get a job in public sector	Over the next 5 years,how likely are you to pursue one of the following options: [Get a job in the public/government sector.]	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Run for political office	Over the next 5 years, how likely are you to pursue one of the following options: (Run for political office.]	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Perceptions about future development:	Composite Variable	
Member sees themselves as future community leader	Do you see yourself as a current or future leader in your community?	No; Yes; I don't know what this question means; Decline to answer
Has a plan for what to do after service	Do you have a clear plan for what you will do after your Service Year?	No; Yes; I don't know what this question means; Decline to answer
Has a career plan	Do you have a clear plan for where you want your career to go?	No; Yes; I don't know what this question means; Decline to answer
Knows how to apply for college	If you are planning to attend college in the future, do you feel confident that you know what you have to do to apply?	I am not planning to attend college; I already attended college: Yes, I know what I have to do to apply to college; No, I do not know what I have to do to apply for college; I dont know what this question means; Decline to answer

Category and Variable	Question Wording	Response Categories
Community attachment:	Composite Variable	
Feeling of attachment to community	How much do you agree or disagree with the following statements: [I have a strong and personal attachment to a particular community.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Aware of community needs	How much do you agree or disagree with the following statements: [I am aware of the important needs in the community.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Obligation to contribute to community	How much do you agree or disagree with the following statements: [I feel a personal obligation to contribute in some way to the community.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Involved in issues affecting community	How much do you agree or disagree with the following statements: [I am or plan to become actively involved in issues that positively affect the community.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Belief that voting is important obligation of citizens	How much do you agree or disagree with the following statements: [I believe that voting in elections is a very important obligation that a citizen owes to the country.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Comfort with diversity.	Composite Variable	
Enjoys exploring differences in cultures/backgrounds with friends/co-workers	Please indicate how much you agree or disagree with the following statements. [I enjoy exploring differences between co-workers and/or friends from different cultures or backgrounds than me.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Enjoys interacting with people of different backgrounds	Please indicate how much you agree or disagree with the following statements. [I enjoy interacting with people from different cultures and backgrounds.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Respects values of people with different backgrounds	Please indicate how much you agree or disagree with the following statements. [I respect the values of people from different cultures and backgrounds.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Confidence interacting with different backgrounds	Please indicate how much you agree or disagree with the following statements. [I feel confident when interacting with people from different cultures and backgrounds.]	Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree; I don't know what this question means; Decline to answer
Non-electoral civic engagement:	Composite Variable	
Participate in community organizations	How likely are you to participate in the following activities? (Participate in community organizations.]	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Keep community safe	How likely are you to participate in the following activities? [Keep your community safe and clean.]	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Keep informed about news and public issues	How likely are you to participate in the following activities? [Keep informed about news and public issues.]	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Volunteer for a cause	How likely are you to participate in the following activities? [Volunteer for a cause or issue you care about.]	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Donate money or goods to cause	How likely are you to participate in the following activities? [Donate money or goods to a cause or issue that you care about.]	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer
Voter participation:	Composite Variable	
Ever voted	Have you ever voted before?	No: No, I was not eligible to vote; Yes; I don't know what this question means; Decline to answer
Currently registered to vote	Are you currently registered to vote?	No: No, I was not eligible to vote; Yes; I don't know what this question means; Decline to answer
Likely to vote next election	How likely are you to vote in the next election?	Very Unlikely; Somewhat Unlikely; Somewhat Likely; Very Likely; I don't know what this question means: Decline to answer

Appendix D: Response Frequencies for Survey Questions – Class 1 and Class 2 Combined

Pre-Service Survey Frequencies:

Respondent's professional development

	1= Completely unprepared	2	3	4	5 = Completely prepared		
Prepared for professional workplace	0.9%	4.6%	26.0%	36.2%	31.9%		
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Belief in importance of job training	0.5%	0.9%	4.3%	28.7%	64.5%	0.0%	1%
Seeks out job training	0.9%	3.2%	15.3%	35.1%	44.3%	0.0%	1.2%
Effectiveness of prior job training	6.4%	14.9%	19.9%	29.2%	27.3%	0.0%	2.3%
Confidence in job-related skills/ need for additional training	15.9%	24.5%	23.3%	17.8%	16.0%	0.0%	2.5%
Lacks job opportunities (reverse-coded)	21.0%	26.8%	24.7%	15.6%	9.7%	0.0%	5.6%

