RESEARCH REPORT

Pathways after High School

Evaluation of the Urban Alliance High School Internship Program

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Executive Summary

Headquartered in Washington, DC, Urban Alliance serves at-risk youth through its High School Internship Program, which provides training, mentoring, and work experience to high school seniors from distressed communities in Washington, DC; Baltimore, MD; Northern Virginia; and Chicago, IL. The program serves youth before they become disconnected from school and work, with the goal of helping them successfully transition to higher education or employment after graduation.

Urban Alliance commissioned the Urban Institute to conduct a six-year, randomized controlled trial impact and process evaluation of its High School Internship Program. A first report (Theodos et al. 2014) provided a process analysis of the program and baseline information about Urban Alliance and the youth participating in its High School Internship Program in Washington, DC, and Baltimore in the 2011–12 and 2012–13 program years. A second report (Theodos, Pergamit, Hanson, et al. 2016) shared interim impact findings. This report describes final impact findings.

What Is the Urban Alliance Program Model?

- *Goal*: The Urban Alliance High School Internship Program strives to change the trajectories of youth who are at risk of becoming disconnected, neither attending college nor finding stable employment. It intervenes in their lives at a critical juncture—their senior year of high school—and offers them training, an internship, and mentoring to help them succeed.
- *Targeting*: Urban Alliance targets seniors in high school at risk of not transitioning to further education or meaningful work. It aims to serve middle-of-the-road high school students who maintain a grade point average (GPA) of 2.0 to 3.0, but it is not limited to that group.
- *Program components*: The program's key elements are (1) a paid internship in an office setting, (2) soft and hard skills job training, which occurs both before the internship in the "pre-work" phase as well as through the remainder of the year, concurrent with the internship, (3) coaching and mentoring provided by Urban Alliance program coordinators and job mentors at the internship site, and (4) alumni services consisting of individual coaching, alumni events, and paid internship opportunities during the summer break from college.

What Was the Study Design?

- *Research Questions*
  - Do youth who participate in the program exhibit stronger hard and soft skills than a control group of youth not enrolled in the program?
  - Does the Urban Alliance program lead to increased rates of college enrollment and persistence for participants compared with a control group of youth not enrolled in the program?
  - Do Urban Alliance participants have higher rates of employment and earnings than control group youth?
- *Random assignment*: We assigned applicants from program years 2011–12 and 2012–13 in Washington, DC, and Baltimore at random to a treatment or control group. We randomized applicants separately at each site by using a two-to-one ratio of treatment to control. Urban Alliance invited only those applicants assigned to the treatment group to participate in the program.
- *Data collection*: We collected quantitative data from various sources:
  - baseline demographic and education data from the Urban Alliance application form
  - baseline neighborhood characteristics from the American Community Survey, 2008–2012
  - high school transcript data
  - program participation data from Urban Alliance
  - survey data from two follow-up surveys at roughly one year and three months (referred to as the one-year mark) and roughly two years and three months (referred to as the two-year mark) on both treatment and control youths' services receipt, skill development, education, and employment
  - college enrollment and persistence data from the National Student Clearinghouse
  - college quality data from the National Center for Education Statistics' Integrated Postsecondary Education Data System
- *Analysis methods*: The randomized controlled trial approach allowed us to estimate the causal impacts of the Urban Alliance program on skills, college enrollment and persistence, and employment and earnings. Further details on our analytic approach are as follows.

- *Predicting treatment take-up*: We used regression analysis to estimate how much individual and neighborhood characteristics related to the probability of attending pre-work, completing pre-work, and completing the internship.
- *Intent-to-treat analysis*: We used regression analysis to estimate the impact of the Urban Alliance program for those youth randomized into treatment compared with those randomized into the control group. In addition, we estimated separate regressions for each GPA group (low, middle, high), each site, and each gender.
- *Treatment-on-the-treated analysis*: We estimated the effects of completing the program by estimating the differences in each outcome between the treated (youth who completed the program) and control subjects. To correct for the fact that persistence in the program varied by characteristics we were unable to measure, we estimated the treatment-on-the-treated effects by using an instrumental variables approach.

Who Were the Youth in the Study?

- The study sample included 1,062 youth who applied to the Urban Alliance program and agreed to participate in the evaluation. The following is an overview of their baseline characteristics.
  - *Demographic characteristics*: Eighty-nine percent of applicants were non-Hispanic African American ("African American" for shorthand), and 65 percent of applicants were female. Over half the applicants lived only with a single parent, and 12 percent lived with neither parent.
  - *Work experience*: Three-quarters of youth reported at least some work experience before applying for the program, with average experience of just less than 10 months in all jobs combined.
  - *Educational background*: Most youth were middle-of-the-road students, with an average junior year cumulative GPA of 2.7. Slightly more than a quarter of Urban Alliance applicants attended a charter school, with the majority in Washington, DC. Over one-third of applicants had attended more than one high school.
  - *Neighborhood characteristics*: Applicants typically resided in economically distressed neighborhoods. Nearly half lived in neighborhoods with poverty rates higher than 25 percent. Almost all applicants resided in census tracts that were composed of over 75 percent people of color.

- *School characteristics*: Almost all schools that Urban Alliance applicants attended were majority African American, though some schools in DC also had significant Hispanic student contingents. About 93 percent of youth attended schools with the majority of students eligible for free or reduced-price school lunch. Forty-five percent of Urban Alliance applicants attended a school ranking in the bottom quartile of proficiency in reading and math in DC or Maryland.

- *Differences between treatment and control groups*: There were very few differences across the treatment and control groups at baseline, indicating that randomization was successful for this study. However, a slightly higher proportion of the control group (97 versus 95 percent) reported being US citizens and had a banking account (42 versus 35 percent). In addition, the treatment group on average had a somewhat higher GPA than the control group (2.7 versus 2.6) at the end of their junior years.

What Services Did Youth Receive?

The Urban Alliance model allows youth to self-select into the program and expects, by design, varying levels of attrition during pre-work (though this depends on the site). A student who applied and was assigned to the treatment group could self-select out of the program in three ways: by not showing up to pre-work training, not completing the pre-work training, or not completing his or her internship.

- *Program attrition*: There is substantial attrition in the Urban Alliance internship program, primarily in the first two stages, before and during pre-work training. Of those students assigned to the treatment group, 22 percent did not attend any pre-work sessions. Of all treatment group youth, one-quarter (25 percent) began but did not complete pre-work training. The remaining 49 percent were placed in a job, and most of those (84 percent) completed the program. In all, 41 percent of treatment group youth completed the program.

- *Take-up regressions*: We estimated predictive models that related baseline characteristics of the youth and program to the likelihood that youth would complete each of the program stages. Overall the biggest predictor of completion was GPA, with the probability of completing an internship 19 to 23 percentage points higher for those students with GPAs of 2.0 to 4.0 than for those with GPAs below 2.0. Additionally, youth from the 2011–12 cohort were 14 percentage points more likely to complete the program than youth from the 2012–13 cohort. Our process evaluation revealed many reasons for youth exiting the program. Youth principally cited

competing priorities, such as athletics or extracurricular activities, class schedules, lack of interest in the training, family or personal issues, relocation, and cost of transportation as reasons for attrition.

- *Services received*: Receiving college and job help was prevalent among youth in the control group, more than 80 percent reported accessing college or job help. We found that the difference between the treatment and control group of reported college help and job help receipt was statistically significant, but relatively small, at 8 and 13 percentage points, respectively.

What Impacts Did the Program Generate?

- *College readiness and high school achievement*: At the one-year mark, we examined the impacts of Urban Alliance on college preparation and high school achievement on the full group and on subgroups.
    - *College readiness*: For the full group, we found that Urban Alliance had an impact on youths' self-reported comfort with filling out the Free Application for Federal Student Aid and applying for other scholarships. We did not find any statistically significant impacts on other measures of college preparation such as taking the SAT, taking the ACT,[1] or whether the youth applied to college. We found similar results for the various subgroups, except for males, who were more likely to apply to college.
    - *High school achievement*: We did not find any impacts on any measure of high school achievement for the full group, but we found some impacts for males and students with a GPA of 2.0 to 3.0. The program increased the probability of graduating from high school for males in the treatment group compared to males in the control group. For the GPA 2.0 to 3.0 group, we found that those students who completed the program were more likely to be chronically absent senior year compared to students in the control group.
- *Skill development*: We estimated the impacts of Urban Alliance on the persistence of hard and soft skill comfort. (Hard skills include things like faxing, Microsoft Excel basics, making photocopies, and filing; soft skills include things like speaking with adult coworkers, writing professional e-mails, making presentations, dressing professionally, completing work assignments on time and getting to work on time.) We found positive and significant impacts at

the one-year mark, but these effects faded by the two-year mark as the control group caught up. These findings were true for most subgroups except for males.

  - *Soft skill comfort*: The program had positive and significant impacts on youth comfort with soft skills both one and two years after expected graduation; however, the size of the effect had fallen at the two-year mark. For the male subgroup, the program had a strong and positive impact on the comfort with soft skills at the one-year mark, and the effect grew by the two-year mark.
  - *Hard skill comfort*: We found positive and significant impacts at the one-year mark, but this effect did not persist into the second year, which appears to be the result of the control group "catching up."
  - *Goal setting and time management:* We found no significant effect of the program on the measures of goal setting and time management.

- *Educational attainment*: We explored the extent to which Urban Alliance prepares youth for postsecondary education and employment by assessing measures of college attendance, the quality of colleges attended, and persistence at college. We did not find program impacts on attendance and persistence for the full sample and minimal effects on proxies for quality. However, we found impacts on college attendance and persistence for certain subgroups, particularly for males.

  - *College attendance*: For the full sample, we did not detect impacts on college attendance or persistence measures. Although Urban Alliance had a positive and significant impact on the 75th percentile SAT score at the one-year mark, these results did not endure at the two-year mark.
  - *College for males*: The program demonstrated large impacts for males on the probability of attending college and the probability of attending a four-year college at the one- and two-year marks. The Urban Alliance program increased the probability of college attendance by 12 percentage points for males offered the program and 23 percentage points for males who completed the program. Similarly, the program increased the probability of attaining a two-year degree or being enrolled in their third year by 10 percentage points for males offered the program and by 21 percentage points for males who completed the program. These results were driven by males in the treatment group attending four-year colleges rather than two-year colleges.
  - *College for students with differing GPAs*: Urban Alliance had no significant impact on college attendance for the low-GPA subgroup; college enrollment was low for that

group. For the middle-GPA subgroup, youth offered treatment and those completing the internship were both more likely to attend a four-year college than the control group (by 9 and 17 percentage points, respectively, at the two-year mark). For the high-GPA subgroup, youth offered treatment and those completing the internship were both more likely to attend a two-year college than the control group (by 9 and 18 percentage points, respectively, at the two-year mark). The program increased the probability of persistence only for the low-GPA subgroup. Specifically, for the low-GPA subgroup the program increased the probability of attaining a two-year degree or being enrolled in their third year by 8 percentage points.

- *Employment, wages, and savings*: We estimated the impacts on employment, wages, and savings because measuring these outcomes for youth requires a longer time horizon, especially for youth still enrolled in some sort of postsecondary institution. We did not find significant effects on the probability of having a job, wages, or money accumulated, and this finding persisted at the one- and two-year marks. However, we found that participation in the Urban Alliance program led to a decrease in the probability of having a job for males at the one-year mark, but not at the two-year mark. This finding likely indicates that Urban Alliance encouraged males to attend college and therefore away from working after graduating high school.

What Are the Study's Implications for Policy and Practice?

- *A dual-purpose program*: The Urban Alliance provides services that would be considered key components of an effective employment intervention (US Department of Labor et al. 2014); in particular, Urban Alliance provides paid employment, soft skills training, mentors, and postprogram support. Nonetheless, the Urban Alliance program serves to give youth an appreciation for what they can attain professionally if they go to college.

  A sizable share (31 percent) of program youth did not go to college. For youth focusing on employment, the program may need to consider additional supports for youth not going to college by helping facilitate job attainment after the internship is completed or offering more alumni services.

- *Gender differences*: In general, females were more likely to graduate high school than males and more likely to attend college. We found that the program had no impact on college attendance

or persistence for females, but it had strong impacts for males. On each of these measures of college attendance or persistence, males in the program showed outcomes similar to females, indicating the program helps close the educational gap between females and males. For example, approximately 70 percent of males in the Urban Alliance program attended college, similar to females in either the program or control groups, but only 55 percent of control group males attended college.

- *Targeting*: The Urban Alliance program is aimed at, but not restricted to, middle-of-the-road students, that is, students with neither high nor low GPAs. As discussed above, we found that Urban Alliance shifted the middle-of-the-road students from attending two-year colleges to attending four-year colleges. Although we did not find effects for the low-GPA group on college attendance, the program increased the probability that youth in this group would persist in college. This finding suggests that the benefits of this program for this group may take longer to appear.

- *Importance of alumni services*: Youth from low-income families, particularly first-generation college attendees, frequently need support to help advance through college to obtain a degree.

    - It is worth acknowledging the sizable drop-off in college attendance. Although 64 percent of youth in the control group attended college, just 22 percent had either completed a two-year degree or enrolled in a third year by the time of this study. The treatment group was consistently five to seven percentage points higher, but it still showed the same trend, with 69 percent of the students attending college and 28 percent attaining a two-year degree or enrolling in their third year by the time of data collection.
    - We found little connection of program alumni to Urban Alliance alumni services, though good measures did not exist at the time we collected data (Urban Alliance now tracks alumni involvement to a greater degree). In addition, we found that the Urban Alliance group, or certain subgroups, showed greater hard skill and soft skill comfort at the one-year mark than the control group, but both hard and soft skill differences dissipated over time. As has been seen in other evaluations, youth programs sometimes give the participants a head start on certain dimensions, but the control group youth catch up. In itself this is not a negative finding, but it indicates the need to provide ongoing support to continue growth of the skills youth acquired during the program.

- Urban Alliance should be commended for opening themselves up to the rigorous evaluation we conducted. Results highlight several areas of promise as well as matters for consideration in refining the programmatic model. Having now expanded from the initial two sites evaluated in this study to Chicago, Northern Virginia, and a planned fifth site, the program is indeed undergoing just such refinement. To support their geographic and programmatic expansion and deepening, Urban Alliance recently received a grant from the US Department of Education's Investing in Innovation Fund to validate the findings of this evaluation and extend them to Chicago and Northern Virginia. The Urban Institute will again serve as the evaluator, and design has begun. In addition to replication, we hope to gather information allowing us to delve deeper into what might account for cohort and site differences.

Introduction

Effective programs to help disadvantaged youth become self-sufficient, attend college, and embark on a path toward career success are critical. Urban Alliance, headquartered in Washington, DC, serves such youth through its High School Internship Program, which provides high school seniors at risk of disconnecting from work and school with training, mentoring, and work experience, with the goal of helping them successfully transition to higher education or employment after graduation. Youth growing up in low-income and low-opportunity communities, such as those targeted by Urban Alliance, face formidable challenges in transitioning to adulthood despite some recent efforts to revitalize disinvested neighborhoods and reform struggling school systems. Schools in high-poverty areas often lack sufficient resources and offer inadequate instruction; moreover, because of family, neighborhood, and peer environment factors, low-income children attending these schools have difficulty taking advantage of the educational opportunities that do exist (Jacob and Ludwig 2009). By attending college and acquiring job skills, youth in these communities increase their chances of future economic stability, but they are less likely to do so than their more advantaged peers.

In Washington, DC, where the cost of living is high, over a quarter (27 percent) of children under age 18 live below the federal poverty level. In Baltimore, MD, the share of children in poverty is even higher, at 34 percent.[2] Many of the schools in these cities have poor academic outcomes. In both Baltimore and DC public schools, only around two-thirds (69 and 58 percent, respectively) of students who enter ninth grade graduate within four years.[3] The students who make it to graduation are often unprepared for life after high school. Many high school seniors in both cities' public school systems are not proficient in core subjects such as math and English. Unsurprisingly, many of DC's and Baltimore's young residents do not attend college, have limited options for future skill development, and face unemployment.

Since its founding in 1996, Urban Alliance has placed over 2,700 youth in internships, growing to serve over 500 interns annually in four sites: Baltimore (since 2008), Chicago (2012), Northern Virginia (2013), and its original site, Washington, DC. As part of this expansion process, Urban Alliance commissioned the Urban Institute to conduct a six-year, randomized controlled trial (RCT) impact and process evaluation of its High School Internship Program.

This report describes the early adulthood impacts of the Urban Alliance program, including college attendance, persistence, and job preparation. For a detailed description of the implementation of the

Urban Alliance internship program, see Theodos et al. (2014), and for a discussion of interim impacts, see Theodos, Pergamit, Hanson, et al. (2016).

Background

Barriers to Education

Despite rising overall rates of college attendance in recent decades, many youth from disadvantaged backgrounds still do not enroll in or complete any postsecondary education. Compared with white, non-Hispanic youth ages 18 to 21, of whom 53 percent were enrolled in college, only 40 percent of African American youth and 43 percent of Hispanic youth were enrolled in college in 2014.[4] Eighty percent of recent high school completers from high-income families enroll in college, compared with 49 percent of completers from low-income families.[5]

These trends also apply to college completion. Of first-time students starting at four-year institutions in 2007, 63 percent of white students graduated within six years, compared with only 41 percent of African American students and 53 percent of Hispanic students.[6] The discrepancies are even more striking by income. Of financially dependent youth with at least some postsecondary education, 96 percent of those in the highest family income quartile earned a bachelor's degree by age 24, but only 22 percent of those in the lowest quartile did (Pell Institute 2015).

The lower rates of college entrance and completion for disadvantaged youth have staggering consequences for their future careers, lifetime earnings, and economic stability. Median earnings of adults age 25 and up with a high school diploma were $27,809; those with a bachelor's degree earned $50,450 (in 2014 dollars).[7] Over a lifetime, a person with a bachelor's degree will earn about two-thirds more over her working life than a high school graduate.[8]

Many factors lead to reduced college access and success for disadvantaged youth. These youth, some of whom would be the first in their families to attend college, often lack the support and guidance in their homes and communities that are necessary to prepare for and apply to college (Hair et al. 2009). One study found the largest predictor of college success to be the intensity and quality of high school curricula (Adelman 1999), which are often lacking in high schools in disadvantaged neighborhoods. These factors are even higher predictors for students of color than for white students. A follow-up study also found high school academic intensity to be the most important predictor (Adelman 2006). Other work has found that students enrolled in remedial education courses in college are less likely to earn a degree (Wirt et al. 2004) and that taking a rigorous course increases the number of college

credits earned and college grade point average (GPA) for students enrolled in four-year colleges (Long, Conger, and Iatarola 2012).

Other barriers to college are financial: the rising cost of attendance, limited federal financial aid, and insufficient financial resources. Average tuition and fees at private ($31,231) or public ($9,139) four-year colleges in 2014–15 were more than triple the cost 30 years prior in real dollars (College Board 2014). Though there are more federal financial aid programs now than in the past, and they are often larger and serve more types of students (Dynarski and Scott-Clayton 2013), aid has not kept pace with rising costs, and there have been recent cuts, such as reductions in Pell grants in 2011. Moreover, youth—particularly African American, Latino, and low-income youth—often lack awareness of college costs and financial aid options (George-Jackson 2015). Among students who leave college after one year or less, 31 percent cite financial reasons (Ross et al. 2012).

Other research suggests that the level of expectation for college attendance in a community influences rates of college entrance (Derden and Miller 2014), that contacts with high school counselors regarding information on college are associated with applying to college (Bryan et al. 2011), and that more frequent parent-youth discussions about education-related issues are associated with greater odds of enrolling in a four-year college, though the benefit of these discussions is smaller for African American youth than for other youth (Perna and Titus 2005). Youth who rely heavily on peers, rather than parents or school personnel, for information on the college transition are less likely to apply to selective colleges (Hill, Bregman, and Andrade 2015).

Youth who do not enter college still need support in preparing for a career. Youth ages 16 to 19 suffer high unemployment (20 percent in 2014), especially African American (33 percent) and Hispanic (23 percent) youth.[9] Whether from a lack of work experience or job skills training, youth are often not ready for entry-level jobs. In one study, 49 percent of youth who graduated high school but did not enter college felt that high school left them unprepared for the work habits they would need in the workforce, and employers estimated that 39 percent of recent high school graduates were unprepared for their jobs (Achieve, Inc. 2005). Though career success is heavily dependent on educational attainment, lack of career preparation may also be a barrier to career success for disadvantaged youth, especially those who will not complete a four-year college degree.

Programs to Promote Success

Many programs exist to help prepare youth for college and careers. Programs focus on youth with many different education and life experiences, including high school students, dropouts, and youth who have experience in the juvenile justice or child welfare systems. Some programs coordinate within high schools and offer workplace skills and experience as a part of secondary education, sometimes through internships inside or outside of the school. Examples are career academies—partially self-contained occupationally themed subschools within high schools—and magnet schools. Such programs exist in both Wisconsin and Georgia: their Youth Apprenticeship programs operate within schools and combine workplace training in the classroom with work experience and mentorship at a jobsite.[10] Other programs, like Urban Alliance's High School Internship Program, are run by private organizations or social service departments, rather than through the education system. These programs may offer internships, job skills training, or both, and participation may even garner credits toward high school graduation. Some programs focus on college readiness, aiming to help students graduate high school and enroll in college prepared for the challenge; they may offer instruction, tutoring, and academic counseling. Another approach is to offer general case management and/or mentoring, with links to other supportive education and employment services as needed. Finally, some programs take a holistic approach and offer a combination of job training or internship and academic or college preparation counseling, perhaps with other types of supports or general mentoring as well. Urban Alliance's program is one example; another is Project Rise, which offers disconnected youth in New York City; Newark, NJ; and Kansas City, MO, case management, classroom education, and a paid internship (Manno, Yang, and Bangser 2015).

Evidence from Youth Programs

A sizable literature exists describing the impacts of these different types of programs designed to improve the educational and career outcomes of youth. Although no studies have rigorously evaluated a program with Urban Alliance's unique combination of work experience, training, mentorship and coaching, and alumni support, studies have assessed programs offering different combinations of these supports. Several studies have not yielded evidence of positive long-term outcomes. However, many studies have only tracked outcomes in the short term, and the major federal evaluations of youth employment programs have focused on programs geared toward disconnected youth rather than youth still in traditional high school settings. Much can be learned from programs such as Urban Alliance,

which provides a comprehensive and intensive array of services to students who are still in high school and are in danger of becoming disconnected from education or employment.

Work Experience

A review of research on the effect of work experience on youth academic and career outcomes, outside of any structured program, shows there may be a positive relationship between employment during high school and later outcomes (Treskon 2016). Some nonexperimental longitudinal studies have shown that holding a job during high school is associated with higher academic success. For example, Light (1999) found that students with jobs during high school who worked a moderate number of hours per week (less than 20) performed better in school than students who did not work at all. Ruhm (1995) found that students working 20 hours per week had significantly higher earnings six to nine years later than their peers who did not work during high school. Rothstein (2001) found positive relationships between teenage employment and future employment and education: teens with a moderate level of work at ages 16 and 17 worked about six more weeks per year at ages 18 to 30 than those who had not worked as teens. Furthermore, teens who worked up to 20 hours per week were more likely to have at least some college education by age 30. However, later studies have found no positive correlation between teen and later adult employment (Rothstein 2007; Tyler 2003).