Respondent's confidence in:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Speaking in professional settings	3.5%	8.4%	19.8%	38.5%	28.1%	0.0%	1.6%
Professional writing	2.9%	9.6%	20.1%	35.8%	29.7%	0.0%	1.8%
Creating resume	2.6%	6.4%	16.8%	39.8%	33.2%	0.0%	1.3%
Performing work-related research	1.8%	4.2%	12.9%	40.0%	39.4%	0.0%	1.7%
Working in teams	0.9%	3.4%	11.9%	38.3%	43.9%	0.0%	1.6%

Mentorship:

	No	Yes	I don't know	Decline to answer
Has a mentor	37.1%	59.0%	0.0%	3.8%

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Mentors positively contributed to personal / professional development	3.4%	6.0%	22.7%	34.4%	30.9%	0.0%	2.6%
Has sufficient access to mentorship to achieve goals	5.1%	14.2%	27.5%	29.3%	22.4%	0.0%	1.5%
Importance of mentor for growth	1.5%	2.8%	13.3%	37.5%	43.4%	0.0%	1.6%
Member actively seeks out mentor in my field	3.3%	9.4%	26.4%	33.1%	25.9%	0.0%	1.6%
Does not need formal mentorship (reverse-coded)	9.0%	17.1%	28.0%	24.8%	19.1%	0.0%	2.0%

Financial Literacy:

	1= Very low	2	3	4	5 = Completely prepared	I don't know what this question means	Decline to answer
Current financial literacy:	5.2%	13.9%	44.6%	21.0%	9.2%	2.4%	3.5%

	No	Yes	I don't know	Decline to answer
Received financial literacy education	52.6%	44.7%	0.0%	2.7%
Knows how to open checking account	14.1%	83.5%	0.0%	2.5%
Knows how to prepare a budget	29.4%	67.8%	0.0%	2.8%

Response to community problem:

	I definitely could not do this	I could probably not do this	Not sure	I could probably do this	I definitely could do this	I don't know what this question means	Decline to answer
Can create plan to address problem	3.3%	6.0%	21.7%	35.8%	31.1%	0.0%	2.1%
Get other people to care about a problem	3.5%	6.2%	23.6%	34.0%	30.4%	0.0%	2.2%
Organize and run a meeting	7.7%	10.6%	24.4%	29.3%	25.9%	0.0%	2.1%
Express views in front of groups	6.8%	4.8%	16.0%	32.2%	38.3%	0.0%	2.0%
Identify people or groups to help	2.7%	4.5%	18.0%	37.8%	35.0%	0.0%	2.1%
Express views on social media	5.4%	4.9%	16.4%	33.0%	38.3%	0.0%	2.0%
Call strangers on phone for help with problem	7.6%	9.2%	21.1%	31.9%	27.8%	0.0%	2.4%
Contact elected officials	8.6%	10.1%	24.4%	28.0%	26.9%	0.0%	2.1%

Respondent's perceptions about professional educational goals:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Making progress toward education goals (Class 1 only)	1.5%	3.9%	21.2%	27.0%	45.6%	0.0%	0.8%
Making progress toward career goals (Class 1)	1.2%	2.3%	14.3%	30.9%	50.6%	0.0%	0.8%
Sees self on career path (Class 1 only)	2.3%	4.6%	13.9%	27.4%	51.4%	0.0%	0.4%

Member's ability to develop career plans:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Knows how to assess abilities	1.3%	4.8%	16.9%	48.6%	25.3%	0.0%	3.1%
Knows how to make 5 year plan	2.3%	9.5%	23.9%	37.1%	24.2%	0.0%	2.9%
Knows what job is best for you	3.5%	9.2%	23.6%	33.9%	27.1%	0.0%	2.7%
Knows the type of organization to work for	3.4%	9.5%	26.3%	32.0%	25.8%	0.0%	2.9%
Knows what occupation they want to enter	4.7%	8.2%	20.1%	33.3%	30.9%	0.0%	2.8%
Knows the best education/training program for them	3.7%	10.3%	25.0%	30.5%	27.7%	0.0%	2.8%
Knows career opportunities of interest	1.7%	5.4%	14.6%	41.8%	33.6%	0.0%	2.9%

Member's confidence in their ability to carry out career plan:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Feels motivated about career path	2.0%	3.9%	16.5%	40.2%	34.4%	0.0%	3.0%
Belief in skills and knowledge to succeed in career	1.8%	6.6%	20.1%	37.0%	31.5%	0.0%	2.9%
Networking with people to help career	3.4%	11.4%	22.4%	31.8%	28.5%	0.0%	2.6%
Confidence in ability to search for job	2.7%	6.6%	18.4%	40.2%	29.4%	0.0%	2.7%
Confidence in ability to apply for job	2.9%	5.1%	14.2%	42.6%	32.5%	0.0%	2.7%
Confidence in ability to interview	3.2%	5.6%	15.5%	39.6%	33.3%	0.0%	2.8%

Perceptions about future development:

	No	Yes	I don't know	Decline to answer
Member sees themselves as future community leader	32.5%	58.9%	0.0%	8.7%
Has a plan for what to do after service year	45.2%	50.6%	0.0%	4.3%
Has career plan	37.2%	59.3%	0.0%	3.6%
Knows how to apply for college	16.1%	75.9%	0.0%	8.0%

Respondent's likelihood to:

	Very Unlikely	Somewhat Unlikely	Somwhat Likely	Very Likely	I don't know what this question means	Decline to answer
Enroll in college	17.4%	9.9%	24.5%	43.8%	0.0%	4.3%
Engage in apprenticeship	8.4%	10.0%	45.0%	32.0%	0.0%	4.6%
Get job in public sector	12.8%	11.5%	35.2%	35.5%	0.0%	5.0%
Run for political office (Class 1 only)	60.1%	12.3%	10.8%	12.8%	0.0%	3.9%
	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**I don't know**
Plan for a achieving goal	2.3%	9.5%	23.9%	37.1%	24.2%	0.0%

Community attachment:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Feeling of attachment to community	2.8%	10.8%	25.0%	28.7%	30.4%	0.0%	2.3%
Aware of community needs	1.1%	5.4%	21.5%	38.4%	31.2%	0.0%	2.3%
Obligation to contribute to community	2.0%	5.4%	23.1%	37.0%	30.2%	0.0%	2.3%
Involved in issues affecting community	2.1%	4.4%	25.7%	31.6%	33.7%	0.0%	2.5%
Belief that voting is important obligation of citizens	3.4%	4.7%	19.5%	26.8%	42.9%	0.0%	2.7%

Comfort with diversity:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Enjoys exploring differences in cultures/backgrounds with friends/co workers	2.1%	1.3%	13.4%	37.1%	43.5%	0.0%	2.6%
Enjoys interacting with people of different backgrounds	1.5%	1.0%	9.9%	33.5%	51.8%	0.0%	2.3%
Respects values of people with different backgrounds	1.5%	0.5%	4.9%	30.6%	60.0%	0.0%	2.6%
Confidence interacting with different backgrounds	1.7%	2.6%	13.8%	34.1%	45.3%	0.0%	2.6%

Civic Engagement

	Very Unlikely	Some-what Unlikely	Neither	Somwhat Likely	Very Likely	I don't know what this question means	Decline to answer
Participate in community organizations	3.1%	5.6%	11.9%	35.3%	41.8%	0.0%	2.2%
Keep community safe	1.0%	2.1%	10.8%	32.1%	52.1%	0.0%	2.0%
Keep in formed about news and public issues	2.7%	4.2%	14.7%	33.9%	42.6%	0.0%	2.0%
Volunteer for a cause	1.2%	2.3%	11.7%	30.6%	52.1%	0.0%	2.1%
Donate money or goods to cause	2.2%	5.1%	14.4%	33.0%	42.9%	0.0%	2.3%

Voter Participation:

	No	No, I was not eligible to vote	Yes	I don't know what this question means	Decline to answer		
Ever Voted	35.0%	19.7%	42.3%	0.0%	2.9%		
Currently registered to vote	21.6%	0.4%	74.1%	0.0%	4.0%		
	Very Unlikely	**Some-what Unlikely**	**Somwhat Likely**	**Very Likely**	**I don't know what this question means**	**Decline to answer**	
Likely to vote next election	10.2%	9.8%	21.5%	50.7%	0.0%	7.8%	

Post-Service Survey Frequencies:

Respondent's professional development

	1= Completely unprepared	2	3	4	5 = Completely prepared		
Prepared for professional workplace	0.3%	1.0%	9.4%	38.9%	50.3%		
	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**I don't know**	**Decline to answer**
Belief in importance of job training	1.1%	0.4%	4.6%	30.7%	61.6%	0.0%	1.6%
Seeks out job training	1.3%	3.2%	14.1%	38.9%	40.6%	0.0%	2.0%
Effecive ness of prior job training	2.4%	5.3%	17.7%	33.5%	38.8%	0.0%	2.3%
Confidence in job-related skills/ need for additional training	4.0%	17.6%	24.9%	26.3%	24.7%	0.0%	2.6%
Lacks job opportunities (reverse-coded)	19.4%	23.7%	24.7%	18.7%	10.9%	0.0%	2.7%