Work-Based Learning

Secondary education programs that connect students to internships, combine learning with a job, or in some other way provide youth with an on-the-job learning experience can prove beneficial. In an RCT of career academies, Kemple (2008) found that participants experienced higher levels of interpersonal support from peers and teachers, and those students who entered school at high risk of dropping out were more likely to stay through 12th grade. Eight years after entering the program, participants had earnings and employment rates higher than nonacademy students in their high schools. A quasi-experimental study using school administrative data and surveys found that students in career academies were 9 percent more likely to graduate and 12 percent more likely to attend a postsecondary institution than students in general and vocational tracks (Maxwell and Rubin 1997). Similarly, studies of career magnet schools, which specialize in one particular career theme (such as agricultural science or business), have found that they result in lower dropout rates and increased student investment in school (Katz et al. 1995). Findings have been mixed on whether they improve

academic achievement (Ballou, Goldring, and Liu 2006; Cobb, Bifulco, and Bell 2009). In comparing the quality of school-based employment with outside employment, one nonexperimental study found that students report school-based jobs are lower in quality, but these jobs may offer important work experiences to youth who would have difficulty finding work on their own (Hamilton and Sumner 2012).

Some work-based learning programs operating outside schools have been shown to increase the academic performance and classroom attendance of participating students while decreasing delinquent behaviors outside class. One study found a positive effect on test scores for youth who participated in a local government internship compared to a control group (Hamilton and Zeldin 1987). An RCT evaluation of New York City's Center for Economic Opportunity youth literacy program found that students with a paid summer internship to complement their literacy, math, and job skills education attended more class hours and improved their math grade a full letter grade more than those without the internship (NYC Center for Economic Opportunity 2011). A summer youth employment program in Boston was found to reduce adverse social behaviors (such as violence and drug use) among participants compared to those in a comparison group consisting of the program's waiting list (Sum, Trubskyy, and McHugh 2013). A Chicago program offering high school students paid summer jobs and a job mentor found that youth randomly assigned to be placed in a job had nearly four fewer violent-crime arrests per 100 youth than youth assigned to a control group who were not placed in a job (Heller 2014). A random assignment evaluation of Youth Corps, a federally funded program providing paid jobs for youth ages 18 to 24, with academic support for those needing General Educational Development (GED) certification,[11] found no impacts on educational attainment or employment in an 18-month follow-up survey. However, participants were 7 percentage points more likely to report that they planned to complete at least some college (Price et al. 2011).

Few studies have evaluated programs combining an internship with other academic or social supports. An RCT evaluation of After School Matters, which offers high school students paid "apprenticeship-type" experiences in many settings, found no impacts on marketable job skills or academic outcomes, but it did find a reduction in problem behaviors and more markers of positive youth development among the treatment group (Hirsch et al. 2011).

The Summer Career Exploration Program in Philadelphia, PA, which provides high school students with a summer job in the private sector, preemployment training, and a college student mentor, was found in an RCT to have no effect on students' high school graduation, college enrollment, attitudes toward work or school, or sense of self-efficacy. The program's only measured positive impact was that participants were more likely than control group members to enroll in a college preparatory or specialized academic program (12 and 8 percent, respectively; see McClanahan, Sipe, and Smith 2004).

It is unclear whether programs like the Summer Career Exploration Program (which lasted only for the summer) would be more effective if they were longer term. A quasi-experimental study of a Boston school-to-career initiative offering youth intensive academic instruction, worksite learning experiences, and post–high school supports found positive impacts for youth who participated in the program compared with a control group of youth who would have met the program's eligibility standards had they applied. The study found that the program group members were 6 percentage points more likely to attend college, with an even more pronounced positive effect for African Americans (Jobs for the Future 1998). An RCT of Year Up, a yearlong program for young adults ages 18 to 24 that combines job training, a paid internship, mentoring and counseling, and job search or college application assistance, found a positive impact on earnings three years after program completion; on average, Year Up participants made $2.51 more in hourly wages than members of the control group and about $13,000 more than control group members in the three years following the program's completion. However, participants were less likely than youth in the control group to be attending college three years after completion, though among those in college, participants were more likely to attend full-time and receive financial aid (Roder and Elliot 2014).

Job Training

Programs that offer youth job training without direct job experience have documented some success. Participation in Job Corps, a federally funded program providing vocational training, academic support, counseling, and often residential living, was found in an RCT to have short-term impacts on earnings, employment, education, and crime. However, after 5 to 10 years these impacts disappeared for the sample as a whole, which contained youth ages 16 to 24 at the time of application, with the impact on earnings remaining significant only for the subgroup of youth ages 20 to 24 (Schochet, Burghardt, and McConnell 2006). Additionally, an impact study of the Job Training Partnership Act, a previous federal program, found no positive impacts on earnings or employment 18 months after program entry for either male or female out-of-school youth ages 16 to 21 (Bloom et al. 1993).

Two studies in the early 1990s of a training program for high school dropouts at San Jose's Center for Employment Training found positive impacts on employment and earnings (Burghardt et al. 1992; Cave et al. 1993). An RCT evaluation of replications of San Jose's Center for Employment Training found no lasting impact of the program on earnings or employment, but the authors note this finding may have been caused by widespread infidelity to the Center for Employment Training program model (Miller et al. 2005).

Perhaps the most promising recent job training program evaluation is that of the National Guard Youth ChalleNGe program. This program, which provides short-term job and life skills training in a quasi-military environment and includes follow-up mentoring, demonstrated long-term positive effects on employment. After three years, the randomly assigned program group had an employment rate 7 percentage points higher and earnings 20 percent higher than the control group, and program participants were more likely to obtain college credits or a high school diploma or GED (Millenky et al. 2011).

Case Management and Mentoring

Case management and mentoring programs have documented generally positive results, at least in the near and medium term. Impact studies of the Big Brothers Big Sisters mentoring program have reported mixed findings. One study found that treatment group members skipped half as many days of school, had slightly better GPAs, and had an improved concept of their scholastic competence (Tierney, Grossman, and Resch 1995). Another study also found improved academic confidence and performance, but only at first; impacts disappeared by 15 months (Herrera et al. 2011). Grossman and Rhodes (2002) found that youth enrolled in the program for more than 12 months had significant gains at 18 months in self-worth, perceived scholastic competence, relationships with parents, and other positive social outcomes.

A specialized Big Brothers Big Sisters program for children of incarcerated parents found treatment group youth had higher self-esteem and felt more connected to school, community, and family at 18 months, but they did not differ in their academic competence or attitudes (US Department of Justice 2011). A Philadelphia-area program that provides mentoring for all four years of high school found that students offered a mentor had college attendance rates in the first two years after high school graduation that were 20 percentage points higher than those of their peers (Johnson 1999). The Latin American Youth Center's Promotor Pathway Program, which matches youth with a "promotor" who provides intensive case management, mentorship, and advocacy was found to have positive impacts in several areas. Compared to a control group, treatment group youth were more likely to be in school, less likely to have a child, and less likely to have slept in a homeless shelter 18 months postenrollment; positive impacts related to educational attainment or employment were not found (Theodos, Pergamit, Derian, et al. 2016).

College Access and Readiness

College access and readiness programs have had mixed results as well. Upward Bound, a federally funded program lasting up to four years and offering instruction, tutoring, and counseling, was found to have no overall impact on high school graduation or college enrollment. However, it was found to improve education outcomes for students with initially low educational expectations. These students were more than twice as likely (38 versus 18 percent) to enroll at four-year colleges than similar control group members (Myers et al. 2004). The random assignment evaluation of the Quantum Opportunities Project, which operated in five sites across the country and offered case management, academic support, developmental activities, and community service, found no positive impacts, though this finding was attributed to poor implementation of the program model and low participation (Schirm, Stuart, and McKie 2006).

Harvill and colleagues' (2012) meta-analysis of 14 college-access program experimental or quasi-experimental evaluations found an average boost to high school graduation rates of 8 percentage points. However, when only the three experimental evaluations were considered, the impact was not statistically significant. The analysis also found an average increase in college enrollment of 12 percentage points, whether all evaluations or only the experimental ones were considered.

In all, there is evidence to suggest that programs offering underserved youth jobs, job training, career-focused education, mentoring, or college readiness activities—or some combination of these—may be effective in helping youth achieve better outcomes. However, we know little about the effects of intensive initiatives for students still in high school that provide not only a paid job, but also individualized support and continual training (Treskon 2016). From the existing evidence, it is difficult to determine if the sort of outcomes achieved by the National Guard Youth ChalleNGe program—that is, positive impacts on earnings and employment—could be achieved by a program that takes place during the school year and does not include a residential component. A rigorous evaluation of the Urban Alliance internship program will help us know more.

Urban Alliance High School Internship Program Model

Urban Alliance has developed a program model designed to address the organization's goals of empowering underresourced youth to work and succeed through paid internships, formal training, and mentoring. Urban Alliance targets its internship program to a subset of high school seniors reached through a months-long recruitment process.

Target Population and Recruitment

Urban Alliance targets students at selected schools (further described in the Study Participants section) they consider to have a high proportion of youth at risk of not connecting to further education or meaningful work. The organization seeks out youth who will be in their senior year of high school during the upcoming program year. These youth will need to have enough course credits accumulated to allow for an early-release schedule during the internship phase of the program. The Urban Alliance program targets high school seniors because program staff believe the program is most effective at reaching young people during this transitional year; its lessons and curriculum are designed for youth about to enter adulthood. In addition, the program targets youth in their senior year because only by that point will they have accumulated enough credits to have a shortened school day schedule.

The program aims to serve middle-of-the-road high school students who maintain a GPA of 2.0 to 3.0, but it is not limited to that group. Although Urban Alliance leadership believes students with GPAs that are too low will generally have insufficient time, resources, and course credits to participate in the program and graduate on time, the program often accepts youth with lower GPAs. The program also does not exclude youth with high GPAs, though these students often cannot participate in the program because, although they may have sufficient credits for an early-release schedule, they are more likely to be taking honors and Advanced Placement courses to fill up their schedules. Youth with high grades may also have higher skill levels and more external support, so their need for the program may be lower.

Urban Alliance begins to recruit students for its High School Internship Program in the spring of students' junior year, and recruitment continues into the fall of their senior year. The recruitment process differs between cities. In Washington, DC, the organization's relationship with schools was informal at the time of this study, though it has since become more formalized. Urban Alliance presents

its program during assemblies or in classrooms to high school juniors at several public and charter schools in the city. In Baltimore, the relationship with the school system is formalized, and youth receive course credit for participating in the program. School counselors and teachers identify and refer students in their schools who they think will benefit most from the program. Many of these youth do not formally apply until they start pre-work training. Urban Alliance has also established a formal partnership with the local school districts in the Chicago and Northern Virginia sites, and youth receive course credit for participating in the program.

Program Components

The Urban Alliance High School Internship Program has four primary components: professional and life skills training, paid internships, coaching and mentoring, and alumni services.

Training: Pre-work and Workshops

Urban Alliance conducts training workshops from late September or early October of each school year through the end of July. This training includes three to six weeks (varying by city) of pre-work training before the start of the internship. Program participants are expected to attend training for one to one and a half hours every day after school during that period. The primary goal of pre-work training is to prepare the youth for their internships. Topics include workplace etiquette and culture, as well as hard skills such as faxing and Microsoft Excel basics. Urban Alliance also uses these sessions to familiarize youth with post–high school education and employment options, financial literacy, and select life skills. During pre-work training, youth receive training on job interviewing, which they then use in interviews with mentors at their prospective job sites.

After the internships start in the late fall, youth are expected to attend workshops most Fridays after school. Workshops focus heavily on topics related to post–high school planning, financial self-sufficiency, and life skills, though they also continue to review workplace-relevant topics. After the school year ends, youth attend half-day workshops every Friday.

Urban Alliance staff also prepare youth for a final presentation that interns give in July, toward the end of the program year, at Urban Alliance's public speaking challenge event. These PowerPoint presentations are designed by the youth to describe their recent internship experiences and career goals. A volunteer panel of community stakeholders judges the youth, who can receive a $100 prize for

performance. Youth can also receive bonuses earlier in the year for participating at other events or participating in program activities while waiting on a delayed job placement.

Paid Internships

Urban Alliance program staff pair students who complete pre-work training with paid internships based on each student's skill levels, needs, interests, and the range of internships available. Starting in the late fall, Urban Alliance participants go to their internships from 2:00 to 5:00 p.m. after school Monday through Thursday. This schedule requires that interns obtain permission for an early-release class schedule during their senior year of high school. During the summer following graduation (and optionally during winter and spring breaks), Urban Alliance interns work full days Monday through Thursday. Urban Alliance partners with professional clothing nonprofits such as Dress for Success to give interns access to clothing appropriate for the workplace.

The settings and responsibilities for internships vary, but most are office settings and include such tasks as filing, copying, and answering phones. Other jobs include greeting and directing guests in hotels or banks. Some interns also work in educational or day care settings. Interns earn a starting hourly wage close to their city's minimum wage ($8.25 in DC and $7.25 in Baltimore during this study, though both these hourly rates are now higher). This wage could rise to $10.00 per hour based on interns' job performance and effort, including workshop attendance and communication with their assigned program coordinator. For the most part, interns are officially employed and paid by Urban Alliance while working at their internship sites, though select job sites pay interns directly.

Coaching and Mentorship

Youth receive job mentoring and general coaching as part of the program. In addition to running the training workshops described above, front-line staff (program coordinators) maintain coaching relationships with each youth assigned to their workshop group. Each program coordinator has a caseload of approximately 30 to 35 interns whom they support throughout the program. Coordinators track individual student performance in various areas including workshop and job attendance, punctuality, workshop homework assignments, academic progress, post–high school planning, and progress toward the presentation at the public speaking challenge. Program coordinators also send out a weekly e-mail to youth, and youth must check in with program coordinators at least once during the

week. If interns are going to be late to work or miss work, they must contact their program coordinators and their employers.

The program coordinators sit down formally with each intern at least three times per year in a one-on-one meeting to discuss post–high school planning. They also provide ad hoc support; speak with youth before or after workshop sessions; coordinate groups during workshops in which they discuss youths' program-related experiences; and keep in touch via individual phone calls, e-mails, and texts. Some youth face serious challenges such as teen pregnancy, domestic or relationship abuse, problems with their home life, or housing instability. Program coordinators support youth emotionally and connect them with external resources to meet their needs.

Each intern is also assigned to a "job mentor" or supervisor, who is an employee at the intern's workplace responsible for ensuring the intern has adequate and appropriate work, teaching the intern necessary skills, and, ideally, providing opportunities for enrichment and networking within the workplace. Job mentors assess interns' performance in the workplace. They may suggest possible termination of an intern's position if his or her attendance or performance is poor, but the program endeavors to resolve all performance issues except the most severe (e.g., time-sheet fraud). When performance concerns arise, Urban Alliance staff first establish a work contract with the youth. Only if poor performance persists after several intervention attempts will the organization fire the youth and ask the intern to leave the program.

Alumni Services

As the Urban Alliance program has grown, the program coordinators have increasingly found themselves providing informal support to youth who keep in touch after graduating from the program. In 2007, Urban Alliance first began offering informal education and career support services to alumni. More recently, Urban Alliance formalized this program component by adding regional alumni services directors, and in 2016 it established a national alumni director. Through alumni services, Urban Alliance aims to prevent program alumni who are college students from dropping out and to link alumni with work. Alumni services also provides an avenue for tracking student outcomes after program completion.

Services for alumni include ad hoc individual coaching meetings with youth, a resource room where alumni can access job search and education materials, networking opportunities through a website, alumni reunions, and connections to paid internship opportunities.

Logic Model

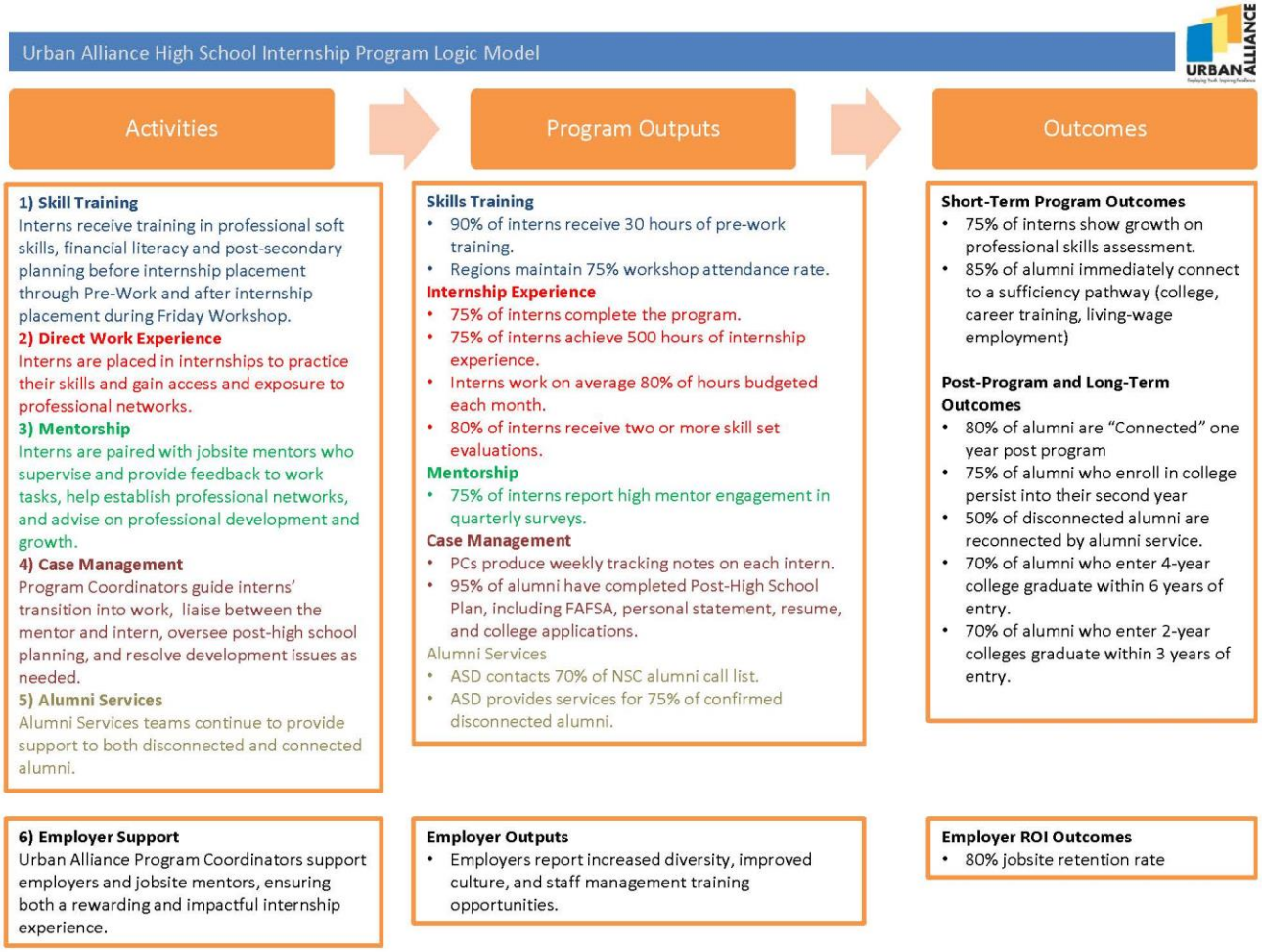
Initially, Urban Alliance measured its success sporadically and informally (Winkler, Theodos, and Grosz 2009), but the organization developed a formal logic model that details how it expects program activities to lead to specific outputs and, ultimately, outcomes for the youth served (figure 1). The logic model describes both the four main activities that youth engage in (left-hand column) and a set of outputs and related targets (middle column) associated with them. For example, the first activity is to place students in professional, paid internships to expose them to the world of work, and one target is that 90 percent of interns complete at least 30 hours of pre-work training. Other outputs relate to the development of work skills and initiation of post–high school planning. As the logic model demonstrates, the majority of expected short- and long-term outcomes (right-hand column) relate to postsecondary education. Program staff articulate they hope most youth will complete college before becoming employed; they also assert that the employment-readiness training is valuable for those youth who elect to enter the labor force rather than attend college or a technical or training program.

The logic model highlights the short-term, intermediate, and long-term outcomes and indicators associated with the various program activities. In its early years, Urban Alliance developed five goals for participants in its High School Internship Program. Specifically, youth would (1) improve their hard and soft job skills, (2) gain long-term employment experience, (3) graduate from high school, (4) attend college or a training program, and (5) identify long-term employment opportunities.

A final note about the program design relates to its funding: the internship program is financed directly by internship sites and philanthropic foundations. Approximately 75 percent of internship placement sites, most typically for-profit businesses but also nonprofit and governmental organizations, make a donation to Urban Alliance for each intern they hire; in DC the expected amount is $12,500, and in Baltimore it is $10,000. This donation is tax-deductible for the for-profit firms. Urban Alliance uses this contribution to pay intern wages and to cover the site-level and national costs of services provided to the interns. It raises additional funds to cover the cost of placing students at job sites that cannot afford the $12,500 donation. Under the current model, a city must have approximately 70 internship slots to be sustainable financially.

FIGURE 1

Urban Alliance High School Internship Program Logic Model



Source: Urban Alliance.

Notes: ASD = alumni services department; FAFSA = Free Application for Federal Student Aid; NSC = National Student Clearinghouse; PC = program coordinators; ROI = return on investment. Outputs and outcomes for interns are targets among interns placed at job sites, and those for alumni are targets among interns who complete an internship.

Evaluation Design

This section details the study's approach to random assignment, data collection, and analysis methods.

In this final report, we seek to answer three confirmatory research questions:

- Do youth who participate in the Urban Alliance program exhibit stronger hard and soft skills than control group of youth not enrolled in the program?
- Does the Urban Alliance program lead to increased rates of college enrollment and persistence for participants compared to a control group youth?
- Do Urban Alliance participants have higher rates of employment and earnings than control group youth?

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

Random Assignment

For the purpose of this study, we assigned 2011–12 and 2012–13 program applicants in Washington, DC, and Baltimore at random to a treatment or control group. We combined two program years to provide a sufficient sample size to detect impacts on outcomes of interest. The analyses focus solely on the Baltimore and Washington, DC, sites; the organization's expansion to Chicago and Northern Virginia occurred after the evaluation had begun.

We randomized applicants separately at each site at a ratio of two treatments to one control. This ratio was required because Urban Alliance needed a sufficient number of youth to enroll in the internship program. We did not include any blocking or stratifying variables when randomizing.

As part of the application, students gave researchers permission to collect their program, high school, and postsecondary school data as well as permission to be contacted to complete a survey. Consent to participate in the study was not a requirement to receive Urban Alliance services.

Urban Alliance invited those assigned to the treatment group to participate in the program, which began with mandatory pre-work training before assignment to an internship position. Urban Alliance did not invite youth in the control group to participate in the training or internship.

Data Collection

Researchers collected quantitative data from a variety of sources summarized below.

Application Baseline Data

Urban Alliance High School Internship Program staff gave all applicants a 12-page application form to complete. The application requested detailed contact information, demographics, GPA, school attendance records (to be completed by school counselors), goals, career interests, work history, household structure, one teacher and one nonteacher recommendation, and parental consent forms. The application also provided baseline information for the evaluation. Urban Alliance provided Urban Institute with the paper applications for all applicants. We entered a subset of fields relevant to the study into an electronic database. Unfortunately, item nonresponse was high for some fields in the application, making it impossible to reliably analyze household income, receipt of public benefits, education level of household members, and recommenders' assessments of youths' hard and soft skills.

Aggregated High School Baseline Data

We collected aggregated data about the high schools youth attended. We pulled school-level performance data for each school for 2011 from the Maryland and Washington, DC, boards of education.[12] To understand the relative performance of schools attended by Urban Alliance youth, we accessed information not only on the schools they attended, but also on all schools in Maryland and DC according to their average 10th grade reading and math standardized test scores, determining each school's percentile rank among schools in that state or district.

Additionally, we used data from the National Center for Education Statistics 2010 Common Core for school-level information about free and reduced-price lunch eligibility and racial composition.[13] We linked the Common Core and performance data with Urban Alliance applicant records to better understand youths' educational environments, opportunities, and challenges.

Neighborhood Baseline Data

The American Community Survey provided characteristics of neighborhoods including unemployment rates, poverty rates, and racial and ethnic compositions. We matched study participant addresses to census tracts and accompanying indicators from the American Community Survey, 2008–12.

Youth-Level High School Baseline and Outcome Data

With the help of Urban Alliance, we accessed student-level data from the DC and Baltimore public school systems, the DC Public Charter School Board, and individual charter schools. Data gathered included GPA, attendance, and other indicators such as whether students were in a special education program and whether they graduated high school. When data on GPA were missing, we used counselor-reported or student-reported GPAs from program applications.

Program Implementation Data

Urban Alliance tracked service delivery data on case management status and participation in program activities, noting youth attendance, progress in completing post–high school planning actions such as submitting applications for financial aid, and other important indicators. We relied on these indicators to define treatment status, intensity, and inform program activities. Urban Alliance also collected financial records of biweekly wages paid to interns. We used these records to calculate total earnings and to refine how long youth remained employed at their internships.

Survey Data

We collected survey data from the control and treatment groups of both study cohorts about their educational, employment, and well-being outcomes. The survey also asked participants about their high school experiences, postsecondary education preparation, and family members' educational attainment. A subcontractor, SSRS, fielded the survey at roughly one year and three months (referred to as the one-year mark) and roughly two years and three months (referred to as the two-year mark) after youths' expected high school graduation date; the survey at the two-year mark captured outcomes during the third year after high school graduation. Youth who completed the survey received a $40 gift card for their participation. SSRS implemented the survey online and via telephone. To increase

response rates, we augmented these efforts with an in-person interviewer to locate and engage youth who had not completed the survey online or by telephone. The survey achieved a 77 percent response rate at the one-year mark and a 73 percent response rate at the two-year mark. See appendix A for more detailed information on the survey methodology and response rates. Appendix B shows baseline characteristics for the analysis sample, providing an assessment of differential attrition across the treatment and control groups. The survey instrument is reproduced in appendix G.

Postsecondary Institution Outcome Data

The National Student Clearinghouse (NSC) provides information on college enrollment for most colleges in the United States, including data on date of enrollment and completion of each semester at the individual level for each institution attended.

The analysis also used National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) data. IPEDS provides data on postsecondary institutions, such as location, admissions rate, two- and four-year graduation rates, mean standardized admissions test scores, retention rate, and net attendance cost. We used these data to assess the quality of institutions that youth attended according to the NSC data. The measures of quality we chose were colleges' 75th percentile for SAT scores, retention rates, and graduation rates.

Analysis Methods

This study used an RCT approach that allowed us to estimate the causal impacts that the Urban Alliance internship program had on youths' skills, education, and employment outcomes. The impact of the internship program can be measured by differences in outcomes between the treatment and control groups. In the following subsections we describe our analytic technique for predicting treatment take-up and our approach to intent-to-treat (ITT) and treatment-on-the-treated (TOT) analyses.

We did not include in our analysis variables with a high number of missing observations, such as whether youth had a checking or savings account. Among the variables used, only a small number of responses were missing, so we did not impute for missing data. Instead, we omitted the few observations with missing data from each analysis. GPA and held a job previously were the only exceptions for which we included all observations and included a dummy variable for "missing GPA" or for "missing held a job" to prevent losing a large number of observations.

Predicting Treatment Take-Up

Throughout the Urban Alliance program year there were high levels of attrition from the program for both cohorts. It is therefore important to first consider which characteristics predict youth participation before considering the impact of the internship program. To do so, we considered participation levels at three key points in the program: beginning of pre-work, completion of pre-work, and completion of the internship. To determine predictive characteristics, we first looked at baseline descriptive characteristics of the treatment group for those who reached each benchmark compared with those who did not, conditional on meeting the prior benchmark.

Using regression analysis, we estimated the probability of completing each stage of the program for those students assigned to the treatment group, controlling for various individual, school, and neighborhood characteristics. A logistic model was used with the following underlying variable structure:

$$y_i^* = \beta_0 + \beta_1 ind_i + \beta_2 neigh_i + e_i$$

where ind_i is a vector of individual characteristics from the application data and high school data including program year, gender, previous job experience, whether the student was a parent, family structure, site, language of the parent, special education enrollment, and GPA; $neigh_i$ is the percentage of people in poverty in youths' neighborhoods; and y_i^* is the latent propensity that an individual will reach the benchmark. We do not observe y_i^* directly; rather, we observe a binary variable for whether the individual reached a benchmark:

$$y_i = \begin{cases} 1 & \text{if} \quad y_i^* > 0 \\ 0 & \quad\quad\; y_i^* \leq 0 \end{cases}$$

These estimates tell us how each characteristic is related to the probability of attending pre-work, completing pre-work, and completing the internship.

Urban Alliance recruited study participants from 38 high schools in Washington, DC, and Baltimore. Students from the same high schools likely had related probabilities of attending the program. Because students were not randomly assigned within high schools, the share of treatment students varied across high schools. This variation cannot be perfectly controlled for by using school-level characteristics. For this reason, we used a random effects model to control for unobserved heterogeneity across different high schools in the probability of the outcomes.[14]

Intent-to-Treat Analysis

To estimate the impact of Urban Alliance on youths' skills, education, and employment outcomes, we first used the ITT method, which analyzes outcomes based on initial assignment to either treatment or control groups. Not all youth in the treatment group completed the internship program, thus the term *intent to treat*.

By basing analysis off of the exogenous assignment of youth, we can be certain that any effect found through this method is causal. This procedure reveals the effect of offering the program to interested students, including those who take up the program but drop out and youth who do not show up at all.

To account for sampling variation, we also used a regression-based approach to control for any measured differences between treatment and control groups that may have affected the outcome. Because control variables must be unaffected by access to treatment, all control variables used in our analysis were measured prior to randomization. The ITT estimate is measured as the average individual outcomes for the treatment population minus the average individual outcomes for the control population. We control for prerandomization covariates by using a regression framework. Specifically, the ITT estimate, β^T would be measured using the following regression equation:

$$Y_i = \alpha + \beta^T T_i + \beta^x X_i + \varepsilon_i$$

where

Yi is the outcome for each randomly assigned individual *i*

T_i is an indicator equal to 1 for individuals who were assigned to the treatment group and 0 for individuals assigned to the control group

β^T is the parameter of the ITT effect on the outcome (Yi), the number of population members assigned to the treatment population and control population, respectively

X_i is a vector of prerandomization covariates

β^x is the vector of coefficients on the covariate $X\,n$

ε is the regression error term

Prerandomization covariates included the following: program year, site, gender, percentage of youth's neighborhood living in poverty, held a job before random assignment (Y/N), and junior year

cumulative GPA.[15] We used a random effects model in these regressions as well to control for unobserved heterogeneity across different high schools in the probability of the outcomes. The results are generally robust to different specifications, including controlling for high school–level characteristics, clustering the standard errors, estimation technique (e.g., generalized least squares or logit regression models), and fixed effects models.

Impacts may vary across subgroups of youth. In particular, we believe the program may have had different effects on students with different levels of high school performance, at the two sites, and for males and females. For instance, as we show below, the rate of attending a four-year college for youth with GPAs of 3.0 to 4.0 in the control group was 72 percent. This result implies a limited potential to induce high-achieving students to go to college. In contrast, the rate of attending a four-year college for youth with GPAs of 2.0 to 3.0 in the control group was only 46 percent. Thus the potential of the program to affect an outcome like attending a four-year college may depend on GPA. To examine these effects, we divided the sample into three groups based on junior year cumulative GPA: less than 2.0, 2.0 to 3.0, and 3.0 to 4.0. We also explored whether outcomes differed for youth in Washington, DC, and Baltimore and for males and females. We estimated separate regressions for each GPA group (low, middle, high), each site, and each gender.

Using a procedure developed by Benjamini and Hochberg (1995), we calculated adjusted significance levels for having conducted multiple tests of significance on our main results but not for the subgroup results, as these are considered exploratory. The tables in the impact section show unadjusted significance levels, but we note in the text where and how the adjusted significance levels differ from the unadjusted significance levels.

We estimated standardized effect sizes for each outcome using Cohen's D standard effects. We calculated these effects by dividing the regression adjusted difference between treatment and control by the pooled standard deviation of the outcome.

Treatment-on-the-Treated Analysis

A different approach to determining programmatic impacts, TOT, estimates the effects of completing the program rather than just the effects of access to treatment. Youth who completed the Urban Alliance program (defined as completing pre-work and remaining in the internship until June 1) are considered "treated youth," and those offered access to the Urban Alliance program are "treatment youth."

The TOT method allowed us to estimate effects that may have been drowned out because of the high levels of attrition from the program. However, it has a potential downside because youth who completed the program may have been systematically different from those who did not complete the program. Because of these suspected systematic differences, TOT results are likely only internally valid to the group that completed the program. High levels of attrition suggest that persistence in the program requires certain levels of motivation, accommodating schedules, and other unobservable factors. These factors may also influence youths' decisions to pursue secondary education or employment. There is likely a similar group within the control group that would have been more likely to complete the program, and ideally, we would compare the outcomes of youth most likely to complete the program in the control group with those who did complete the program. Unfortunately, because of the unobservable nature of what influences youth to remain in the program, we cannot conduct this comparison.

To correct for this selection bias, we estimated TOT effects by using an instrumental variables approach proposed by Angrist, Imbens, and Rubin (1996). For this estimate, known as the complier average causal effect, randomization into the treatment group is used as an instrument for actual treatment to remove the bias caused by selection into take-up. This methodology assumes a constant causal effect. There is also an exclusionary restriction that the program had no impact on those students who were randomly assigned to treatment but who did not complete the program. Of the 59 percent of youth who did not complete the program, 38 percent never attended pre-work; 37 percent attended less than half of the pre-work trainings; 11 percent attended more than half of the pre-work trainings but were not given an internship; and 14 percent were placed in an internship but did not complete the internship. For the three-quarters of this group who received at most a low dose of pre-work, it is likely that the program had little or no impact. However, for the 25 percent who received either most of the pre-work trainings or were placed in the internship, the exclusionary restriction places a strong assumption on the program's effect.

The complier average causal effect is estimated using two-stage least squares. In the first stage, the dependent variable (completing the program) is regressed on the exogenous covariates plus the instrument (randomization into treatment). In the second stage, fitted values from the first-stage regression are plugged directly into the structural equation in place of the endogenous regressor (completing the program). In both stages, we used a linear random effects model. We included the same exogenous covariates from the ITT regression. In practice these two equations are estimated jointly.

Comparison with Interim Report

The regressions estimated in this report differ from those in our interim report (Theodos, Pergamit, Hanson, et al. 2016) in that we now include a site dummy variable in the regression analysis and we restrict the one year survey outcomes to only those who completed the two year survey. Including this variable and restricting the sample changed only two primary outcomes. The coefficients on taking the ACT and on reported hard skills were statistically significant for the full group in the interim report, but are no longer significant.

Study Participants

Overview of Baseline Characteristics

This section presents the characteristics of the study sample overall and separately for the treatment and control groups (table 1). The study sample included 1,062 youth who applied to the Urban Alliance program and agreed to participate in the evaluation.

The vast majority of study youth were African American (89 percent), with small shares of Hispanic (5 percent), white (2 percent), and "other" race or ethnicity (4 percent).[16] Most of the study sample were US citizens (95 percent). Eleven percent reported being an English language learner.

About two-thirds of the study sample were female. Given that the recruitment process was not aimed at either female or male students in particular, the sources of this difference are unclear. However, we found other programs geared toward teens and young adults also typically serve more female than male youth. For example, youth in After School Matters were 59 percent female (Hirsch et al. 2011), the Summer Career Exploration Program was 62 percent female (McClanahan, Sipe, and Smith 2004), and Upward Bound was 71 percent female (Myers et al. 2004).[17]

Urban Alliance applicants typically come from households with low levels of employment, with nearly a quarter of students reporting that no adults in their household were employed. Still, three-quarters of applicants reported at least some prior work experience of their own, with an average experience of just less than 10 months in all jobs combined. Most typically these positions were summer jobs, including jobs accessed through the Summer Youth Employment Program in Washington, DC. About 4 in 10 youth reported having a checking or savings account, and a greater portion of youth with job experience (42 percent) than of youth with no job experience (30 percent) reported having a bank account.

TABLE 1

Characteristics of Urban Alliance Applicants, Overall and by Treatment Group

Characteristic	Full sample	Treatment	Control
Demographics			
Female	65%	66%	63%
US citizen	95%	95%*	97%*
English language learner	11%	11%	11%
Race and ethnicity			
African American	89%	88%	91%
White	2%	2%	2%
Hispanic	5%	6%	4%
Other	4%	4%	3%
Family characteristics			
Has a child	4%	5%	4%
Employed adult in household	77%	77%	78%
Living arrangement			
Father only	5%	5%	5%
Mother only	56%	56%	57%
Other	12%	11%	13%
Two parents	27%	28%	25%
Other characteristics			
Had a previous job	75%	76%	74%
Has a checking or savings account	38%	35%**	42%**
Money saved	$99	$94	$108
Observations (*n*)	1,062	700	362

Source: Urban Alliance High School Internship Program application forms.

Note: All items had a response rate of 80 percent or more except bank account (71 percent).

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

TABLE 2

Characteristics of Urban Alliance Applicants' Neighborhoods

Characteristic	Baltimore	Washington, DC	Both sites
Share nonwhite			
<25%	4%	2%	2%
25% to <50%	7%	4%	5%
50% to <75%	12%	9%	9%
≥75%	79%	85%	84%
Share in poverty			
<10%	9%	12%	11%
10% to <25%	42%	39%	40%
25% to <40%	40%	33%	34%
≥40%	11%	16%	15%
Share unemployed			
<5%	3%	3%	3%
5% to <10%	13%	21%	20%
10% to <20%	55%	38%	41%
≥20%	30%	37%	36%
Observations (*n*)	200	846	1,046

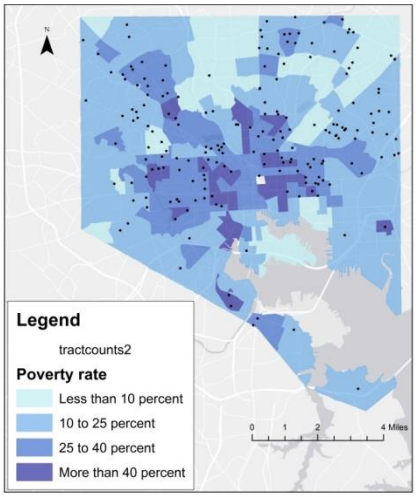
Sources: Neighborhood characteristics are five-year averages at the tract level from the American Community Survey, 2008–2012, US Census Bureau. Tract determinations were based on youth addresses as reported on Urban Alliance High School Internship Program application forms.
Notes: Estimates include applicants assigned to the treatment groups and the control groups. The table does not include 16 applicants with incomplete address information.

Applicants typically resided in economically distressed neighborhoods (table 2). More than three-quarters (77 percent) lived in a neighborhood with an unemployment rate of 10 percent or higher, and roughly half lived in neighborhoods with poverty rates of 25 percent or higher. Maps of program applicants' home locations in Baltimore and Washington, DC, reveal that almost all reside in census tracts comprising over 75 percent people of color (dark green shading in figure 2). Most applicants resided in communities with higher-than-average poverty, though a sizable portion of applicants lived in moderate-poverty areas (medium-light blue shading in figure 2). Almost no youth hailed from low-poverty sections of Baltimore or DC. As one executive staff member said, "Some of them are living in moderate-income, mostly African American communities, [and] some of them are living in the toughest communities in the District." Generally, staff members believed that youths' upbringing in largely segregated and low-income neighborhoods limits their opportunities for socioeconomic mobility. As one senior member explained, most participants "haven't left their neighborhood," in the sense that they have had very little exposure to opportunities found in middle- and upper-class communities.

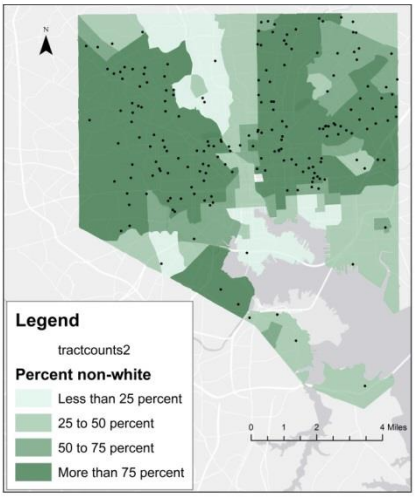
FIGURE 2

Characteristics of Urban Alliance Applicants' Neighborhoods

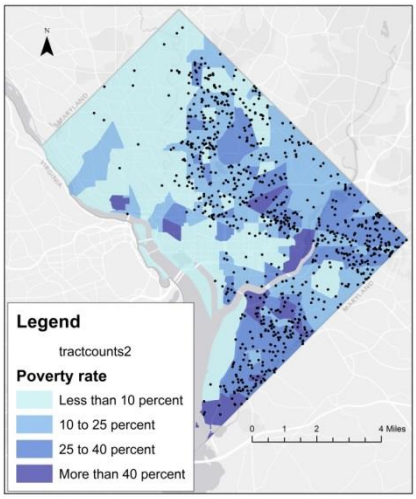
Percentage poor in Baltimore



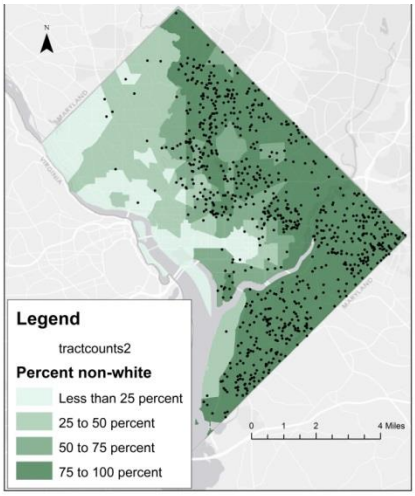
Percentage nonwhite in Baltimore



Percentage poor in Washington, DC



Percentage nonwhite in Washington, DC



Sources: Percentage nonwhite and percentage poor are five-year averages at the tract level from the American Community Survey, 2008–12. Tract determinations were based on youth addresses as reported on Urban Alliance High School Internship Program application forms.
Notes: Dots represent the number of program applicants within each census tract (one dot equals one applicant for each map). The dots are placed randomly within each tract to display the relative distribution of applicants across a region.

Overall slightly more than a quarter of Urban Alliance applicants attended a charter school, and in Washington, DC, about one-third (34 percent) of applicants attended charter schools. Applicants on average exhibited passing but not stellar performance in school, as shown in table 3. The average cumulative GPA at the end of junior year was 2.7, according to school records if available, or as reported

on the application by a school counselor or by the student. A small but nontrivial share (9 percent) of students participated in a special education program. Over one-third (37 percent) of applicants had attended more than one high school, a pattern often characteristic of high household instability (Theodos, Coulton, and Budde 2014). Applicants demonstrated the intention of attaining a postsecondary degree, with 90 percent indicating plans to take the SAT or ACT.

TABLE 3

Academic Achievement, Educational Attributes, and School Characteristics of Urban Alliance Applicants, Overall and by Treatment Group

Characteristic	Full sample	Treatment	Control	Level of significance
Academic achievement and educational attributes				
Number of other schools attended in past three years	0.5	0.5	0.5	
In special education	9%	8%	10%	
GPA at end of junior year	2.7	2.7	2.6	***
Has taken or plans to take ACT or SAT	90%	90%	91%	
Attends magnet school	9%	10%	7%	*
Attends charter school	28%	28%	28%	
School-level characteristics				
Proficient or advanced in reading	44%	45%	43%	
Proficient or advanced in math	40%	41%	39%	*
African American	90%	89%	90%	
Hispanic	6%	7%	6%	
White	3%	3%	3%	
Other	1%	1%	1%	
Eligible for free or reduced-price lunch	77%	77%	79%	*
Observations (*n*)	1,062	700	362	

Sources: Urban Alliance High School Internship Program application forms for school; National Center for Education Statistics data from 2010 for student body demographic information; Maryland State Department of Education and the Washington, DC, Office of the State Superintendent of Education from 2011 for math and reading proficiency. GPAs, special education status, and some information on school transfers were provided by DC Public Schools, Baltimore Public School Board, DC Public Charter School Board, and individual charter schools in DC.
Notes: All items had a response rate of 80 percent or more except "has taken or plans to take ACT or SAT" (72 percent). Variance was because of nonresponse for some items on the application form.
*significant at 10% **significant at 5% ***significant at 1%

Urban Alliance applicants attended a mix of 38 public and charter schools. In DC, about two-thirds of youth attended one of eight schools, each accounting for 30 to 61 program applicants; in Baltimore, three-quarters attended one of seven schools, each serving at least 9 applicants. Most of the schools attended in both sites were low performing and attended mostly by students of color (see table 3). In fact, almost all schools that Urban Alliance applicants attended were majority African American, though some schools in DC had significant Hispanic student contingents as well. About 93 percent of youth

attended schools at which the majority of students were eligible for free or reduced-price school lunch.[18]

Despite these commonalities, the schools attended differed in some ways. Two schools in DC enrolling large numbers of Urban Alliance applicants, Dunbar High School (39 youth) and McKinley Technology High School (61 youth), exemplify the diversity in school characteristics. Both have over 95 percent African American student bodies, but at Dunbar, 100 percent of students were eligible for free or reduced-price lunch and barely a quarter of students were proficient on District-wide reading and math exams. At McKinley Tech, however, just over half the students were eligible for free or reduced-price lunch and nearly 90 percent were proficient in math and reading. Overall, 45 percent of Urban Alliance applicants attended a school ranking in the bottom quartile of proficiency in reading and math in DC or Maryland, with fewer than 10 percent of students at a school in the top quartile.

Differences between Treatment and Control Groups

Data from the Urban Alliance application and school data indicate there were few differences across the treatment and control groups, as shown in tables 1 and 3. The overall comparability of these two groups indicates that randomization was successful for this study. The variables that were different statistically at baseline include the following: US citizenship (95 percent treatment, 97 percent control); having a bank account (35 percent treatment, 42 percent control); average GPA at the end of junior year (2.7 for treatment, 2.6 for control);[19] attending a magnet school (10 percent treatment, 7 percent control); the schools' percentage proficient or advanced in math (41 percent treatment, 39 percent control); and the schools' percentage eligible for free or reduced-price lunch (77 percent treatment, 79 percent control). As can be seen, although achieving statistical significance, the differences are generally small and are not jointly significant.