Respondent's confidence in:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Speaking in professional settings	1.3%	4.1%	17.4%	42.9%	32.2%	0.0%	2.0%
Professional writing	1.3%	4.4%	14.4%	41.5%	36.5%	0.0%	1.9%
Creating resume	1.3%	1.4%	7.7%	44.8%	42.6%	0.0%	2.1%
Performing work-related research	0.4%	1.4%	8.9%	36.8%	50.5%	0.0%	1.9%
Working in teams	0.9%	0.6%	8.4%	35.8%	52.5%	0.0%	1.9%

Mentorship:

	No	Yes	I don't know	Decline to answer
Has a mentor	26.6%	64.8%	0.0%	8.6%

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Mentors positively contributed to personal / professional development	1.6%	5.3%	16.1%	35.9%	37.5%	0.0%	3.6%
Has sufficient access to mentorship to achieve goals	2.4%	9.0%	18.4%	36.0%	31.3%	0.0%	2.9%
Importance of mentor for growth	0.9%	2.4%	11.6%	37.1%	45.1%	0.0%	2.9%
Member a cively seeks out mentor in my field	1.1%	8.0%	22.0%	34.5%	31.3%	0.0%	3.0%
Does not need formal mentorship (reverse-coded)	3.9%	11.2%	23.0%	33.5%	25.5%	0.0%	3.0%

Financial Literacy:

	1= Very low	2	3	4	5 = Completely prepared	I don't know what this question means	Decline to answer
Current financial literarcy:	1.0%	4.2%	33.5%	38.0%	20.3%	0.6%	2.4%

	No	Yes	I don't know	Decline to answer
Received financial literacy education	42.0%	52.8%	0.0%	5.2%
Knows howto open checking account	5.0%	91.5%	0.0%	3.4%
Knows how to prepare a budget	9.8%	85.8%	0.0%	4.5%

Response to community problem:

	I definitely could not do this	I could probably not do this	Not sure	I could probably do this	I definitely could do this	I don't know what this question means	Decline to answer
Can create plan to address problem	1.7%	3.2%	18.6%	38.5%	33.5%	0.0%	4.4%
Get other people to care about a problem	0.9%	4.6%	20.2%	36.7%	33.0%	0.0%	4.6%
Organize and run a meeting	4.4%	7.0%	24.7%	29.3%	30.0%	0.0%	4.4%
Express views in front of groups	2.6%	3.3%	13.9%	35.7%	40.2%	0.0%	4.3%
Identify people or groups to help	0.9%	3.3%	15.6%	37.6%	38.2%	0.0%	4.4%
Express views on social media	1.9%	3.9%	14.9%	32.7%	41.9%	0.0%	4.7%
Call strangers on phone for help with problem	4.3%	6.7%	19.1%	30.7%	34.6%	0.0%	4.6%
Contact elected officials	3.9%	5.2%	21.6%	31.8%	32.8%	0.0%	4.9%

Respondent's perceptions about professional educational goals:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Making progress toward education goals (Class 1 only)	2.2%	7.4%	17.0%	33.5%	34.3%	0.0%	5.7%
Making progress toward career goals (Class 1	2.6%	1.7%	13.0%	40.0%	38.3%	0.0%	4.3%
Sees self on career path (Class 1 only)	4.8%	4.3%	12.2%	30.4%	43.9%	0.0%	4.3%

Member's ability to develop career plans:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Knows how to assess abilities	1.0%	1.7%	10.8%	48.7%	35.7%	0.0%	2.1%
Knows how to make 5 year plan	1.1%	4.2%	15.1%	21.5%	34.3%	0.0%	2.1%
Knows what job is best for you	1.6%	3.8%	16.9%	40.3%	35.5%	0.0%	2.0%
Knows the type of organization to work for	1.8%	3.8%	18.3%	38.4%	35.4%	0.0%	2.3%
Knows what occupation they want to enter	2.0%	3.5%	15.8%	37.3%	39.1%	0.0%	2.3%
Knows the best education/training program for them	1.6%	3.8%	17.6%	39.2%	35.8%	0.0%	2.0%
Knows career opportunities of interest	1.1%	4.1%	8.0%	43.9%	40.4%	0.0%	2.4%