Baseline characteristics of youth that completed the follow-up survey, overall and by treatment and control group, are shown in appendix B, and characteristics by subgroups are shown in appendix F.

Program Take-Up and Services Received

In this section, we briefly describe attrition rates and services receipt for youth in the Urban Alliance High School Internship Program.

The Urban Alliance model allows youth to self-select into the program and expects, by design, varying levels of attrition during pre-work, though attrition at this stage depends on the site. There is substantial attrition in the Urban Alliance internship program, primarily before and during pre-work training. Of those students assigned to the treatment group, 22 percent did not attend any pre-work sessions. Although these youth were part of the study—and as a result, their attrition matters in terms of measuring programmatic impacts—Urban Alliance does not consider those who applied for the program but did not show up to pre-work training, as a program exit (i.e., having been a part of the program). Of all treatment group youth, one-quarter (25 percent) began but did not complete pre-work training. The remaining 49 percent were placed in a job, and most of those (84 percent) completed the program. In all, 41 percent of treatment group youth completed the program (table 4).

We estimated predictive models that related baseline characteristics of the youth and program to the likelihood that youth would complete each of the program stages. Completion did not vary by site, gender, parenting, employment history, family structure, language spoken at home, neighborhood poverty, or taking special education courses. The probability of completing an internship was 19 to 23 percentage points higher for those students with GPAs of 2.0 to 4.0 than for those with GPAs below 2.0. Additionally, youth from the 2011–12 cohort were 14 percentage points more likely to complete the program than youth from the 2012–13 cohort.

In addition to looking at overall take-up, we also looked at which factors influenced take-up at each stage: attending pre-work, completing pre-work, and completing the internship (table 5). Youth who previously held a job had a probability of attending pre-work roughly 9 percentage points higher than their counterparts. Taking special education courses and being a parent were both negatively associated with attending pre-work. Program year 2011–12 was associated with a higher rate of showing up to pre-work than program year 2012–13. Conditional on attending pre-work, youth in DC were less likely to complete pre-work relative to Baltimore youth. The probability of completing pre-work training was 26 to 28 percentage points higher for those students with GPAs of 2.0 to 4.0 than for those with GPAs below 2.0. DC youth were more likely to successfully complete their internships.

Additionally, a reduction in the caseload of a youth's program coordinator by 10 youths decreased the probability of attrition at the internship stage by 9 percentage points.

TABLE 4

Program Attrition, by Site and Cohort

Stage in program	All	2011–12 (both sites)	2012–13 (both sites)	Washington, DC (both cohorts)	Baltimore (both cohorts)
Application accepted (*n*)	700	310	390	581	119
Attended pre-work	78%	88%	69%	79%	70%
Completed pre-work	52%	62%	45%	51%	57%
Placed at a job	49%	59%	40%	47%	55%
Completed program	41%	51%	33%	41%	42%

Source: Urban Alliance program data.
Note: "Completed program" is defined as remaining in the Urban Alliance program until June 1.

TABLE 5

Probability of Take-Up

	Probability of attending pre-work	Probability of completing pre-work	Probability of completing the program	
Variable	Unconditional	Conditional on attending pre-work	Conditional on completing pre-work	Unconditional
Female	0.047	-0.059	0.011	0.002
	(0.033)	(0.046)	(0.046)	(0.040)
Student is a parent	-0.157**	-0.147	0.063	-0.122
	(0.069)	(0.112)	(0.135)	(0.099)
Previously held job	0.086**	0.023	-0.039	0.039
	(0.038)	(0.052)	(0.058)	(0.047)
Single-parent family	-0.025	-0.007	0.003	0.005
	(0.040)	(0.051)	(0.053)	(0.046)
Other family structure	-0.050	0.064	-0.101	0.002
	(0.058)	(0.080)	(0.071)	(0.070)
Parents speak language other than English	-0.030	-0.015	0.045	0.032
	(0.058)	(0.086)	(0.096)	(0.075)
Percentage poverty in neighborhood	0.002*	0.001	-0.001	0.001
	(0.001)	(0.002)	(0.002)	(0.002)
Taking special education courses	-0.142***	-0.0106	0.007	-0.098
	(0.055)	(0.088)	(0.096)	(0.076)
GPA: 3.0 to 4.0	-0.031	0.283***	0.065	0.189***
	(0.051)	(0.069)	(0.082)	(0.070)
GPA: 2.0 to <3.0	0.043	0.257***	0.071	0.230***
	(0.047)	(0.064)	(0.078)	(0.065)
2011–12 cohort	0.186***	0.046	0.108**	0.139***

Variable	Probability of attending pre-work	Probability of completing pre-work	Probability of completing the program	
	Unconditional	Conditional on attending pre-work	Conditional on completing pre-work	Unconditional
	(0.036)	(0.046)	(0.055)	(0.040)
DC	0.043	-0.220***	0.173*	-0.058
	(0.054)	(0.080)	(0.090)	(0.071)
Caseload			-0.088**	
			(0.044)	
Observations (*n*)	690	520	360	690

Sources: Urban Alliance High School Internship Program application forms and Urban Alliance program data.
Notes: Estimates are marginal effects from a logit regression. Standard errors are given in parentheses. "Completing the program" is defined as remaining in the Urban Alliance program until June 1. Reference group for GPA 3.0 to 4.0 and GPA 2.0 to <3.0 was GPA <2.0.
*p < .1 **p < .05 ***p < .01

Our process evaluation revealed many reasons why youth exited the program. Youth principally cited competing priorities, such as athletics or extracurricular activities, class schedules, lack of interest in the training, family or personal issues, relocation, and cost of transportation as reasons for attrition. During the internship, only a small proportion of youth exited the program. Some youth were fired from their internship, primarily for poor attendance; however, some youth exited for positive reasons, such as to pursue other educational or job opportunities.

In addition to estimating attrition, we also estimated whether access to the Urban Alliance program led more treatment group youth to receive educational and job services (table 6). It may seem definitional that the program led to increased service take-up, but many youth already receive college and career preparatory services in their high school or through after-school programs. (We have no quality or intensity measures for these other high school or after-school programs.) We found that the differences between the treatment and control group of receiving college help and job help were statistically significant, but relatively small, at 8 percentage points for college help and 13 percentage points for job help. For those students who completed the Urban Alliance program, the differences were roughly double, at 17 percentage points and 26 percentage points, respectively. Receiving college and job help was prevalent among youth in the control group: 82 percent reported receiving job help, and 85 percent reported receiving college help. In comparison, 95 percent of the youth in the treatment group reported receiving job help, and 93 percent reported receiving college help.

TABLE 6

Services Received

	Mean		ITT	
Outcome	Treatment	Control	Difference in means	Regression adjusted
Received job help	0.95	0.82	0.12***	0.128***
				(0.031)
Received college help	0.93	0.85	0.08***	0.081***
				(0.027)

Sources: Urban Alliance program data (control variables) and interim outcome survey (outcome variables).
Notes: Standard errors are given in parentheses. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. The regression-adjusted models included the following control measures: program year, gender, neighborhood percentage poverty, previously held a job, and junior year GPA.
*significant at 10% **significant at 5% ***significant at 1%

Program Impacts

In this section, we present the impact findings of Urban Alliance on skill development, educational achievement, and employment outcomes. We describe outcomes approximately one and two years after expected high school graduation for each youth.

For each outcome, we present the means for the treatment and control groups, the regression-adjusted ITT estimate, the ITT standardized effect size, and the regression-adjusted TOT estimate. The adjusted ITT estimate is an estimate of the size of the difference between the treatment and control groups as assigned. We also report the level of significance as a measure of the strength of the evidence that the estimate differs from zero. The ITT standardized effect size provides a measure of the magnitude of the effect in standardized form, which allows comparisons across different outcomes. Finally, the TOT estimate measures the difference between students who completed the program and students in the control group. When estimating the TOT, we control for selection into participation by using an instrumental variable approach.

We estimated the impacts of the Urban Alliance program by using regression analysis at the one-year mark and the two-year mark. In each regression, we controlled for demographic and educational characteristics. Although youth outcomes within a school may vary, youth from the same schools often have similar educational outcomes. To account for within-school correlation, we estimated both the ITT and TOT effects by using a random effects model at the school level. In general the results are robust to alternate specifications including fixed effects or clustered standard errors, although none of the full sample effects are robust to a Benjamini-Hockberge multiple comparisons adjustment. We estimated the impact of the program for the full group and for three sets of subgroups: by site, by gender, and by GPA group. Because of small sample sizes, we did not estimate impacts separately for Baltimore or students with GPAs below 2.0 for outcomes based on survey data or IPEDS data. However, we were able to estimate impacts for these groups for outcomes based on NSC data. Full-group results at the one-year and two-year marks are in the main body of the report. The results of the subgroup analyses can be found in appendix C and D with the full-group results repeated. Appendix E provides descriptions of the reported outcomes.

College Preparation and High School Achievement

At the one-year mark, we examined the impacts of Urban Alliance on college preparation and high school achievement on the full group and on subgroups. We present the results for the full group in table 7, and results for the subgroups can be found in appendix C and D. The college readiness outcomes [took the SAT, took the ACT, filled out the Free Application for Federal Student Aid (FAFSA), reported comfort with the FAFSA and other scholarships, and reported applications to college] were measured in the one-year follow-up survey. The high school achievement outcomes (graduation, cumulative GPA, absences senior year, and suspensions senior year) were measured through high school transcript data.

For the full group, we found that Urban Alliance had an impact on youth's self-reported comfort with the FAFSA and other scholarships, though the magnitude of this effect was just under what is considered "small." We did not find any statistically significant impacts on other measures of college preparation such as taking the SAT, taking the ACT, or whether the youth applied to college.

At the subgroup level, we found similar results for youth in DC, for females, and for those with GPAs above 3.0. For these subgroups, the only statistically significant impact was for self-reported comfort with the FAFSA. For young men, although we did not find a significant effect on any measure of college readiness, the magnitude of the effect was considered meaningful for reported comfort with the FAFSA and scholarships and reported application to college. Specifically, the estimated increase in probability of applying to college was 6 percentage points. This discrepancy between the measures of significance and magnitude can occur when sample sizes are too small to achieve significance, but the magnitudes are large enough to suggest an effect exists. We did not find any impacts on college readiness measures for those with GPAs between 2.0 and 3.0.

We did not find impacts on any measure of high school achievement for the full group. At the subgroup level, consistent with the full-group estimates, we found no impact on high school achievement for any subgroup except for males and those with GPAs of 2.0 to 3.0. For males, we found that the program increased the probability of graduating from high school by 4 percentage points for the ITT estimate and by 8 percentage points for the TOT estimate. For the GPA 2.0 to 3.0 group, we found that those who completed the program were more likely to be chronically absent senior year by 10 percentage points for the ITT estimate and by 20 percentage points for the TOT estimate.

TABLE 7

College Readiness and High School Achievement Impacts at the One-Year Mark

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
College Preparation						
Took SAT (survey)	555	0.907	0.911	-0.014	-0.049	-0.036
				(0.023)		(0.049)
Took ACT (survey)	555	0.443	0.352	0.056	0.116	0.115
				(0.040)		(0.083)
Filled out FAFSA (survey)	548	0.931	0.921	-0.002	-0.009	-0.004
				(0.021)		(0.046)
Comfort with FAFSA and scholarships (survey)	541	3.595	3.466	0.119**	0.199	0.244**
				(0.052)		(0.108)
Applied to college (survey)	555	0.942	0.919	0.008	0.033	0.005
				(0.021)		(0.043)
High School Achievement						
Graduated high school (HS data)	939	0.980	0.958	0.012	0.070	0.023
				(0.010)		(0.025)
Suspended senior year (HS data)	955	0.077	0.096	-0.011	-0.038	-0.037
				(0.018)		(0.045)
Chronically absent senior year (HS data)	955	0.322	0.312	0.049	0.106	0.110
				(0.032)		(0.070)
Cumulative GPA (HS data)	926	2.655	2.555	-0.013	-0.021	-0.031
				(0.025)		(0.060)

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

Notes: IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA.

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

^small effect ^^medium effect ^^^large effect

Skill Development

We estimated the impact of Urban Alliance on youths' skill development at both the one- and two-year marks. We present the results for the full group in table 8, and results for the subgroups can be found in appendix C and D. The skill development outcomes (self-reported hard skill comfort and self-reported

soft skill comfort) were measured using the one-year and two-year follow-up surveys. Hard skill comfort is measured as self-reported comfort level performing general office work, such as using Excel, making photocopies, etc. Soft skill comfort is measured as self-reported comfort level speaking with adult coworkers, writing professional e-mails, making a presentation, dressing professionally, completing work assignments on time and getting to work on time (see Appendix E). In the two-year survey, we included two additional measures of soft skills: time management and goal setting.

For the full group, we found a significant impact of the program on reports of soft skills at the one-year mark. However, by the two-year mark the size of the effect on soft skills had diminished. The fading of the effect appeared to be driven not by a decrease in the reported soft skill comfort of the treatment group, but rather a relatively larger increase in the reported soft skill comfort of the control group. Although the average reported soft skill comfort for youth in the treatment group grew slightly (from 3.73 to 3.78), the reported soft skill comfort for youth in the control group grew more (from 3.63 to 3.70). We did not detect any significant impacts of Urban Alliance at the two-year mark on goal setting or time management.

At the subgroup level, we saw a similar pattern of impacts on at least one measure of skill development during the first year that faded by the second year, except for males. For females, there were significant impacts on soft skill comfort and hard skill comfort, but both effects faded by the second year. For both the GPA 2.0 to 3.0 group and for DC, there were significant impacts on soft skills at the one-year mark that faded by the two-year mark. For each of these groups, the fading of the impact was largely driven by gains in skill comfort from the control group rather than losses in skill comfort from the treatment group. The exception to this pattern of fading impacts was for males. We did not detect a statistically significant impact on soft skill comfort at the one-year mark, but found a significant effect at the two-year mark, with the effect growing from 0.07 to 0.23. This change was driven both by a decline in the average reported soft skills of males in the control group (from 3.69 to 3.63) and by an increase for males in the treatment group (from 3.74 to 3.85). These results for males are statistically significantly different than those for females.

TABLE 8

Skill Development Impacts

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Hard skill comfort (survey)						
One year	467	3.656	3.536	0.098	0.144	0.200
				(0.063)		(0.127)
Two years	467	3.656	3.605	0.040	0.063	0.082
				(0.060)		(0.121)
Soft skill comfort (survey)						
One year	461	3.731	3.637	0.091**	0.222^	0.182**
				(0.038)		(0.077)
Two years	461	3.781	3.705	0.075*	0.154	0.150*
				(0.046)		(0.091)
Goal setting (survey)	506	4.160	4.207	-0.020	-0.018	-0.040
				(0.101)		(0.205)
Time management (survey)	515	3.708	3.666	0.072	0.068	0.145
				(0.095)		(0.198)

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

Notes: IV = instrumental variable. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA.

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

^small effect ^^medium effect ^^^large effect

College Attendance, Quality, and Persistence

We explored the extent to which Urban Alliance affected participants' college attendance, the quality of the colleges they attended, and their persistence in college. Using NSC data, we measured the share of youth who attended and persisted at any college, a four-year college, or a two-year college. By linking IPEDS data to NSC attendance data, we were able to assess three proxy measures for college quality:

the 75th percentile SAT score for colleges that youth enrolled in and those colleges' retention and graduation rates. The results using the IPEDS data were only available for those who attended college. We present results on attendance and college quality at the one- and two-year marks and on persistence at the two-year mark in tables 9 and 10. Results at the subgroup level are available in appendix C and D.

For the full-group sample, we did not detect impacts on any of the college attendance or persistence measures, including both two- and four-year schools, under either the ITT or TOT framework or at the one- or two-year mark (table 9).

At the subgroup level, the program had large and significant impacts on college attendance and persistence for males. Males in the treatment group were 10 percentage points more likely to attend college at the one-year mark, and the effect grew to 12 percentage points at the two-year mark. The TOT impact was more than two times greater, at 23 percentage points at one year and 28 percentage points at two years, for those who completed the program. The magnitude of these increases is meaningful considering only about 55 percent of males attended college in the control group. Further, this increase in college attendance for males appeared to be driven entirely by an increase in four-year college attendance, with estimated increases of 10 percentage points based on the ITT estimate and increases of 23 percentage points based on the TOT estimate at the one- and two-year marks. In addition, males in the treatment group were more likely to persist in college, with an estimated impact of 11 percentage points on the probability of completing two years of college and an estimated impact of 10 percentage points on the probability of attaining a two-year degree or persisting into the third year. These estimates were more than double for those who completed the program, at 24 and 21 percent, respectively. These impacts are large considering that only 16 percent of the males in the control group completed two years of college, and only 14 percent had either attained a two-year degree or persisted into the third year. The results for males on college attendance, completing two years of college, completing two years of college at a four-year college, and attending a third year, are all significantly different than the results for females.

The program also had impacts on college attendance and persistence for the GPA subgroups, but not for the site subgroups or for females. Although the program had no impact on college attendance for those with GPAs below 2.0, it had substantial impacts on persistence, with an estimated impact of 9 percentage points on the probability of completing two years of college and 8 percentage points on the probability of attaining a two-year degree or persisting into the third year. These are large increases considering only 5 percent of the control group completed two years of college and less than 4 percent attained a two-year degree or persisted into their third year. The GPA 2.0 to 3.0 group, although not

more likely to attend college overall, was more likely to have attended a four-year college at the one- and two-year marks. At the two-year mark, the probability of attending a four-year college increased by 9 percentage points for those in the treatment group and by 17 percentage points for those who completed the program. These results for the GPA 2.0 to 3.0 group on four-year college attendance are significantly different from the results for the GPA 3.0 to 4.0 group, but are not significantly different from the GPA 0.0 to 2.0 group. The GPA 2.0 to 3.0 was also less likely to have attended a two-year college at the one-year mark, although this effect faded by the two-year mark. It appears the program moved this group from attending two-year colleges to attending four-year colleges.

For the GPA 3.0 to 4.0 group there was an impact on the probability of attending a two-year college at both the one- and two-year marks. At the two-year mark, the probability of attending a two-year college increased by 9 percentage points for those in the treatment group and by 18 percentage points for those who completed the program. This result was significantly different from the result for the GPA 0.0 to 2.0 and the GPA 2.0 to 3.0 groups. For this group, there was no difference in overall college attendance; however, there was a decline in the probability of attending a four-year college, although this was not statistically significant. For the GPA 3.0 and above group, Urban Alliance appears to have had the opposite effect as for the GPA 2.0 to 3.0 group, moving them from four-year colleges to two-year colleges.

TABLE 9

Education Impacts

College Enrollment and Persistence

		Mean		ITT		TOT
Outcome (data source)	**Observations (*n*)**	**Treatment**	**Control**	**Regression adjusted**	**Standardized effect size**	**IV regression adjusted**
Attended college (NSC)						
One year	1,043	0.637	0.583	0.013	0.026	0.028
				(0.032)		(0.073)
Two years	1,043	0.691	0.642	0.011	0.023	0.027
				(0.030)		(0.071)
Attended four-year college (NSC)						
One year	1,043	0.534	0.453	0.024	0.049	0.064
				(0.030)		(0.072)
Two years	1,043	0.579	0.494	0.028	0.057	0.076
				(0.030)		(0.071)
Attended two-year college (NSC)						
One year	1,043	0.107	0.133	-0.012	-0.036	-0.026

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.018)		(0.049)
Two years	1,043	0.162	0.192	-0.015	-0.040	-0.040
				(0.023)		(0.059)
Completed one year of college (NSC)	1,043	0.522	0.453	0.015	0.029	0.059
				(0.031)		(0.073)
Completed one year of four-year college (NSC)	1,043	0.465	0.406	0.000	0.001	0.007
				(0.030)		(0.071)
Completed two years of college (NSC)	1,043	0.302	0.244	0.021	0.047	0.049
				(0.028)		(0.067)
Completed two years of four-year college (NSC)	1,043	0.286	0.244	0.002	0.006	0.005
				(0.027)		(0.066)
Attained two-year degree or enrolled in third year (NSC)	1,043	0.278	0.217	0.020	0.046	0.042
				(0.026)		(0.064)

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

Notes: IV = instrumental variable. Standard errors are given in parentheses. The regression adjusted results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA.

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

^small effect ^^medium effect ^^^large effect

For the full-group sample, we did not find any impact on the college quality measures of retention rate or graduation rate at the one- or two-year marks (table 10). We found a significant impact on SAT score at the one-year mark, but that effect faded by the second year with the control group making gains on this measure. These measures of quality were only observable for youth who went to colleges that report these measures, which may have introduced selection bias.

At the subgroup level, we saw a similar pattern of an effect on at least one quality measure at the one-year mark that faded by the second year. In DC, there was an effect on both the 75th percentile SAT score and the graduation rate at year one. For males, there was an effect at the one-year mark 75th percentile SAT score. For the GPA 2.0 to 3.0 group, there was an effect on the graduation rate at one year. All of these effects faded by the second year as the control group caught up in terms of college

quality measures. Only females saw gains from no effect on any quality measures at year one and a significant effect on 75th percentile SAT score at year two. This change was driven by decreases in the average 75th percentile SAT score of the control group from year one to year two.

TABLE 10

Education Impacts

College Quality

		Mean		ITT		TOT
Outcome (data source)	**Observations (*n*)**	**Treatment**	**Control**	**Regression adjusted**	**Standardized effect size**	**IV regression adjusted**
Retention rate of college attended (IPEDS)						
One year	580	65.408	63.239	0.613	0.045	1.348
				(1.101)		(2.416)
Two years	619	65.273	62.980	1.698	0.125	2.888
				(1.135)		(2.417)
Graduation rate of college attended (IPEDS)						
One year	578	35.972	32.543	1.406	0.074	3.053
				(1.550)		(3.421)
Two years	621	34.604	32.657	0.360	0.017	-0.484
				(1.707)		(3.733)
75th percentile SAT score of college attended (IPEDS)						
One year	315	1047.124	1004.25	33.414**	0.241^	49.908
				(16.975)		(34.805)
Two years	303	1044.27	1015.57	15.550	0.101	22.950
				(18.561)		(39.065)

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

Notes: IV = instrumental variable. Standard errors are given in parentheses. The results were estimated using random effect generalized least squares. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA.

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

^small effect ^^medium effect ^^^large effect

Employment, Wages, and Savings

Finally, we estimated the impact of the Urban Alliance program on youth employment, wages, and savings. We present the results for the full group in table 11 and for subgroups in appendix C and D. The employment, wages, and savings outcomes (held a postprogram job, currently employed at the time of the survey, postprogram wages, and money accumulated) were measured at the one- and two-year marks in the follow-up surveys. For youth, who were not employed their wages are included in the analysis as zeros; excluding these observations does not change the qualitative result.

We did not find that Urban Alliance had significant impacts on job attainment, wages, or accumulated savings for the full-group sample at either the one- or two-year marks. Given the high rate of college attendance, however, positive labor market outcomes will likely develop over a longer time horizon than two years.

Similarly, for the subgroups we found no significant impact on any of the measures, except for males. Males in the treatment and treated groups were less likely to be employed than their counterparts in the control group at the one-year mark but not at the two-year mark, with males in the treatment group catching up in terms of employment. Given their increased probability of attending and persisting in college, this finding at the one-year mark likely indicates that Urban Alliance helped male youth enter college, specifically four-year colleges, instead of the workforce.

TABLE 11

Employment Impacts

		Mean		ITT		TOT
Outcome (data source)	**Observations (*n*)**	**Treatment**	**Control**	**Regression adjusted**	**Standardized effect size**	**IV regression adjusted**
Ever held a postprogram job (survey)						
One year	555	0.419	0.485	-0.058	-0.117	-0.121
				(0.042)		(0.088)
Two years	555	0.814	0.811	0.001	0.002	0.003
				(0.033)		(0.070)
Currently employed (survey)						
One year	555	0.313	0.370	-0.053	-0.111	-0.116
				(0.040)		(0.083)
Two years	555	0.457	0.478	-0.022	-0.044	-0.045

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.043)		(0.090)
Postprogram wages (survey)						
One year	553	2.554	2.834	-0.179	-0.042	-0.436
				(0.366)		(0.761)
Two years	553	2.556	2.559	-0.047	-0.011	-0.098
				(0.368)		(0.766)
Money accumulated (survey)						
One year	548	375.645	337.033	39.073	0.035	74.724
				(97.396)		(201.845)
Two years	548	311.085	259.511	46.475	0.055	100.458
				(72.799)		(150.215)

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

Notes: IV = instrumental variable. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA.

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

^small effect ^^medium effect ^^^large effect

Implications for Practice and Policy

The Urban Alliance High School Internship Program strives to change the trajectories of youth who are at risk of becoming disconnected, neither attending college nor finding stable employment. It intervenes in their lives at a critical juncture—senior year of high school—and offers them training, an internship, and mentoring to help them succeed. The youth it targets live in high-poverty areas where the majority of people are of color and where there are low levels of high school graduation and college enrollment. They have little exposure to high-skilled employment in their families or neighbors. Many of these youth face large financial and social barriers to college, and they are also not adequately prepared for the workforce. Within this context, Urban Alliance works to provide youth with the knowledge and resources they need to overcome these barriers and enter a path toward future educational attainment and financial well-being. In this report, we focus on conclusions and implications based on the intervention's impact throughout the study period and afterward.

A Dual-Purpose Program

The Urban Alliance program has at its center an internship, which gives the program the appearance of being an employment program. Furthermore, as an employment intervention that might prevent disconnection among terminal high school graduates, the program has key components considered effective (US Department of Labor et al. 2014); in particular, Urban Alliance provides paid employment, soft skills training, mentors, and postprogram support. Although a sizable share (31 percent) of youth in the treatment group did not go to college, the Urban Alliance program devotes much of its workshop time to helping youth prepare for college. For youth focusing on employment, the program could consider additional supports such as helping facilitate job attainment after the internship, perhaps by offering more alumni services. In fact, Urban Alliance is augmenting its alumni services program to focus on helping youth who become disconnected after completing the program.

Gender Differences

In the United States as a whole, females and especially minority females are more likely to graduate high school than males and more likely to attend college than males. Moreover, nearly two-thirds (65 percent) of youth in the Urban Alliance program were female and 89 percent were African American.

Our analysis indicated that the Urban Alliance program benefits males more than females in terms of soft skill development, college attendance, and college persistence. Females in the Urban Alliance program showed no significant differences from their counterparts in the control group at the two-year mark. However, males in the Urban Alliance program were more likely to attend college and to attend four-year colleges. They were more likely to complete two years of college, particularly at a four-year college, and to persist into a third year. On each of these measures, males in the program showed outcomes similar to females, indicating the program helps close the educational gap between females and males. For example, approximately 70 percent of males in the Urban Alliance program attended college, similar to females in either the program or control groups, but only 55 percent of control group males attended college. These are strikingly large impacts. They raise valuable questions for Urban Alliance, including whether male enrollment and retention in the program can be increased so that even more youth can obtain the benefits it confers? Also, can the program be differently structured to better assist females?

Target Population

The Urban Alliance program is aimed primarily at middle-of-the-road students, that is, students with neither high nor low GPAs. However, the program does not enforce eligibility criteria coincident with accepting only this targeted population. In our analysis, we segmented the sample into three groups based on GPA. Confirming results from the interim report, for the middle GPA subgroup, youth offered treatment and those completing the internship were both more likely to attend a four-year college than the control group at the two-year mark.

Low-GPA students in the Urban Alliance program did not enter college in higher rates than their control counterparts. However, they benefited from the program in that low-GPA treatment youth were more likely than low-GPA control youth to complete two years of college and to persist into a third year. Furthermore, although not statistically significant, standardized effect sizes indicated low-GPA treatment youth were more likely to complete their first two years at a four-year college. These differences are attributable to changes in the probability of persisting in college.

Oddly, high-GPA students appear to have shifted from attending four-year colleges to attending two-year colleges, relative to control youth, a result that is consistent with estimates from the interim report.

Importance of Alumni Services

As discussed above, youth who do not go to college and risk becoming disconnected after high school graduation need continuing help. Youth who go on to college also need ongoing support. For example, it is not necessarily the case, given mounting student loan debt burdens, that attending college without attaining a degree advantages students. In that light, it is worth acknowledging the sizable drop-off in college attendance. Although 64 percent of youth in the control group attended college, only 22 percent had either completed a two-year degree or enrolled in a third year by the time of this study. The treatment group was consistently 5 to 7 percentage points higher, but still showed the same trend, with 69 percent attending college and 28 percent attaining a two-year degree or enrolling in their third year by the time of data collection.

Youth from low-income families, particularly first-generation college attendees, frequently need support to help advance through college to obtain a degree. We found little connection of college students to Urban Alliance alumni services, though good measures did not exist at the time we examined this feature. Existing data recorded case management visits between youth and staff, but they did not record casual visits from youth or youth attendance at Urban Alliance events; as of 2016, such visits are now recorded by the program.

We also found that the Urban Alliance group showed greater hard skill and soft skill comfort at the one-year mark than the control group, but the differences on hard skills and soft skills both dissipated by the two-year mark. As has been seen in other evaluations, youth programs sometimes give the participants a head start on certain dimensions, but the control group youth catch up. In itself this is not a negative finding, but it indicates the need to provide ongoing support to continue growth of the skills youth acquire during the program.

One possibility to consider is greater linkages to colleges and programs that could provide additional supports to Urban Alliance students, helping them—especially the male students of color—to remain engaged in school. For example, post-secondary college retention programs offer a combination of academic advising, mentorship, and study skills or leadership training; such programs are generally institution-specific and are offered at many public and private universities across the country (Gardenhire et al. 2016). It is possible that these linkages could be coordinated with Urban Alliance's alumni services program so that they work in a complementary fashion.

Looking Ahead

The Urban Alliance should be commended for opening themselves up to a rigorous evaluation. Results highlight several areas of promise and also reveal issues for consideration in refining the programmatic model. And, having now expanded from their initial two sites in this study to include Chicago, Northern Virginia, and a planned fifth site, the program is indeed undergoing just such refinement. To support their geographic and programmatic expansion and deepening, Urban Alliance recently received a grant from the Department of Education's Investing in Innovation Fund to validate the findings of this evaluation and extend them to Chicago and Northern Virginia. The Urban Institute will again serve as the evaluator, and the evaluation design has begun. In addition to replication, we hope to gather information allowing us to delve deeper into what might account for cohort and site differences.

Appendix A. Survey Methodology

The survey sample included the entire control group and a randomly selected subset of treatment group participants that matched the size of the control group (table A.1). Students were contacted regardless of completion of the interim follow-up survey.

TABLE A.1

Survey Sample by Assignment Group and Cohort

Cohort	Control	Treatment	Total
2011–12	186	186	372
2012–13	176	176	352
Both cohorts	**362**	**362**	**724**

Source: Urban Alliance High School Internship Program application forms.

The survey administration was primarily managed by a subcontractor, SSRS. SSRS e-mailed an invitation to each member of the survey sample who provided a valid e-mail address explaining the purpose of the study and the survey. The e-mail highlighted the offer of a $40 gift card for completing the survey and invited youth to complete the survey online. SSRS sent one to two follow-up e-mails asking youth to complete the survey. After the initial e-mail messages, SSRS mailed letters of invitation to all noncompleters that included information on how youth could complete the survey online or by phone. SSRS next mailed a second letter of invitation to noncompleters that included a $2 preincentive and the offer of a $40 gift card for completing the survey. SSRS sent up to five additional follow-up e-mails to youth who had not yet completed the survey. Following the invitation e-mails, SSRS sent two e-mails to noncompleters offering a preincentive of a $10 gift card and then a $30 gift card for completing the survey.

SSRS followed up by telephone with those youth who did not complete the survey via the web. SSRS trained call center supervisors and interviewers to administer the survey to ensure accurate data collection and maximize response rates. Interviewers received written materials prior to survey administration that included an annotated questionnaire, information about the goals of the study, pronunciation of key terms, and guidance on overcoming obstacles to accurate answers.

Before asking whether respondents agreed to the survey, respondents were briefed about the confidential and voluntary nature of the survey. If respondents agreed to participate, the survey proceeded. If respondents did not agree, the interviewer or online survey screen thanked them for their

time and reminded them they could return to the survey if they changed their mind. The survey used slightly different language for the treatment and control groups: the treatment group was told the survey would be evaluating the Urban Alliance High School Internship Program, and the control group was told the survey was aimed at recent DC and Baltimore high school students.

SSRS used contact information from Urban Alliance program applications, including phone numbers, e-mail addresses, parent or guardian contact information, and an emergency contact that was supplemented with information collected during the first follow-up survey. Additionally, SSRS administered a retention questionnaire to respondents of the interim follow-up about six months prior to administering the survey. This questionnaire resulted in 47 percent of respondents either confirming or correcting contact information. SSRS supplemented contact information with National Change of Address data, Facebook searches, and contact information from the National Student Clearinghouse.

SSRS called the phone numbers provided by Urban Alliance an average of 16 times if they received no answer, a busy tone, or an answering machine before ending the phone call attempts. SSRS contacted nonresponsive numbers at multiple times of the day and varied days of the week. SSRS offered respondents the option to schedule a call-back. An SSRS team experienced in refusal conversions called youth who refused to complete the survey in an attempt to persuade respondents to complete data collection. SSRS staff also called youth who began but did not complete the survey to encourage them to complete the survey. After SSRS sent the e-mail messages and letters and made the calls, youth who did not respond to the survey received text messages on their cellular phones and Facebook messages, when possible.

The final component of survey administration was performed by a consultant interviewer who was highly experienced in field research and locating survey participants. The interviewer attempted to make in-person contact with nonresponders at their last known addresses in Washington, DC, and Baltimore and the addresses of their family or emergency contacts.

The survey for the 2011–12 cohort was open from November 11, 2014, through February 13, 2015, and from September 1, 2015, through January 11, 2016, for the 2012–13 cohort. The goal was to interview youth after they could have begun a third year of college.

The final survey achieved a 73 percent response rate across assignment groups and cohorts (table A.2). This response rate was maintained across cohorts. The response rate for the treatment group was modestly higher (77 percent) than for the control group (69 percent) as was the case in the first outcome survey wave. This pattern held across both waves, with 70 percent of the treatment group and 62 percent of the control group completing both follow-up surveys.

TABLE A.2

Response Levels and Rates by Treatment Group and Cohort

Cohort	Control *N* (%)		Treatment *N* (%)		Total *N* (%)	
	Wave 1	Wave 2	Wave 1	Wave 2	Wave 1	Wave 2
2011–12	140 (75%)	125 (67%)	155 (83%)	145 (78%)	295 (79%)	270 (73%)
2012–13	130 (74%)	126 (72%)	136 (77%)	132 (75%)	266 (76%)	258 (73%)
Both cohorts	**270 (75%)**	**251 (69%)**	**291 (80%)**	**277 (77%)**	**561 (77%)**	**528 (73%)**

Source: Final outcome survey.

Appendix B. Differential Attrition

Differential attrition between the treatment and control groups was minimal (table B.1). There were a few differences between the two groups in the final survey that were not present at the time of program application. Treatment group youth who completed the survey were more likely to have a father present in the household than control group youth (40 versus 31 percent). Control group youth who completed the survey were more likely to be enrolled in special education classes than treatment group youth (9 versus 4 percent). Other differences, however, were already present at baseline: treatment group youth had higher GPAs at the end of their junior year, and control group youth were more likely to have a checking or savings account. Differential attrition at the one-year mark can be found in the interim report (Theodos, Pergamit, Hanson, et al. 2016).

TABLE B.1

Survey Respondent Characteristics at Baseline, Overall and by Treatment Group

Characteristic	Full Sample				Survey Respondents				Survey Nonrespondents			
	All	Treatment	Control	Level of sig.	All	Treatment	Control	Level of sig.	All	Treatment	Control	Level of sig.
Youth demographics (%)												
Female	65	66	63		68	69	67	**	62	63	55	*
US citizen	95	95	97	*	97	97	97		94	93	98	*
English language learner	11	11	11		13	13	12		9	9	10	
Race and ethnicity (%)												
African American	89	88	91		87	85	89		91	90	95	*
White	2	2	2		2	1	2		2	2	1	
Hispanic	5	6	4		8	10	5		3	4	2	
Other	4	4	3		4	4	4		4	4	2	
Youth family characteristics (%)												
Has a child	4	5	4		4	5	3	**	4	4	4	

Characteristic	Full Sample				Survey Respondents				Survey Nonrespondents			
	All	Treatment	Control	Level of sig.	All	Treatment	Control	Level of sig.	All	Treatment	Control	Level of sig.
Employed adult in household	77	77	78		79	77	81	**	76	77	72	
Living Arrangement (%)												
Father only	5	5	5		5	5	5		5	5	5	
Mother only	56	56	57		53	48	58		60	61	54	
Other	12	11	13		11	12	11		13	11	20	
Two parents	27	28	25		31	35	26		22	23	20	
Other characteristics												
Had a previous job (%)	75	76	74		75	74	76	**	76	78	69	*
Has a checking or savings account (%)	38	35	42	*	41	34	47		35	37	32	
Money saved	$99	$94	$108		$94	$61	$130		$103	$115	$58	
Academic achievement and educational attributes												
Number of other schools attended in past three years	0.5	0.5	0.5		0.4	0.4	0.5	*	0.6	0.6	0.6	
In special education (%)	9	8	10		6	4	9	*	12	11	14	
GPA at end of junior year	2.7	2.7	2.6	**	2.7	2.7	2.6		2.7	2.7	2.5	**
Has taken or plans to take ACT or SAT (%)	90	90	91		91	90	91	**	90	90	91	
Observations (*n*)	1,062	700	362		528	276	252		534	424	110	

Source: Urban Alliance High School Internship Program application forms.

Notes: All items had a response rate of 80 percent or more except bank account (70 percent) and "has taken or plans to take ACT or SAT" (71 percent). For categorical variables (living arrangement and race), significance of the chi-square test is shown in the first category row.

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

+chi-squared test significant for categorical variable at the 10% level

Appendix C. Full Sample and Subgroup Impact Tables at One and Two Years

TABLE C.1

Urban Alliance Program Impacts, Full Sample

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Received job help (survey)						
One year	547	0.948	0.823	0.129***	0.411^	0.260***
				(0.031)		(0.057)
Received college help (survey)						
One year	549	0.934	0.854	0.080***	0.263^	0.165***
				(0.027)		(0.054)
Graduated high school (HS data)						
One year	939	0.980	0.958	0.012	0.070	0.023
				(0.010)		(0.025)
Suspended senior year (HS data)						
One year	955	0.077	0.096	-0.011	-0.038	-0.037
				(0.018)		(0.045)
Chronically absent senior year (HS data)						
One year	955	0.322	0.312	0.049	0.106	0.110
				(0.032)		(0.070)
Cumulative GPA (HS data)						
One year	926	2.655	2.555	-0.013	-0.021	-0.031
				(0.025)		(0.060)
Took SAT (survey)						
One year	555	0.907	0.911	-0.014	-0.049	-0.036
				(0.023)		(0.049)
Took ACT (survey)						

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	555	0.443	0.352	0.056	0.116	0.115
				(0.040)		(0.083)
Filled out FAFSA (survey)						
One year	548	0.931	0.921	-0.002	-0.009	-0.004
				(0.021)		(0.046)
Comfort with FAFSA and scholarships (survey)						
One year	541	3.595	3.466	0.119**	0.199	0.244**
				(0.052)		(0.108)
Applied to college (survey)						
One year	555	0.942	0.919	0.008	0.033	0.005
				(0.021)		(0.043)
Hard skill comfort (survey)						
One year	467	3.656	3.536	0.098	0.144	0.200
				(0.063)		(0.127)
Two years	467	3.656	3.605	0.040	0.063	0.082
				(0.060)		(0.121)
Soft skill comfort (survey)						
One year	461	3.731	3.637	0.091**	0.222^	0.182**
				(0.038)		(0.077)
Two years	461	3.781	3.705	0.075*	0.154	0.150*
				(0.046)		(0.091)
Goal setting (survey)						
Two years	506	4.160	4.207	-0.020	-0.018	-0.040
				(0.101)		(0.205)
Time management (survey)						
Two years	515	3.708	3.666	0.072	0.068	0.145
				(0.095)		(0.198)
Attended college (NSC)						
One year	1,043	0.637	0.583	0.013	0.026	0.028
				(0.032)		(0.073)
Two years	1,043	0.691	0.642	0.011	0.023	0.027
				(0.030)		(0.071)
Attended four-year college (NSC)						

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	1,043	0.534	0.453	0.024	0.049	0.064
				(0.030)		(0.072)
Two years	1,043	0.579	0.494	0.028	0.057	0.076
				(0.030)		(0.071)
Attended two-year college (NSC)						
One year	1,043	0.107	0.133	-0.012	-0.036	-0.026
				(0.018)		(0.049)
Two years	1,043	0.162	0.192	-0.015	-0.040	-0.040
				(0.023)		(0.059)
Completed one year of college (NSC)						
Two years	1,043	0.522	0.453	0.015	0.029	0.059
				(0.031)		(0.073)
Completed one year of four-year college (NSC)						
Two years	1,043	0.465	0.406	0.000	0.001	0.007
				(0.030)		(0.071)
Completed two years of college (NSC)						
Two years	1,043	0.302	0.244	0.021	0.047	0.049
				(0.028)		(0.067)
Completed two years of four-year college (NSC)						
Two years	1,043	0.286	0.244	0.002	0.006	0.005
				(0.027)		(0.066)
Attained two-year degree or enrolled in third year (NSC)						
Two years	1,043	0.278	0.217	0.020	0.046	0.042
				(0.026)		(0.064)
Retention rate of college attended (IPEDS)						
One year	580	65.408	63.239	0.613	0.045	1.348
				(1.101)		(2.416)
Two years	619	65.273	62.980	1.698	0.125	2.888
				(1.135)		(2.417)
Graduation rate of college attended (IPEDS)						
One year	578	35.972	32.543	1.406	0.074	3.053
				(1.550)		(3.421)
Two years	621	34.604	32.657	0.360	0.017	-0.484

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(1.707)		(3.733)
75th percentile SAT score of college attended (IPEDS)						
One year	315	1,047.124	1,004.250	33.414**	0.241^	49.908
				(16.975)		(34.805)
Two years	303	1,044.269	1,015.567	15.550	0.101	22.950
				(18.561)		(39.065)
Held a postprogram job (survey)						
One year	561	0.419	0.485	-0.066	-0.132	-0.121
				(0.042)		(0.088)
Two years	555	0.814	0.811	0.001	0.002	0.003
				(0.033)		(0.070)
Currently employed (survey)						
One year	561	0.313	0.370	-0.060	-0.126	-0.116
				(0.040)		(0.083)
Two years	555	0.457	0.478	-0.022	-0.044	-0.045
				(0.043)		(0.090)
Postprogram wages (survey)						
One year	553	2.554	2.834	-0.179	-0.042	-0.436
				(0.366)		(0.761)
Two years	553	2.556	2.559	-0.047	-0.011	-0.098
				(0.368)		(0.766)
Money accumulated (survey)						
One year	548	375.645	337.033	39.073	0.035	74.724
				(97.396)		(201.845)
Two years	548	311.085	259.511	46.475	0.055	100.458
				(72.799)		(150.215)

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

Notes: IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized

least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA. "—" indicates either the sample size was too small or the regression could not be estimated because of collinearity.