Member's confidence in their ability to carry out career plan:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Feels motivated about career path	1.0%	3.0%	12.3%	40.3%	41.1%	0.0%	2.4%
Belief in skills and knowledge to succeed in career	1.1%	2.7%	12.8%	42.8%	38.3%	0.0%	2.3%
Networking with people to help career	2.7%	6.1%	17.6%	40.9%	30.5%	0.0%	2.3%
Confidence in ability to search for job	1.6%	2.8%	12.3%	43.6%	37.5%	0.0%	2.3%
Confidence in ability to apply for job	1.3%	2.3%	10.2%	44.1%	39.6%	0.0%	2.5%
Confidence in ability to interview	0.8%	2.4%	10.7%	45.6%	38.1%	0.0%	2.4%

Perceptions about future development:

	No	Yes	I don't know	Decline to answer
Member sees themselves as future community leader	20.8%	67.6%	0.0%	11.6%
Has a plan for what to do after service year	18.2%	77.1%	0.0%	4.7%
Has career plan	20.9%	73.4%	0.0%	4.7%
Knows how to apply for college	3.5%	86.6%	0.0%	9.9%

Respondent's likelihood to:

	Very Unlikely	Somewhat Unlikely	Somwhat Likely	Very Likely	I don't know what this question means	Decline to answer	
Enroll in college	18.2%	8.4%	22.6%	48.5%	0.0%	2.3%	
Engage in apprenticeship	13.8%	12.0%	38.9%	32.5%	0.0%	2.9%	
Get job in public sector	13.5%	12.4%	36.9%	34.8%	0.0%	2.4%	
Run for political office (Class 1 only)	62.5%	14.1%	12.0%	7.3%	0.0%	4.2%	
	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**I don't know**	**Decline to answer**
Plan for a achieving goal	1.1%	4.2%	15.1%	21.5%	34.3%	0.0%	2.1%

Community attachment:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Feeling of attachment to community	3.3%	8.1%	24.9%	26.4%	32.7%	0.0%	4.6%
Aware of community needs	1.4%	3.4%	18.6%	37.7%	34.4%	0.0%	4.4%
Obligation to contribute to community	2.1%	4.7%	19.9%	33.5%	35.2%	0.0%	4.4%
Involved in issues affecting community	2.1%	4.3%	22.6%	30.8%	35.2%	0.0%	4.9%
Belief that voting is important obligation of citizens	3.1%	2.6%	16.3%	25.8%	46.5%	0.0%	4.7%

Comfort with diversity:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know	Decline to answer
Enjoys exploring differences in cultures/backgrounds with friends/co workers	0.9%	1.3%	11.6%	32.4%	49.0%	0.0%	4.8%
Enjoys interacting with people of different backgrounds	0.6%	0.8%	8.1%	32.5%	53.9%	0.0%	4.1%
Respects values of people with different backgrounds	0.4%	0.7%	5.4%	27.5%	61.7%	0.0%	4.2%
Confidence interacting with different backgrounds	0.4%	1.8%	10.0%	34.1%	49.4%	0.0%	4.2%

Civic Engagement:

	Very Unlikely	Some-what Unlikely	Neither	Somwhat Likely	Very Likely	I don't know what this question means	Decline to answer
Participate in community organizations	3.1%	3.1%	14.7%	33.5%	41.2%	0.0%	4.3%
Keep community safe	1.2%	2.4%	9.0%	32.3%	51.1%	0.0%	3.7%
Keep in formed about news and public issues	1.6%	3.6%	12.9%	32.0%	46.3%	0.0%	3.7%
Volunteer for a cause	1.6%	2.0%	12.3%	29.4%	50.9%	0.0%	3.9%
Donate money or goods to cause	1.9%	3.1%	14.0%	32.7%	44.6%	0.0%	3.7%

Voter Participation:

	No	No, I was not eligible to vote	Yes	I don't know what this question means	Decline to answer		
Ever Voted	22.0%	5.9%	66.9%	0.0%	5.3%		
Currently registered to vote	12.6%	2.6%	78.5%	0.0%	2.6%		
	Very Unlikely	Some-what Unlikely	Somwhat Likely	Very Likely	I don't know what this question means	Decline to answer	
Likely to vote next election	6.9%	8.7%	16.9%	58.2%	0.0%	9.3%	