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

^small effect ^^medium effect ^^^large effect

TABLE C.2

Urban Alliance Program Impacts, Washington, DC

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Received job help (survey)						
One year	450	0.948	0.822	0.134***	0.427^	0.274***
				(0.033)		(0.063)
Received college help (survey)						
One year	460	0.928	0.870	0.062**	0.208^	0.128**
				(0.028)		(0.058)
Graduated high school (HS data)						
One year	769	0.977	0.956	0.011	0.061	0.010
				(0.013)		(0.029)
Suspended senior year (HS data)						
One year	784	0.079	0.111	-0.020	-0.067	-0.064
				(0.021)		(0.052)
Chronically absent senior year (HS data)						
One year	784	0.350	0.352	0.051	0.107	0.122
				(0.037)		(0.082)
Cumulative GPA (HS data)						
One year	755	2.735	2.600	0.010	0.016	0.024
				(0.026)		(0.061)
Took SAT (survey)						
One year	465	0.913	0.908	-0.010	-0.033	-0.023
				(0.025)		(0.053)
Took ACT (survey)						
One year	465	0.480	0.410	0.052	0.104	0.100
				(0.046)		(0.095)
Filled out FAFSA (survey)						
One year	460	0.925	0.921	-0.014	-0.054	-0.031
				(0.025)		(0.052)
Comfort with FAFSA and scholarships (survey)						
One year	453	3.606	3.507	0.102*	0.174	0.208*
				(0.056)		(0.116)

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Applied to college (survey)						
One year	465	0.953	0.931	0.002	0.010	0.000
				(0.021)		(0.044)
Hard skill comfort (survey)						
One year	398	3.655	3.573	0.081	0.124	0.124
				(0.067)		(0.128)
Two years	398	3.641	3.640	-0.007	-0.011	-0.028
				(0.064)		(0.126)
Soft skill comfort (survey)						
One year	392	3.735	3.635	0.103**	0.244^	0.197**
				(0.042)		(0.081)
Two years	392	3.773	3.709	0.066	0.131	0.126
				(0.050)		(0.096)
Goal setting (survey)						
Two years	428	4.129	4.131	-0.008	-0.007	-0.015
				(0.114)		(0.228)
Time management (survey)						
Two years	434	3.677	3.601	0.081	0.075	0.158
				(0.106)		(0.212)
Attended college (NSC)						
One year	843	0.667	0.601	0.034	0.071	0.074
				(0.035)		(0.079)
Two years	843	0.726	0.662	0.036	0.079	0.083
				(0.033)		(0.076)
Attended four-year college (NSC)						
One year	843	0.610	0.529	0.046	0.094	0.107
				(0.035)		(0.083)
Two years	843	0.659	0.583	0.043	0.088	0.098
				(0.035)		(0.081)
Attended two-year college (NSC)						
One year	843	0.062	0.076	-0.012	-0.049	-0.027
				(0.016)		(0.045)
Two years	843	0.121	0.119	0.003	0.011	0.012

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.023)		(0.060)
Completed one year of college (NSC)						
Two years	843	0.571	0.514	0.010	0.020	0.028
				(0.036)		(0.081)
Completed one year of four-year college (NSC)						
Two years	843	0.534	0.482	0.009	0.018	0.024
				(0.036)		(0.082)
Completed two years of college (NSC)						
Two years	843	0.338	0.291	0.015	0.032	0.035
				(0.033)		(0.078)
Completed two years of four-year college (NSC)						
Two years	843	0.329	0.291	0.006	0.013	0.013
				(0.033)		(0.078)
Attained two-year degree or enrolled in third year (NSC)						
Two years	843	0.310	0.259	0.013	0.028	0.032
				(0.031)		(0.076)
Retention rate of college attended (IPEDS)						
One year	509	66.612	64.386	1.639	0.130	3.543
				(1.128)		(2.400)
Two years	550	65.556	63.753	1.546	0.113	2.585
				(1.218)		(2.495)
Graduation rate of college attended (IPEDS)						
One year	510	37.700	34.324	2.658*	0.148	5.741*
				(1.622)		(3.496)
Two years	551	35.626	35.691	-0.766	-0.038	-3.498
				(1.807)		(3.804)
75th percentile SAT score of college attended (IPEDS)						
One year	282	1,050.032	1,001.543	37.513**	0.264^	53.929
				(18.518)		(36.915)
Two years	276	1,046.812	1,017.035	19.737	0.125	17.640
				(20.313)		(40.820)
Held a postprogram job (survey)						
One year	471	0.413	0.456	-0.043	-0.087	-0.097

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.046)		(0.098)
Two years	457	0.823	0.797	0.020	0.051	0.043
				(0.037)		(0.077)
Currently employed (survey)						
One year	471	0.311	0.336	-0.028	-0.059	-0.069
				(0.043)		(0.092)
Two years	465	0.457	0.470	-0.013	-0.026	-0.027
				(0.047)		(0.099)
Postprogram wages (survey)						
One year	463	2.496	2.512	-0.034	-0.008	-0.094
				(0.398)		(0.837)
Two years	463	2.665	2.510	0.110	0.025	0.231
				(0.408)		(0.856)
Money accumulated (survey)						
One year	459	383.685	294.270	75.633	0.070	137.504
				(103.007)		(214.337)
Two years	459	335.125	219.976	100.043	0.122	209.411
				(78.866)		(164.568)

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

Notes: IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA. Regression estimates are not shown for samples of under 100. "—" indicates either the sample size was too small or the regression could not be estimated because of collinearity.

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

^small effect ^^medium effect ^^^large effect

TABLE C.3

Urban Alliance Program Impacts, Baltimore

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Received job help (survey)						
One year	89	0.946	0.827	—	—	—
				—		—
Received college help (survey)						
One year	89	0.973	0.788	—	—	—
				—		—
Graduated high school (HS data)						
One year	170	0.991	0.967	—	—	—
				—		—
Suspended senior year (HS data)						
One year	171	0.064	0.033	—	—	—
				—		—
Chronically absent senior year (HS data)						
One year	171	0.182	0.148	0.027	0.071	0.077
				(0.046)		(0.125)
Cumulative GPA (HS data)						
One year	171	2.273	2.380	-0.074	-0.116	-0.130
				(0.074)		(0.166)
Took SAT (survey)						
One year	90	0.865	0.925	—	—	—
				—		—
Took ACT (survey)						
One year	90	0.189	0.113	—	—	—
				—		—
Filled out FAFSA (survey)						
One year	88	0.973	0.922	—	—	—
				—		—
Comfort with FAFSA and scholarships (survey)						
One year	88	3.514	3.298	—	—	—

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				—		—
Applied to college (survey)						
One year	90	0.865	0.868	—	—	—
				—		—
Hard skill comfort (survey)						
One year	69	3.667	3.381	—	—	—
				—		—
Two years	69	3.778	3.452	—	—	—
				—		—
Soft skill comfort (survey)						
One year	69	3.696	3.643	—	—	—
				—		—
Two years	69	3.852	3.690	—	—	—
				—		—
Goal setting (survey)						
Two years	78	4.429	4.500	—	—	—
				—		—
Time management (survey)						
Two years	81	3.961	3.915	—	—	—
				—		—
Attended college (NSC)						
One year	200	0.487	0.524	-0.050	-0.099	-0.118
				(0.072)		(0.193)
Two years	200	0.521	0.573	-0.060	-0.120	-0.147
				(0.072)		(0.195)
Attended four-year college (NSC)						
One year	200	0.160	0.195	-0.046	-0.120	-0.120
				(0.053)		(0.154)
Two years	200	0.193	0.195	-0.014	-0.034	-0.031
				(0.056)		(0.158)
Attended two-year college (NSC)						
One year	200	0.328	0.329	-0.004	-0.008	0.003
				(0.068)		(0.179)

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Two years	200	0.361	0.439	-0.081	-0.164	-0.200
				(0.070)		(0.189)
Completed one year of college (NSC)						
Two years	200	0.286	0.244	0.027	0.061	0.070
				(0.063)		(0.172)
Completed one year of four-year college (NSC)						
Two years	200	0.126	0.146	-0.027	-0.078	-0.078
				(0.048)		(0.137)
Completed two years of college (NSC)						
Two years	200	0.126	0.085	0.033	0.108	0.085
				(0.047)		(0.122)
Completed two years of four-year college (NSC)						
Two years	200	0.076	0.085	-0.016	-0.060	-0.051
				(0.039)		(0.111)
Attained two-year degree or enrolled in third year (NSC)						
Two years	200	0.118	0.073	0.041	0.139	0.106
				(0.046)		(0.117)
Retention rate of college attended (IPEDS)						
One year	71	54.805	57.200	—	—	—
				—		—
Two years	69	62.342	58.839	—	—	—
				—		—
Graduation rate of college attended (IPEDS)						
One year	68	20.374	22.428	—	—	—
				—		—
Two years	70	24.280	16.309	—	—	—
				—		—
75th percentile SAT score of college attended (IPEDS)						
One year	33	1,012.059	1,018.125	—	—	—
				—		—
Two years	27	1,013.438	1,004.091	—	—	—

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				—		—
Held a postprogram job (survey)						
One year	90	0.459	0.604	—	—	—
						—
Two years	90	0.757	0.868	—	—	—
Currently employed (survey)						
One year	90	0.324	0.509	—	—	—
				—		—
Two years	90	0.459	0.509	—	—	—
				—		—
Postprogram wages (survey)						
One year	90	2.948	4.154	—	—	—
				—		—
Two years	90	1.818	2.757	—	—	—
				—		—
Money accumulated (survey)						
One Year	89	321.108	513.019	—	—	—
				—		—
Two Year	89	148.000	422.210	—	—	—
				—		—

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

Notes: IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA. Regression estimates are not shown for samples of under 100. "—" indicates either the sample size was too small or the regression could not be estimated because of collinearity.

*significant at 10% **significant at 5% ***significant at 1%
^small effect ^^medium effect ^^^large effect

TABLE C.4

Urban Alliance Program Impacts, Females

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Received job help (survey)						
One year	369	0.948	0.844	0.115***	0.380^	0.235***
				(0.036)		(0.068)
Received college help (survey)						
One year	370	0.948	0.878	0.079***	0.280^	0.151***
				(0.032)		(0.061)
Graduated high school (HS data)						
One year	619	0.977	0.969	0.002	0.010	-0.011
				(0.013)		(0.029)
Suspended senior year (HS data)						
One year	627	0.066	0.072	-0.006	-0.023	-0.022
				(0.021)		(0.050)
Chronically absent senior year (HS data)						
One year	627	0.363	0.349	0.044	0.092	0.093
				(0.040)		(0.086)
Cumulative GPA (HS data)						
One year	615	2.691	2.633	-0.023	-0.036	-0.054
				(0.031)		(0.072)
Took SAT (survey)						
One year	373	0.908	0.917	-0.010	-0.036	-0.032
				(0.028)		(0.060)
Took ACT (survey)						
One year	373	0.477	0.387	0.073	0.148	0.142
				(0.050)		(0.103)
Filled out FAFSA (survey)						
One year	371	0.943	0.939	-0.001	-0.003	-0.002
				(0.022)		(0.050)
Comfort with FAFSA and scholarships (survey)						
One year	363	3.599	3.471	0.108*	0.184	0.222*
				(0.063)		(0.129)

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Applied to college (survey)						
One year	373	0.933	0.934	-0.005	-0.021	-0.011
				(0.024)		(0.051)
Hard skill comfort (survey)						
One year	321	3.694	3.510	0.152**	0.227^	0.306**
				(0.075)		(0.152)
Two years	321	3.653	3.621	0.027	0.042	0.056
				(0.073)		(0.149)
Soft skill comfort (survey)						
One year	317	3.726	3.616	0.110**	0.265^	0.220**
				(0.047)		(0.096)
Two years	317	3.749	3.737	0.029	0.059	0.059
				(0.056)		(0.114)
Goal setting (survey)						
Two years	348	4.182	4.135	0.095	0.083	0.207
				(0.126)		(0.263)
Time management (survey)						
Two years	351	3.706	3.619	0.136	0.125	0.287
				(0.119)		(0.250)
Attended college (NSC)						
One year	677	0.641	0.634	-0.031	-0.064	-0.065
				(0.039)		(0.089)
Two years	677	0.688	0.696	-0.044	-0.096	-0.093
				(0.038)		(0.086)
Attended four-year college (NSC)						
One year	677	0.553	0.511	-0.019	-0.038	-0.038
				(0.038)		(0.088)
Two years	677	0.593	0.546	-0.014	-0.028	-0.029
				(0.038)		(0.086)
Attended two-year college (NSC)						
One year	677	0.092	0.128	-0.016	-0.051	-0.026
				(0.021)		(0.055)
Two years	677	0.142	0.189	-0.024	-0.065	-0.054

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.027)		(0.067)
Completed one year of college (NSC)						
Two years	677	0.542	0.493	-0.000	-0.000	0.014
				(0.039)		(0.088)
Completed one year of four-year college (NSC)						
Two years	677	0.488	0.454	-0.026	-0.052	-0.053
				(0.038)		(0.087)
Completed two years of college (NSC)						
Two years	677	0.316	0.295	-0.019	-0.041	-0.042
				(0.036)		(0.082)
Completed two years of four-year college (NSC)						
Two years	677	0.296	0.295	-0.045	-0.098	-0.102
				(0.035)		(0.082)
Attained two-year degree or enrolled in third year (NSC)						
Two years	677	0.294	0.264	-0.016	-0.036	-0.040
				(0.034)		(0.080)
Retention rate of college attended (IPEDS)						
One year	396	65.315	63.697	-0.470	-0.035	-0.976
				(1.279)		(2.783)
Two years	414	64.807	62.156	1.871	0.138	3.757
				(1.341)		(2.788)
Graduation rate of college attended (IPEDS)						
One year	394	36.303	33.157	0.388	0.022	0.965
				(1.748)		(3.799)
Two years	415	35.539	33.118	-0.631	-0.032	-1.523
				(1.942)		(4.075)
75th percentile SAT score of college attended (IPEDS)						
One year	206	1,039.261	1,010.879	20.902	0.157	31.133
				(19.563)		(40.213)
Two years	191	1,039.508	1,000.846	32.017	0.230^	45.737
				(21.595)		(43.235)
Held a postprogram job (survey)						

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	376	0.405	0.436	-0.031	-0.063	-0.036
				(0.051)		(0.108)
Two years	373	0.836	0.807	0.027	0.069	0.059
				(0.040)		(0.085)
Currently employed (survey)						
One year	376	0.308	0.326	-0.018	-0.039	-0.032
				(0.048)		(0.102)
Two years	373	0.456	0.492	-0.038	-0.076	-0.079
				(0.052)		(0.111)
Postprogram wages (survey)						
One year	372	2.557	2.557	0.053	0.013	0.088
				(0.431)		(0.909)
Two years	372	2.443	2.520	-0.089	-0.022	-0.164
				(0.430)		(0.906)
Money accumulated (survey)						
One year	369	387.088	288.845	98.721	0.092	199.701
				(113.757)		(238.185)
Two years	369	275.420	216.856	74.789	0.106	156.621
				(73.038)		(153.916)

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

Notes: IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA. Regression estimates are not shown for samples of under 100. "—" indicates either the sample size was too small or the regression could not be estimated because of collinearity.

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

^small effect ^^medium effect ^^^large effect

TABLE C.5

Urban Alliance Program Impacts, Males

		Mean		ITT		TOT
Outcome (data source)	**Observations (*n*)**	**Treatment**	**Control**	**Regression adjusted**	**Standardized effect size**	**IV regression adjusted**
Received job help (survey)						
One year	170	0.947	0.782	0.186***	0.557^^	0.369***
				(0.074)		(0.107)
Received college help (survey)						
One year	179	0.904	0.807	0.090*	0.257^	0.183*
				(0.054)		(0.111)
Graduated high school (HS data)						
One year	320	0.986	0.940	0.041*	0.218^	0.076
				(0.024)		(0.048)
Suspended senior year (HS data)						
One year	328	0.098	0.134	-0.019	-0.058	-0.035
				(0.036)		(0.088)
Chronically absent senior year (HS data)						
One year	328	0.237	0.252	0.037	0.087	0.078
				(0.050)		(0.116)
Cumulative GPA (HS data)						
One year	311	2.581	2.418	0.008	0.012	0.033
				(0.043)		(0.096)
Took SAT (survey)						
One year	174	0.906	0.899	-0.028	-0.095	-0.039
				(0.039)		(0.085)
Took ACT (survey)						
One year	182	0.375	0.281	0.058	0.124	0.143
				(0.070)		(0.144)
Filled out FAFSA (survey)						
One year	177	0.905	0.882	0.008	0.027	0.004
				(0.047)		(0.099)
Comfort with FAFSA and scholarships (survey)						

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	178	3.585	3.454	0.147	0.234^	0.298
				(0.099)		(0.202)
Applied to college (survey)						
One year	182	0.958	0.888	0.059	0.224^	0.085
				(0.044)		(0.081)
Hard skill comfort (survey)						
One year	146	3.575	3.597	0.014	0.020	0.026
				(0.118)		(0.228)
Two years	146	3.663	3.567	0.076	0.121	0.149
				(0.106)		(0.202)
Soft skill comfort (survey)						
One year	144	3.743	3.686	0.066	0.164	0.123
				(0.068)		(0.128)
Two years	144	3.850	3.631	0.213***	0.444^	0.409***
				(0.079)		(0.151)
Goal setting (survey)						
Two years	158	4.111	4.359	-0.243	-0.240	-0.412
				(0.168)		(0.317)
Time management (survey)						
Two years	164	3.714	3.761	-0.006	-0.006	-0.040
				(0.162)		(0.312)
Attended college (NSC)						
One year	366	0.629	0.496	0.097*	0.198	0.226*
				(0.053)		(0.131)
Two years	366	0.696	0.549	0.116**	0.240^	0.283**
				(0.049)		(0.129)
Attended four-year college (NSC)						
One year	366	0.496	0.353	0.099**	0.203^	0.228*
				(0.049)		(0.127)
Two years	366	0.554	0.406	0.103**	0.208^	0.230*
				(0.049)		(0.128)
Attended two-year college (NSC)						

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	366	0.138	0.143	-0.005	-0.014	0.011
				(0.036)		(0.098)
Two years	366	0.200	0.195	0.010	0.026	0.045
				(0.042)		(0.115)
Completed one year of college (NSC)						
Two years	366	0.483	0.383	0.053	0.107	0.138
				(0.052)		(0.131)
Completed one year of four-year college (NSC)						
Two years	366	0.421	0.323	0.052	0.108	0.122
				(0.049)		(0.125)
Completed two years of college (NSC)						
Two years	366	0.275	0.158	0.107**	0.263^	0.241**
				(0.047)		(0.119)
Completed two years of four-year college (NSC)						
Two years	366	0.267	0.158	0.098**	0.242^	0.207*
				(0.046)		(0.117)
Attained two-year degree or enrolled in third year (NSC)						
Two years	366	0.246	0.135	0.098**	0.251^	0.207*
				(0.045)		(0.112)
Retention rate of college attended (IPEDS)						
One year	184	65.598	62.161	2.462	0.169	6.343
				(2.231)		(5.013)
Two years	205	66.177	64.774	0.999	0.073	2.173
				(1.980)		(4.740)
Graduation rate of college attended (IPEDS)						
One year	184	35.290	31.143	3.771	0.178	9.126
				(3.166)		(7.442)
Two years	206	32.805	31.644	0.501	0.022	-0.949
				(3.281)		(8.097)
75th percentile SAT score of college attended (IPEDS)						

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	109	1,060.549	987.679	56.366*	0.383^	131.443
				(33.857)		(82.146)
Two years	112	1,051.852	1,045.469	-11.161	-0.062	-27.692
				(36.080)		(85.765)
Held a postprogram job (survey)						
One year	185	0.448	0.584	-0.151**	-0.303	-0.301**
				(0.074)		(0.155)
Two years	174	0.771	0.820	-0.037	-0.092	-0.084
				(0.063)		(0.125)
Currently employed (survey)						
One year	185	0.323	0.461	-0.160**	-0.329	-0.296**
				(0.073)		(0.154)
Two years	182	0.458	0.449	0.019	0.039	0.056
				(0.076)		(0.157)
Postprogram wages (survey)						
One year	181	2.546	3.397	-0.726	-0.159	-1.776
				(0.712)		(1.425)
Two years	181	2.787	2.639	0.236	0.051	0.391
				(0.729)		(1.445)
Money accumulated (survey)						
One year	179	352.398	436.177	-107.585	-0.089	-157.049
				(186.377)		(360.583)
Two years	179	383.541	347.271	70.314	0.066	125.726
				(162.960)		(322.874)

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

Notes: Obs. = observations; IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using

random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA. Regression estimates are not shown for samples of under 100. "—" indicates either the sample size was too small or the regression could not be estimated because of collinearity.

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

^small effect ^^medium effect ^^^large effect

TABLE C.6

Urban Alliance Program Impacts, GPA 0.0 to 2.0

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Received job help (survey)						
One year	75	0.939	0.857	—	—	—
				—		—
Received college help (survey)						
One year	75	0.906	0.791	—	—	—
				—		—
Graduated high school (HS data)						
One year	129	0.887	0.902	0.013	0.043	0.049
				(0.057)		(0.223)
Suspended senior year (HS data)						
One year	138	0.140	0.130	0.037	0.108	0.013
				(0.060)		(0.253)
Chronically absent senior year (HS data)						
One year	138	0.581	0.630	-0.044	-0.090	-0.306
				(0.086)		(0.348)
Cumulative GPA (HS data)						
One year	133	1.731	1.701	0.070	0.193	0.295
				(0.059)		(0.249)
Took SAT (survey)						
One year	77	0.765	0.721	—	—	—
				—		—
Took ACT (survey)						
One year	77	0.353	0.233	—	—	—
				—		—
Filled out FAFSA (survey)						
One year	74	0.781	0.810	—	—	—
				—		—
Comfort with FAFSA and scholarships (survey)						

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	74	3.545	3.573	—	—	—
				—		—
Applied to college (survey)						
One year	77	0.735	0.767	—	—	—
				—		—
Hard skill comfort (survey)						
One year	65	3.700	3.629	—	—	—
				—		—
Two years	65	3.600	3.686	—	—	—
				—		—
Soft skill comfort (survey)						
One year	62	3.743	3.729	—	—	—
				—		—
Two years	62	3.821	3.824	—	—	—
				—		—
Goal setting (survey)						
Two years	72	4.290	4.049	—	—	—
				—		—
Time management (survey)						
Two years	73	3.672	3.631	—	—	—
				—		—
Attended college (NSC)						
One year	147	0.315	0.333	-0.014	-0.029	-0.031
				(0.086)		(0.303)
Two years	147	0.391	0.386	0.018	0.037	0.095
				(0.089)		(0.322)
Attended four-year college (NSC)						
One year	147	0.196	0.193	0.054	0.136	0.369
				(0.068)		(0.265)
Two years	147	0.239	0.246	0.037	0.086	0.257
				(0.077)		(0.282)
Attended two-year college (NSC)						

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	147	0.120	0.140	-0.057	-0.168	-0.387*
				(0.054)		(0.227)
Two years	147	0.174	0.211	-0.062	-0.156	-0.351
				(0.066)		(0.264)
Completed one year of college (NSC)						
Two years	147	0.163	0.175	0.038	0.101	0.277
				(0.062)		(0.223)
Completed one year of four-year college (NSC)						
Two years	147	0.120	0.123	0.054	0.163	0.380*
				(0.055)		(0.208)
Completed two years of college (NSC)						
Two years	147	0.098	0.053	0.094**	0.354^	0.457***
				(0.047)		(0.183)
Completed two years of four-year college (NSC)						
Two years	147	0.087	0.053	0.077*	0.301^	0.389**
				(0.045)		(0.177)
Attained two-year degree or enrolled in third year (NSC)						
Two years	147	0.076	0.035	0.075*	0.329^	0.399**
				(0.042)		(0.165)
Retention rate of college attended (IPEDS)						
One year	47	59.655	54.667	—	—	—
				—		—
Two years	52	59.563	54.550	—	—	—
				—		—
Graduation rate of college attended (IPEDS)						
One year	48	22.920	24.657	—	—	—
				—		—
Two years	52	19.672	20.825	—	—	
				—		—
75th percentile SAT score of college attended (IPEDS)						

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
One year	8	1,032.000	911.667	—	—	—
				—		—
Two years	10	1,024.000	944.000	—	—	—
				—		—
Held a postprogram job (survey)						
One year	77	0.294	0.419	—	—	—
				—		—
Two years	77	0.735	0.767	—	—	—
				—		—
Currently employed (survey)						
One year	77	0.206	0.209	—	—	—
				—		—
Two years	77	0.500	0.419	—	—	—
				—		—
Postprogram wages (survey)						
One year	76	1.985	2.034	—	—	—
				—		—
Two years	76	2.156	1.138	—	—	—
				—		—
Money accumulated (survey)						
One year	75	341.742	251.119	—	—	—
				—		—
Two years	75	107.000	32.837	—	—	—
				—		—

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

Notes: IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the

following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA. Regression estimates are not shown for samples of under 100. "—" indicates either the sample size was too small or the regression could not be estimated because of collinearity.
*significant at 10% **significant at 5% ***significant at 1%
^small effect ^^medium effect ^^^large effect

TABLE C.7

Urban Alliance Program Impacts, GPA 2.0 to 3.0

		Mean		ITT		TOT
Outcome (data source)	**Observations (*n*)**	**Treatment**	**Control**	**Regression adjusted**	**Standardized effect size**	**IV regression adjusted**
Received job help (survey)						
One year	259	0.965	0.803	0.182***	0.586^^	0.300***
				(0.049)		(0.074)
Received college help (survey)						
One year	259	0.915	0.866	0.038	0.121	0.069
				(0.040)		(0.071)
Graduated high school (HS data)						
One year	482	0.994	0.975	0.016	0.133	0.035
				(0.011)		(0.023)
Suspended senior year (HS data)						
One year	483	0.083	0.093	-0.008	-0.028	-0.020
				(0.026)		(0.059)
Chronically absent senior year (HS data)						
One year	483	0.327	0.253	0.102**	0.225^	0.192**
				(0.046)		(0.090)
Cumulative GPA (HS data)						
One year	474	2.538	2.541	-0.026	-0.074	-0.064
				(0.030)		(0.064)
Took SAT (survey)						
One year	267	0.916	0.953	-0.023	-0.092	-0.035
				(0.030)		(0.054)
Took ACT (survey)						
One year	267	0.441	0.362	0.049	0.100	0.132
				(0.060)		(0.110)
Filled out FAFSA (survey)						
One year	264	0.930	0.944	-0.006	-0.025	-0.008
				(0.030)		(0.056)
Comfort with FAFSA and scholarships (survey)						
One year	260	3.612	3.508	0.077	0.134	0.139

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.073)		(0.133)
Applied to college (survey)						
One year	267	0.951	0.961	-0.008	-0.037	-0.017
				(0.024)		(0.047)
Hard skill comfort (survey)						
One year	229	3.653	3.575	0.046	0.070	0.090
				(0.087)		(0.157)
Two years	229	3.605	3.632	-0.029	-0.045	-0.053
				(0.090)		(0.163)
Soft skill comfort (survey)						
One year	226	3.733	3.642	0.093*	0.220^	0.165*
				(0.056)		(0.100)
Two years	226	3.740	3.692	0.058	0.110	0.104
				(0.071)		(0.125)
Goal setting (survey)						
Two years	242	4.068	4.236	-0.173	-0.153	-0.307
				(0.151)		(0.273)
Time management (survey)						
Two years	247	3.638	3.643	-0.006	-0.006	-0.011
				(0.138)		(0.249)
Attended college (NSC)						
One year	507	0.644	0.603	0.027	0.055	0.049
				(0.048)		(0.096)
Two years	507	0.703	0.667	0.023	0.050	0.044
				(0.045)		(0.092)
Attended four-year college (NSC)						
One year	507	0.565	0.448	0.089**	0.179	0.182*
				(0.046)		(0.095)
Two years	507	0.609	0.494	0.085*	0.171	0.169*
				(0.045)		(0.094)
Attended two-year college (NSC)						
One year	507	0.082	0.161	-0.060**	-0.183	-0.135**

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.026)		(0.060)
Two years	507	0.144	0.213	-0.047	-0.124	-0.104
				(0.032)		(0.074)
Completed one year of college (NSC)						
Two years	507	0.518	0.454	0.029	0.058	0.052
				(0.049)		(0.096)
Completed one year of four-year college (NSC)						
Two years	507	0.479	0.397	0.048	0.098	0.094
				(0.047)		(0.094)
Completed two years of college (NSC)						
Two years	507	0.268	0.236	0.007	0.016	0.011
				(0.038)		(0.085)
Completed two years of four-year college (NSC)						
Two years	507	0.262	0.236	0.002	0.004	0.000
				(0.038)		(0.085)
Attained two-year degree or enrolled in third year (NSC)						
Two years	507	0.244	0.218	0.003	0.006	0.002
				(0.035)		(0.083)
Retention rate of college attended (IPEDS)						
One year	284	62.221	61.108	0.193	0.016	0.349
				(1.502)		(3.035)
Two years	312	63.119	60.816	1.888	0.151	3.090
				(1.524)		(3.014)
Graduation rate of college attended (IPEDS)						
One year	283	32.454	28.010	3.230*	0.218^	6.488*
				(1.810)		(3.624)
Two years	313	32.607	29.307	0.913	0.051	1.300
				(2.147)		(4.311)
75th percentile SAT score of college attended (IPEDS)						
One year	142	999.207	956.278	26.868	0.280^	49.292
				(20.101)		(37.250)
Two years	136	1,002.180	976.159	17.624	0.143	-15.028

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(24.356)		(43.591)
Held a postprogram job (survey)						
One year	270	0.455	0.496	-0.041	-0.081	0.003
				(0.061)		(0.113)
Two years	260	0.818	0.811	0.026	0.067	0.044
				(0.048)		(0.087)
Currently employed (survey)						
One year	270	0.329	0.394	-0.063	-0.131	-0.044
				(0.060)		(0.108)
Two years	267	0.448	0.449	-0.005	-0.011	-0.011
				(0.062)		(0.114)
Postprogram wages (survey)						
One year	267	2.924	2.942	0.266	0.059	0.525
				(0.560)		(1.035)
Two years	267	2.424	2.794	-0.225	-0.051	-0.250
				(0.553)		(1.014)
Money accumulated (survey)						
One year	267	371.383	243.111	166.896	0.175	301.813
				(119.887)		(220.348)
Two years	267	313.057	248.809	73.221	0.091	134.767
				(101.484)		(186.238)

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

Notes: IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the

following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA. Regression estimates are not shown for samples of under 100. "—" indicates either the sample size was too small or the regression could not be estimated because of collinearity.
*significant at 10% **significant at 5% ***significant at 1%
^small effect ^^medium effect ^^^large effect

TABLE C.8

Urban Alliance Program Impacts, GPA 3.0 to 4.0

		Mean		ITT		TOT
Outcome (data source)	**Observations (*n*)**	**Treatment**	**Control**	**Regression adjusted**	**Standardized effect size**	**IV regression adjusted**
Received job help (survey)						
One year	155	0.924	0.853	0.101**	0.321^	0.171*
				(0.052)		(0.094)
Received college help (survey)						
One year	159	0.957	0.899	0.090**	0.346^	0.167**
				(0.040)		(0.076)
Graduated high school (HS data)						
One year	277	1	0.974	—	—	—
				—		—
Suspended senior year (HS data)						
One year	268	0.044	0.065	-0.021	-0.091	-0.040
				(0.029)		(0.062)
Chronically absent senior year (HS data)						
One year	277	0.206	0.182	0.050	0.126	0.131
				(0.055)		(0.106)
Cumulative GPA (HS data)						
One year	273	3.276	3.222	0.006	0.013	0.013
				(0.051)		(0.103)
Took SAT (survey)						
One year	161	0.957	1.000	-0.036	-0.253	-0.068
				(0.026)		(0.049)
Took ACT (survey)						
One year	161	0.500	0.471	0.009	0.018	0.017
				(0.080)		(0.147)
Filled out FAFSA (survey)						
One year	161	0.979	0.986	0.001	0.006	0.002
				(0.022)		(0.042)
Comfort with FAFSA and scholarships (survey)						
One year	158	3.559	3.418	0.162*	0.276^	0.302*

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.096)		(0.182)
Applied to college (survey)						
One year	164	1	0.986	—	—	—
				—		—
Hard skill comfort (survey)						
One year	135	3.650	3.561	0.106	0.151	0.194
				(0.126)		(0.230)
Two years	135	3.763	3.632	0.138	0.232^	0.256
				(0.105)		(0.192)
Soft skill comfort (survey)						
One year	135	3.712	3.646	0.082	0.218^	0.149
				(0.066)		(0.122)
Two years	135	3.813	3.719	0.115	0.271^	0.210
				(0.074)		(0.140)
Goal setting (survey)						
Two years	146	4.250	4.219	0.093	0.088	0.218
				(0.181)		(0.338)
Time management (survey)						
Two years	148	3.780	3.621	0.223	0.214^	0.453
				(0.178)		(0.343)
Attended college (NSC)						
One year	296	0.804	0.791	-0.002	-0.006	-0.011
				(0.049)		(0.104)
Two years	296	0.836	0.826	-0.002	-0.006	-0.012
				(0.045)		(0.097)
Attended four-year college (NSC)						
One year	296	0.687	0.721	-0.072	-0.158	-0.161
				(0.055)		(0.115)
Two years	296	0.724	0.756	-0.062	-0.140	-0.148
				(0.052)		(0.110)
Attended two-year college (NSC)						
One year	296	0.126	0.070	0.077*	0.258^	0.161*

		Mean		ITT		TOT
Outcome (data source)	Observations (*n*)	Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
				(0.041)		(0.086)
Two years	296	0.182	0.116	0.088*	0.248^	0.180*
				(0.048)		(0.101)
Completed one year of college (NSC)						
Two years	296	0.729	0.721	-0.003	-0.008	-0.007
				(0.056)		(0.116)
Completed one year of four-year college (NSC)						
Two years	296	0.636	0.698	-0.095	-0.202	-0.187
				(0.060)		(0.122)
Completed two years of college (NSC)						
Two years	296	0.463	0.465	-0.001	-0.003	0.005
				(0.064)		(0.133)
Completed two years of four-year college (NSC)						
Two years	284	0.435	0.465	-0.043	-0.086	-0.070
				(0.065)		(0.130)
Attained two-year degree or enrolled in third year (NSC)						
Two years	296	0.439	0.419	0.006	0.013	0.020
				(0.063)		(0.131)
Retention rate of college attended (IPEDS)						
One year	214	71.234	69.933	0.855	0.063	1.701
				(1.942)		(3.876)
Two years	217	69.509	68.774	0.409	0.029	1.321
				(2.046)		(4.228)
Graduation rate of college attended (IPEDS)						
One year	212	43.496	43.208	-1.110	-0.052	-2.294
				(3.283)		(6.558)
Two years	217	40.720	42.225	-2.949	-0.128	-5.022
				(3.463)		(7.176)
75th percentile SAT score of college attended (IPEDS)						
One year	149	1,089.404	1,059.738	16.158	0.102	25.761
				(30.070)		(56.835)

Outcome (data source)	Observations (*n*)	Mean		ITT		TOT
		Treatment	Control	Regression adjusted	Standardized effect size	IV regression adjusted
Two years	135	1,088.895	1,067.866	8.390	0.049	21.257
				(31.509)		(69.013)
Held a postprogram job (survey)						
One year	164	0.404	0.486	-0.083	-0.166	-0.173
				(0.077)		(0.148)
Two years	159	0.830	0.857	-0.014	-0.037	-0.032
				(0.059)		(0.111)
Currently employed (survey)						
One year	164	0.330	0.414	-0.092	-0.189	-0.206
				(0.075)		(0.146)
Two years	161	0.468	0.543	-0.044	-0.087	-0.079
				(0.077)		(0.147)
Postprogram wages (survey)						
One year	160	2.209	2.702	-0.535	-0.127	-1.071
				(0.672)		(1.263)
Two years	160	2.878	3.077	-0.228	-0.053	-0.416
				(0.715)		(1.328)
Money accumulated (survey)						
One year	157	419.473	454.511	-78.670	-0.066	-143.930
				(199.973)		(366.643)
Two years	157	373.829	311.675	49.660	0.055	90.855
				(152.014)		(277.626)

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

Notes: IV = instrumental variable; HS = high school. Standard errors are given in parentheses. For continuous outcomes, the results were estimated using random effect generalized least squares. For dummy outcomes, the results were estimated using a random effects logit model. Intent to treat (ITT) compared outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on

the treated (TOT) compared outcomes of those in the treatment group who completed the internship to those in the control group. The regression-adjusted models included the following control measures: program year, a site dummy, gender, neighborhood percentage poverty, previously held a job, and junior year GPA. Regression estimates are not shown for samples of under 100. "—" indicates either the sample size was too small or the regression could not be estimated because of collinearity.
*significant at 10% **significant at 5% ***significant at 1%
^small effect ^^medium effect ^^^large effect

Appendix D. Full Sample and Subgroup Unadjusted Differences at One and Two Years

TABLE D.1

Urban Alliance Unadjusted Difference in Means (Intent to Treat), Full Sample

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
Received job help (survey)				
One year	547	0.948	0.823	0.124***
				(0.026)
Received college help (survey)				
One year	549	0.934	0.854	0.079***
				(0.026)
Graduated high school (HS data)				
One year	939	0.980	0.958	0.022**
				(0.011)
Suspended senior year (HS data)				
One year	955	0.077	0.096	-0.019
				(0.019)
Chronically absent senior year (HS data)				
One year	955	0.322	0.312	0.009
				(0.032)
Cumulative GPA (HS data)				
One year	926	2.655	2.555	0.101**
				(0.044)
Took SAT (survey)				
One year	555	0.907	0.911	-0.004
				(0.024)
Took ACT (survey)				
One year	555	0.443	0.352	0.091**
				(0.041)
Filled out FAFSA (survey)				
One year	548	0.931	0.921	0.010

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
				(0.022)
Comfort with FAFSA and scholarships (survey)				
One year	541	3.595	3.466	0.129***
				(0.051)
Applied to college (survey)				
One year	555	0.942	0.919	0.023
				(0.022)
Hard skill comfort (survey)				
One year	467	3.656	3.536	0.120*
				(0.062)
Two years	467	3.656	3.605	0.051
				(0.059)
Soft skill comfort (survey)				
One year	461	3.731	3.637	0.094***
				(0.038)
Two years	461	3.781	3.705	0.076*
				(0.045)
Goal setting (survey)				
Two years	506	4.160	4.207	-0.047
				(0.099)
Time management (survey)				
Two years	515	3.708	3.666	0.042
				(0.093)
Attended college (NSC)				
One year	1,043	0.637	0.583	0.053*
				(0.031)
Two years	1,043	0.691	0.642	0.049*
				(0.030)
Attended four-year college (NSC)				
One year	1,043	0.534	0.453	0.081***
				(0.032)
Two years	1,043	0.579	0.494	0.085***
				(0.032)
Attended two-year college (NSC)				
One year	1,043	0.107	0.133	-0.026
				(0.021)
Two years	1,043	0.162	0.192	-0.030

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
				(0.024)
Completed one year of college (NSC)				
Two years	1,043	0.522	0.453	0.069**
				(0.032)
Completed one year of four-year college (NSC)				
Two years	1,043	0.465	0.406	0.059*
				(0.032)
Completed two years of college (NSC)				
Two years	1,043	0.302	0.244	0.057**
				(0.029)
Completed two years of four-year college (NSC)				
Two years	1,043	0.286	0.244	0.042
				(0.029)
Attained two-year degree or enrolled in third year (NSC)				
Two years	1,043	0.278	0.217	0.061**
				(0.028)
Retention rate of college attended (IPEDS)				
One year	580	65.408	63.239	2.169*
				(1.222)
Two years	619	65.273	62.980	2.293**
				(1.156)
Graduation rate of college attended (IPEDS)				
One year	578	35.972	32.543	3.429**
				(1.695)
Two years	621	34.604	32.657	1.948
				(1.774)
75th percentile SAT score of college attended (IPEDS)				
One year	315	1,047.124	1,004.250	42.874***
				(17.251)
Two years	303	1,044.269	1,015.567	28.702
				(19.085)
Held a postprogram job (survey)				
One year	561	0.419	0.485	-0.066
				(0.042)
Two years	555	0.814	0.811	0.002
				(0.033)
Currently employed (survey)				

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
One year	561	0.313	0.370	-0.058
				(0.040)
Two years	555	0.457	0.478	-0.022
				(0.043)
Postprogram wages (survey)				
One year	559	2.554	2.834	-0.281
				(0.361)
Two years	553	2.556	2.559	-0.047
				(0.368)
Money accumulated (survey)				
One year	554	375.645	337.033	38.612
				(95.009)
Two years	548	311.085	259.511	46.475
				(72.799)

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

Notes: Standard errors are given in parentheses.

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

TABLE D.2

Urban Alliance Unadjusted Difference in Means (Intent to Treat), Washington, DC

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
Received job help (survey)				
One year	450	0.948	0.822	0.126***
				(0.029)
Received college help (survey)				
One year	460	0.928	0.870	0.058**
				(0.028)
Graduated high school (HS data)				
One year	769	0.977	0.956	0.022*
				(0.013)
Suspended senior year (HS data)				
One year	784	0.079	0.111	-0.031
				(0.022)
Chronically absent senior year (HS data)				
One year	784	0.350	0.352	-0.002
				(0.036)
Cumulative GPA (HS data)				
One year	755	2.735	2.600	0.135***
				(0.048)
Took SAT (survey)				
One year	465	0.913	0.908	0.006
				(0.026)
Took ACT (survey)				
One year	465	0.480	0.410	0.070
				(0.046)
Filled out FAFSA (survey)				
One year	460	0.925	0.921	0.004
				(0.025)
Comfort with FAFSA and scholarships (survey)				
One year	453	3.606	3.507	0.099*
				(0.054)
Applied to college (survey)				
One year	465	0.953	0.931	0.022
				(0.022)
Hard skill comfort (survey)				
One year	398	3.655	3.573	0.082

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
				(0.066)
Two years	398	3.641	3.640	0.001
				(0.063)
Soft skill comfort (survey)				
One year	392	3.735	3.635	0.100**
				(0.042)
Two years	392	3.773	3.709	0.064
				(0.050)
Goal setting (survey)				
Two years	428	4.129	4.131	-0.002
				(0.112)
Time management (survey)				
Two years	434	3.677	3.601	0.076
				(0.104)
Attended college (NSC)				
One year	843	0.667	0.601	0.067*
				(0.035)
Two years	843	0.726	0.662	0.064**
				(0.033)
Attended four-year college (NSC)				
One year	843	0.610	0.529	0.082**
				(0.036)
Two years	843	0.659	0.583	0.076**
				(0.035)
Attended two-year college (NSC)				
One year	843	0.062	0.076	-0.013
				(0.018)
Two years	843	0.121	0.119	0.002
				(0.024)
Completed one year of college (NSC)				
Two years	843	0.571	0.514	0.056
				(0.036)
Completed one year of four-year college (NSC)				
Two years	843	0.534	0.482	0.052
				(0.036)
Completed two years of college (NSC)				
Two years	843	0.338	0.291	0.047

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
				(0.034)
Completed two years of four-year college (NSC)				
Two years	843	0.329	0.291	0.038
				(0.034)
Attained two-year degree or enrolled in third year (NSC)				
Two years	843	0.310	0.259	0.051
				(0.033)
Retention rate of college attended (IPEDS)				
One year	509	66.612	64.386	2.226*
				(1.213)
Two years	550	65.556	63.753	1.803
				(1.245)
Graduation rate of college attended (IPEDS)				
One year	510	37.700	34.324	3.376**
				(1.718)
Two years	551	35.626	35.691	-0.065
				(1.849)
75th percentile SAT score of college attended (IPEDS)				
One year	282	1,050.032	1,001.543	48.489***
				(19.076)
Two years	276	1,046.812	1,017.035	29.777
				(20.659)
Held a postprogram job (survey)				
One year	465	0.413	0.456	-0.043
				(0.046)
Two years	457	0.823	0.797	0.026
				(0.036)
Currently employed (survey)				
One year	471	0.311	0.336	-0.025
				(0.043)
Two years	465	0.457	0.470	-0.012
				(0.047)
Postprogram wages (survey)				
One year	469	2.496	2.512	-0.016
				(0.391)
Two years	463	2.665	2.510	0.110

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
				(0.408)
Money accumulated (survey)				
One year	465	383.685	294.270	89.415
				(100.556)
Two years	459	335.125	219.976	100.043
				(78.866)

Sources: Urban Alliance program data, final outcome survey, DC Public Schools, Baltimore Public School Board, DC Public Charter School Board, individual charter schools in DC, National Student Clearinghouse (NSC), and Integrated Postsecondary Education Data System (IPEDS).
Notes: Standard errors are given in parentheses.
*significant at 10% **significant at 5% ***significant at 1%

TABLE D.3

Urban Alliance Unadjusted Difference in Means (Intent to Treat), Baltimore

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
Received job help (survey)				
One year	89	0.946	0.827	0.119*
				(0.070)
Received college help (survey)				
One year	89	0.973	0.788	0.185***
				(0.072)
Graduated high school (HS data)				
One year	170	0.991	0.967	0.024
				(0.021)
Suspended senior year (HS data)				
One year	171	0.064	0.033	0.031
				(0.036)
Chronically absent senior year (HS data)				
One year	171	0.182	0.148	0.034
				(0.060)
Cumulative GPA (HS data)				
One year	171	2.273	2.380	-0.107
				(0.101)
Took SAT (survey)				
One year	90	0.865	0.925	-0.060
				(0.065)
Took ACT (survey)				
One year	90	0.189	0.113	0.076
				(0.076)
Filled out FAFSA (survey)				
One year	88	0.973	0.922	0.051
				(0.050)
Comfort with FAFSA and scholarships (survey)				
One year	88	3.514	3.298	0.216
				(0.145)
Applied to college (survey)				
One year	90	0.865	0.868	-0.003
				(0.074)
Hard skill comfort (survey)				
One year	69	3.667	3.381	0.286
				(0.195)
Two years	69	3.778	3.452	0.325*
				(0.168)
Soft skill comfort (survey)				
One year	69	3.696	3.643	0.053
				(0.092)
Two years	69	3.852	3.690	0.161
				(0.106)
Goal setting (survey)				

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
Two years	78	4.429	4.500	-0.071
				(0.182)
Time management (survey)				
Two years	81	3.961	3.915	0.046
				(0.214)
Attended college (NSC)				
One year	200	0.487	0.524	-0.037
				(0.072)
Two years	200	0.521	0.573	-0.052
				(0.072)
Attended four-year college (NSC)				
One year	200	0.160	0.195	-0.035
				(0.055)
Two years	200	0.193	0.195	-0.002
				(0.057)
Attended two-year college (NSC)				
One year	200	0.328	0.329	-0.002
				(0.068)
Two years	200	0.361	0.439	-0.078
				(0.070)
Completed one year of college (NSC)				
Two years	200	0.286	0.244	0.042
				(0.064)
Completed one year of four-year college (NSC)				
Two years	200	0.126	0.146	-0.020
				(0.049)
Completed two years of college (NSC)				
Two years	200	0.126	0.085	0.041
				(0.045)
Completed two years of four-year college (NSC)				
Two years	200	0.076	0.085	-0.010
				(0.039)
Attained two-year degree or enrolled in third year (NSC)				
Two years	200	0.118	0.073	0.044
				(0.043)
Retention rate of college attended (IPEDS)				
One year	71	54.805	57.200	-2.395
				(4.335)
Two years	69	62.342	58.839	3.503
				(3.155)
Graduation rate of college attended (IPEDS)				
One year	68	20.374	22.428	-2.055
				(5.405)
Two years	70	24.280	16.309	7.971
				(5.088)
75th percentile SAT score of college attended (IPEDS)				

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
One year	33	1,012.059	1,018.125	-6.066
				(36.117)
Two years	27	1,013.438	1,004.091	9.347
				(41.678)
Held a postprogram job (survey)				
One year	90	0.459	0.604	-0.144
				(0.107)
Two years	90	0.757	0.868	-0.111
				(0.082)
Currently employed (survey)				
One year	90	0.324	0.509	-0.185*
				(0.106)
Two years	90	0.459	0.509	-0.040
				(0.117)
Postprogram wages (survey)				
One year	90	2.948	4.154	-1.206
				(0.944)
Two years	90	1.818	2.757	-0.425
				(0.925)
Money accumulated (survey)				
One year	89	321.108	513.019	-191.911
				(278.710)
Two years	89	148.000	422.210	-227.356
				(201.431)

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

Notes: Standard errors are given in parentheses.

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

TABLE D.4

Urban Alliance Unadjusted Difference in Means (Intent to Treat), Females

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
Received job help (survey)				
One year	369	0.948	0.844	0.105***
				(0.031)
Received college help (survey)				
One year	370	0.948	0.878	0.070**
				(0.029)
Graduated high school (HS data)				
One year	619	0.977	0.969	0.008
				(0.014)
Suspended senior year (HS data)				
One year	627	0.066	0.072	-0.006
				(0.022)
Chronically absent senior year (HS data)				
One year	627	0.363	0.349	0.014
				(0.041)
Cumulative GPA (HS data)				
One year	615	2.691	2.633	0.058
				(0.055)
Took SAT (survey)				
One year	373	0.908	0.917	-0.009
				(0.029)
Took ACT (survey)				
One year	373	0.477	0.387	0.090*
				(0.051)
Filled out FAFSA (survey)				
One year	371	0.943	0.939	0.004
				(0.024)
Comfort with FAFSA and scholarships (survey)				
One year	363	3.599	3.471	0.128**
				(0.061)
Applied to college (survey)				
One year	373	0.933	0.934	-0.000
				(0.026)
Hard skill comfort (survey)				
One year	321	3.694	3.510	0.184***
				(0.074)
Two years	321	3.653	3.621	0.032
				(0.072)
Soft skill comfort (survey)				
One year	317	3.726	3.616	0.110**
				(0.046)
Two years	317	3.749	3.737	0.012
				(0.055)
Goal setting (survey)				

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
Two years	348	4.182	4.135	0.047
				(0.124)
Time management (survey)				
Two years	351	3.706	3.619	0.086
				(0.117)
Attended college (NSC)				
One year	677	0.641	0.634	0.006
				(0.039)
Two years	677	0.688	0.696	-0.008
				(0.038)
Attended four-year college (NSC)				
One year	677	0.553	0.511	0.042
				(0.040)
Two years	677	0.593	0.546	0.046
				(0.040)
Attended two-year college (NSC)				
One year	677	0.092	0.128	-0.036
				(0.025)
Two years	677	0.142	0.189	-0.048
				(0.030)
Completed one year of college (NSC)				
Two years	677	0.542	0.493	0.049
				(0.041)
Completed one year of four-year college (NSC)				
Two years	677	0.488	0.454	0.034
				(0.041)
Completed two years of college (NSC)				
Two years	677	0.316	0.295	0.021
				(0.038)
Completed two years of four-year college (NSC)				
Two years	677	0.296	0.295	0.001
				(0.037)
Attained two-year degree or enrolled in third year (NSC)				
Two years	677	0.294	0.264	0.030
				(0.037)
Retention rate of college attended (IPEDS)				
One year	396	65.315	63.697	1.618
				(1.418)
Two years	414	64.807	62.156	2.651*
				(1.398)
Graduation rate of college attended (IPEDS)				
One year	394	36.303	33.157	3.146*
				(1.921)
Two years	415	35.539	33.118	2.421
				(2.065)
75th percentile SAT score of college attended (IPEDS)				
One year	206	1,039.261	1,010.879	28.382

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
				(19.718)
Two years	191	1,039.508	1,000.846	38.662*
				(21.684)
Held a postprogram job (survey)				
One year	373	0.405	0.436	-0.031
				(0.051)
Two years	373	0.836	0.807	0.029
				(0.040)
Currently employed (survey)				
One year	376	0.308	0.326	-0.018
				(0.048)
Two years	373	0.456	0.492	-0.038
				(0.053)
Postprogram wages (survey)				
One year	375	2.557	2.557	-0.000
				(0.425)
Two years	372	2.443	2.520	-0.089
				(0.430)
Money accumulated (survey)				
One year	372	387.088	288.845	98.243
				(111.473)
Two years	369	275.420	216.856	74.789
				(73.038)

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

Notes: Standard errors are given in parentheses.

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

TABLE D.5

Urban Alliance Unadjusted Difference in Means (Intent to Treat), Males

		Mean		ITT
Outcome (data source)	Observations (*n*)	Treatment	Control	Unadjusted difference
Received job help (survey)				
One year	170	0.947	0.782	0.165***
				(0.049)
Received college help (survey)				
One year	179	0.904	0.807	0.097*
				(0.052)
Graduated high school (HS data)				
One year	320	0.986	0.940	0.045**
				(0.020)
Suspended senior year (HS data)				
One year	328	0.098	0.134	-0.037
				(0.036)
Chronically absent senior year (HS data)				
One year	328	0.237	0.252	-0.015
				(0.049)
Cumulative GPA (HS data)				
One year	311	2.581	2.418	0.163**
				(0.073)
Took SAT (survey)				
One year	174	0.906	0.899	0.007
				(0.044)
Took ACT (survey)				
One year	182	0.375	0.281	0.094
				(0.069)
Filled out FAFSA (survey)				
One year	177	0.905	0.882	0.023
				(0.046)
Comfort with FAFSA and scholarships (survey)				
One year	178	3.585	3.454	0.131
				(0.093)
Applied to college (survey)				
One year	182	0.958	0.888	0.071*
				(0.039)
Hard skill comfort (survey)				
One year	146	3.575	3.597	-0.022
				(0.115)
Two years	146	3.663	3.567	0.095
				(0.103)
Soft skill comfort (survey)				
One year	144	3.743	3.686	0.056
				(0.066)
Two years	144	3.850	3.631	0.219***
				(0.078)

Outcome (data source)	Observations (*n*)	Mean: Treatment	Mean: Control	ITT: Unadjusted difference
Goal setting (survey)				
Two years	158	4.111	4.359	-0.248
				(0.161)
Time management (survey)				
Two years	164	3.714	3.761	-0.047
				(0.153)
Attended college (NSC)				
One year	366	0.629	0.496	0.133***
				(0.053)
Two years	366	0.696	0.549	0.147***
				(0.051)
Attended four-year college (NSC)				
One year	366	0.496	0.353	0.142***
				(0.053)
Two years	366	0.554	0.406	0.148***
				(0.054)
Attended two-year college (NSC)				
One year	366	0.138	0.143	-0.005
				(0.038)
Two years	366	0.200	0.195	0.005
				(0.043)
Completed one year of college (NSC)				
Two years	366	0.483	0.383	0.100*
				(0.054)
Completed one year of four-year college (NSC)				
Two years	366	0.421	0.323	0.098*
				(0.053)
Completed two years of college (NSC)				
Two years	366	0.275	0.158	0.117***
				(0.045)
Completed two years of four-year college (NSC)				
Two years	366	0.267	0.158	0.109**
				(0.045)
Attained two-year degree or enrolled in third year (NSC)				
Two years	366	0.246	0.135	0.110***
				(0.043)
Retention rate of college attended (IPEDS)				
One year	184	65.598	62.161	3.438
				(2.369)
Two years	205	66.177	64.774	1.403
				(2.054)
Graduation rate of college attended (IPEDS)				
One year	184	35.290	31.143	4.147
				(3.403)
Two years	206	32.805	31.644	1.161

Outcome (data source)	Observations (*n*)	Mean: Treatment	Mean: Control	ITT: Unadjusted difference
				(3.378)
75th percentile SAT score of college attended (IPEDS)				
One year	109	1,060.549	987.679	72.870**
				(34.130)
Two years	112	1,051.852	1,045.469	6.383
				(36.644)
Held a postprogram job (survey)				
One year	174	0.448	0.584	-0.136*
				(0.073)
Two years	174	0.771	0.820	-0.049
				(0.060)
Currently employed (survey)				
One year	185	0.323	0.461	-0.138*
				(0.071)
Two years	182	0.458	0.449	0.019
				(0.078)
Postprogram wages (survey)				
One year	184	2.546	3.397	-0.851
				(0.673)
Two years	181	2.787	2.639	0.236
				(0.729)
Money accumulated (survey)				
One year	182	352.398	436.177	-83.780
				(178.584)
Two years	179	383.541	347.271	70.314
				(162.960)

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

Notes: Standard errors are given in parentheses.

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

TABLE D.6

Urban Alliance Unadjusted Difference in Means (Intent to Treat), GPA 0.0 to 2.0

		Mean		ITT
Outcome (data source)	Observations (*n*)	Treatment	Control	Unadjusted difference
Received job help (survey)				
One year	75	0.939	0.857	0.082
				(0.072)
Received college help (survey)				
One year	75	0.906	0.791	0.116
				(0.086)
Graduated high school (HS data)				
One year	129	0.887	0.902	-0.014
				(0.056)
Suspended senior year (HS data)				
One year	138	0.140	0.130	0.010
				(0.060)
Chronically absent senior year (HS data)				
One year	138	0.581	0.630	-0.048
				(0.086)
Cumulative GPA (HS data)				
One year	133	1.731	1.701	0.030
				(0.063)
Took SAT (survey)				
One year	77	0.765	0.721	0.044
				(0.102)
Took ACT (survey)				
One year	77	0.353	0.233	0.120
				(0.104)
Filled out FAFSA (survey)				
One year	74	0.781	0.810	-0.028
				(0.096)
Comfort with FAFSA and scholarships (survey)				
One year	74	3.545	3.573	-0.028
				(0.144)
Applied to college (survey)				
One year	77	0.735	0.767	-0.032
				(0.100)
Hard skill comfort (survey)				
One year	65	3.700	3.629	0.071
				(0.135)
Two years	65	3.600	3.686	-0.086
				(0.128)
Soft skill comfort (survey)				
One year	62	3.743	3.729	0.013
				(0.087)
Two years	62	3.821	3.824	-0.002
				(0.099)

Outcome (data source)	Observations (*n*)	Mean: Treatment	Mean: Control	ITT: Unadjusted difference
Goal setting (survey)				
Two years	72	4.290	4.049	0.242
				(0.276)
Time management (survey)				
Two years	73	3.672	3.631	0.041
				(0.272)
Attended college (NSC)				
One year	147	0.315	0.333	-0.018
				(0.079)
Two years	147	0.391	0.386	0.005
				(0.083)
Attended four-year college (NSC)				
One year	147	0.196	0.193	0.003
				(0.067)
Two years	147	0.239	0.246	-0.006
				(0.073)
Attended two-year college (NSC)				
One year	147	0.120	0.140	-0.021
				(0.057)
Two years	147	0.174	0.211	-0.037
				(0.066)
Completed one year of college (NSC)				
Two years	147	0.163	0.175	-0.012
				(0.063)
Completed one year of four-year college (NSC)				
Two years	147	0.120	0.123	-0.003
				(0.055)
Completed two years of college (NSC)				
Two years	147	0.098	0.053	0.045
				(0.046)
Completed two years of four-year college (NSC)				
Two years	147	0.087	0.053	0.034
				(0.044)
Attained two-year degree or enrolled in third year (NSC)				
Two years	147	0.076	0.035	0.041
				(0.040)
Retention rate of college attended (IPEDS)				
One year	47	59.655	54.667	4.989
				(3.847)
Two years	52	59.563	54.550	5.012
				(3.399)
Graduation rate of college attended (IPEDS)				
One year	48	22.920	24.657	-1.737
				(4.331)
Two years	52	19.672	20.825	-1.153
				(3.751)

Outcome (data source)	Observations (*n*)	Mean: Treatment	Mean: Control	ITT: Unadjusted difference
75th percentile SAT score of college attended (IPEDS)				
One year	8	1,032.000	911.667	120.333
				(73.422)
Two years	10	1,024.000	944.000	80.000
				(76.220)
Held a postprogram job (survey)				
One year	77	0.294	0.419	-0.124
				(0.111)
Two years	77	0.735	0.767	-0.032
				(0.100)
Currently employed (survey)				
One Year	77	0.206	0.209	-0.003
				(0.094)
Two Year	77	0.500	0.419	0.040
				(0.125)
Postprogram wages (survey)				
One year	76	1.985	2.034	-0.049
				(0.823)
Two years	76	2.156	1.138	1.351*
				(0.824)
Money accumulated (survey)				
One year	75	341.742	251.119	90.623
				(300.473)
Two years	75	107.000	32.837	98.065**
				(50.827)

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

Notes: Standard errors are given in parentheses.

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

TABLE D.7

Urban Alliance Unadjusted Difference in Means (Intent to Treat), GPA 2.0 to 3.0

		Mean		ITT
Outcome (data source)	Observations (*n*)	Treatment	Control	Unadjusted difference
Received job help (survey)				
One year	259	0.965	0.803	0.162***
				(0.037)
Received college help (survey)				
One year	259	0.915	0.866	0.049
				(0.038)
Graduated high school (HS data)				
One year	482	0.994	0.975	0.019*
				(0.011)
Suspended senior year (HS data)				
One year	483	0.083	0.093	-0.010
				(0.027)
Chronically absent senior year (HS data)				
One year	483	0.327	0.253	0.074*
				(0.044)
Cumulative GPA (HS data)				
One year	474	2.538	2.541	-0.003
				(0.035)
Took SAT (survey)				
One year	267	0.916	0.953	-0.037
				(0.030)
Took ACT (survey)				
One year	267	0.441	0.362	0.078
				(0.060)
Filled out FAFSA (survey)				
One year	264	0.930	0.944	-0.013
				(0.030)
Comfort with FAFSA and scholarships (survey)				
One year	260	3.612	3.508	0.103
				(0.071)
Applied to college (survey)				
One year	267	0.951	0.961	-0.010
				(0.025)
Hard skill comfort (survey)				
One year	229	3.653	3.575	0.078
				(0.086)
Two years	229	3.605	3.632	-0.027
				(0.087)
Soft skill comfort (survey)				
One year	226	3.733	3.642	0.091*
				(0.055)
Two years	226	3.740	3.692	0.048
				(0.070)

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
Goal setting (survey)				
Two years	242	4.068	4.236	-0.169
				(0.147)
Time management (survey)				
Two years	247	3.638	3.643	-0.004
				(0.133)
Attended college (NSC)				
One year	507	0.644	0.603	0.041
				(0.045)
Two years	507	0.703	0.667	0.036
				(0.043)
Attended four-year college (NSC)				
One year	507	0.565	0.448	0.116***
				(0.046)
Two years	507	0.609	0.494	0.115***
				(0.046)
Attended two-year college (NSC)				
One year	507	0.082	0.161	-0.079***
				(0.029)
Two years	507	0.144	0.213	-0.069**
				(0.035)
Completed one year of college (NSC)				
Two years	507	0.518	0.454	0.064
				(0.047)
Completed one year of four-year college (NSC)				
Two years	507	0.479	0.397	0.083*
				(0.046)
Completed two years of college (NSC)				
Two years	507	0.268	0.236	0.032
				(0.041)
Completed two years of four-year college (NSC)				
Two years	507	0.262	0.236	0.026
				(0.041)
Attained two-year degree or enrolled in third year (NSC)				
Two years	507	0.244	0.218	0.026
				(0.040)
Retention rate of college attended (IPEDS)				
One year	284	62.221	61.108	1.113
				(1.533)
Two years	312	63.119	60.816	2.303
				(1.497)
Graduation rate of college attended (IPEDS)				
One year	283	32.454	28.010	4.444**
				(1.878)
Two years	313	32.607	29.307	3.300
				(2.169)

Outcome (data source)	Observations (*n*)	Mean: Treatment	Mean: Control	ITT: Unadjusted difference
75th percentile SAT score of college attended (IPEDS)				
One year	142	999.207	956.278	42.929**
				(18.968)
Two years	136	1,002.180	976.159	26.022
				(23.697)
Held a postprogram job (survey)				
One year	267	0.455	0.496	-0.042
				(0.061)
Two years	260	0.818	0.811	0.007
				(0.048)
Currently employed (survey)				
One year	270	0.329	0.394	-0.065
				(0.059)
Two years	267	0.448	0.449	-0.009
				(0.062)
Postprogram wages (survey)				
One year	270	2.924	2.942	-0.018
				(0.549)
Two years	267	2.424	2.794	-0.225
				(0.553)
Money accumulated (survey)				
One year	270	371.383	243.111	128.272
				(116.941)
Two years	267	313.057	248.809	73.221
				(101.484)

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

Notes: Standard errors are given in parentheses.

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

TABLE D.8

Urban Alliance Unadjusted Difference in Means (Intent to Treat), GPA 3.0 to 4.0

		Mean		ITT
Outcome (data source)	Observations (*n*)	Treatment	Control	Unadjusted difference
Received job help (survey)				
One year	155	0.924	0.853	0.071
				(0.049)
Received college help (survey)				
One year	159	0.957	0.899	0.058
				(0.040)
Graduated high school (HS data)				
One year	277	1.000	0.974	0.026**
				(0.011)
Suspended senior year (HS data)				
One year	268	0.044	0.065	-0.021
				(0.029)
Chronically absent senior year (HS data)				
One year	277	0.206	0.182	0.024
				(0.054)
Cumulative GPA (HS data)				
One year	273	3.276	3.222	0.054
				(0.061)
Took SAT (survey)				
One year	161	0.957	1.000	-0.043*
				(0.024)
Took ACT (survey)				
One year	161	0.500	0.471	0.029
				(0.079)
Filled out FAFSA (survey)				
One year	161	0.979	0.986	-0.007
				(0.021)
Comfort with FAFSA and scholarships (survey)				
One year	158	3.559	3.418	0.141
				(0.093)
Applied to college (survey)				
One year	164	1.000	0.986	0.014
				(0.012)
Hard skill comfort (survey)				
One year	135	3.650	3.561	0.089
				(0.121)
Two years	135	3.763	3.632	0.131
				(0.101)
Soft skill comfort (survey)				
One year	135	3.712	3.646	0.067
				(0.064)
Two years	135	3.813	3.719	0.093
				(0.073)

Outcome (data source)	Observations (*n*)	Mean		ITT
		Treatment	Control	Unadjusted difference
Goal setting (survey)				
Two years	146	4.250	4.219	0.031
				(0.176)
Time management (survey)				
Two years	148	3.780	3.621	0.160
				(0.172)
Attended college (NSC)				
One year	296	0.804	0.791	0.013
				(0.051)
Two years	296	0.836	0.826	0.011
				(0.048)
Attended four-year college (NSC)				
One year	296	0.687	0.721	-0.034
				(0.059)
Two years	296	0.724	0.756	-0.032
				(0.057)
Attended two-year college (NSC)				
One year	296	0.126	0.070	0.056
				(0.040)
Two years	296	0.182	0.116	0.066
				(0.047)
Completed one year of college (NSC)				
Two years	296	0.729	0.721	0.008
				(0.057)
Completed one year of four-year college (NSC)				
Two years	296	0.636	0.698	-0.062
				(0.061)
Completed two years of college (NSC)				
Two years	296	0.463	0.465	-0.002
				(0.064)
Completed two years of four-year college (NSC)				
Two years	284	0.435	0.465	-0.031
				(0.064)
Attained two-year degree or enrolled in third year (NSC)				
Two years	296	0.439	0.419	0.021
				(0.063)
Retention rate of college attended (IPEDS)				
One year	214	71.234	69.933	1.301
				(2.090)

		Mean		ITT
Outcome (data source)	Observations (*n*)	Treatment	Control	Unadjusted difference
Two years	217	69.509	68.774	0.735
				(2.101)
Graduation rate of college attended (IPEDS)				
One year	212	43.496	43.208	0.288
				(3.255)
Two years	217	40.720	42.225	-1.505
				(3.441)
75th percentile SAT score of college attended (IPEDS)				
One year	149	1,089.404	1,059.738	29.666
				(28.824)
Two years	135	1,088.895	1,067.866	21.029
				(31.983)
Held a postprogram job (survey)				
One year	159	0.404	0.486	-0.081
				(0.079)
Two years	159	0.830	0.857	-0.027
				(0.058)
Currently employed (survey)				
One year	164	0.330	0.414	-0.084
				(0.076)
Two years	161	0.468	0.543	-0.044
				(0.080)
Postprogram wages (survey)				
One year	163	2.209	2.702	-0.493
				(0.660)
Two years	160	2.878	3.077	-0.228
				(0.715)
Money accumulated (survey)				
One year	160	419.473	454.511	-35.038
				(193.111)
Two years	157	373.829	311.675	49.660
				(152.014)

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

Notes: Standard errors are given in parentheses.

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

Appendix E. Outcomes Codebook

Table E.1 provides further descriptions of our reported outcomes. An outcome codebook for the one-year outcomes can be found in the interim report (Theodos, Pergamit, Hanson, et al. 2016).

TABLE E.1

Outcome Measures Codebook

Outcome	Data Source	Description
Hard skill comfort	Survey	Comfort level performing general office work, such as using Excel, making photocopies, or filing papers; 1–4, higher value indicates greater comfort
Soft skill comfort	Survey	Urban Institute-developed scale Average comfort level speaking with adult coworkers, writing professional e-mails, making a presentation, dressing professionally, completing work assignments on time, and getting to work on time; 1–4, higher value indicates greater comfort; Cronbach alpha = 0.79
Goal setting	Survey	Urban Institute -developed scale Average amount respondents attribute the following statements to themselves: I set goals for myself I find ways to achieve my goals I consider possible obstacles when making plans 1–5, higher values indicate more "like me"; Cronbach alpha = 0.91
Time management	Survey	Urban Institute -developed scale Average amount respondents attribute the following statements to themselves: I organize my time and do not procrastinate (not put things off) I set appropriate priorities I practice self-discipline 1–5, higher values indicate more "like me"; Cronbach alpha = 0.77
Attended college	NSC	Attended college as of fall 2015
Attended four-year college	NSC	Attended a four-year college as of fall 2015
Attended two-year college	NSC	Attended a two-year college as of fall 2015
Completed one year of college	NSC	As of fall 2015
Completed one year of four-year college	NSC	As of fall 2015
Completed one year of two-year college	NSC	As of fall 2015
Completed two years of college	NSC	As of fall 2015

Outcome	Data Source	Description
Completed two years of four-year college	NSC	As of fall 2015
Completed two years of two-year college	NSC	As of fall 2015
Completed two years of college and still enrolled or attained a two-year degree	NSC	As of fall 2015
Retention rate of college attended	IPEDS	The full-time retention rate is the percentage of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.
Graduation rate of college attended	IPEDS	Six-year graduation rate for four-year institutions and three-year graduation rate for two-year institutions
75th percentile SAT score of college attended	IPEDS	Sum of 75th percentile SAT math and verbal scores of accepted students
Held a postprogram job	Survey	Student held at least one job after the program period
Currently employed	Survey	Student held at least one job at the time of the survey
Postprogram wages	Survey	Average wages earned after the program period
Money accumulated	Survey	Current balance in checking, savings, and other accounts

Appendix F. Subgroup Characteristics

TABLE F.1

Characteristics of Urban Alliance Applicants, by Treatment Status and Site

	Washington, DC			Baltimore		
Characteristic	**Treatment**	**Control**	**Level of significance**	**Treatment**	**Control**	**Level of significance**
Share in treatment	67%			59%		
Share completed	41%			42%		
Demographic characteristics						
Female	67%	62%		61%	67%	
US citizen	94%	97%		96%	99%	
English language learner	13%	14%		1%	2%	
Race and ethnicity						
African American	88%	91%		90%	91%	
Hispanic	6%	5%		3%	0%	
Other	4%	4%		3%	2%	
White	1%	0%		3%	6%	
Family characteristics						
Has a child	4%	4%		6%	3%	
Employed adult in household	77%	77%		75%	83%	
Living Arrangement						
Mother only	5%	4%		4%	8%	
Father only	55%	59%		61%	49%	
Other	11%	13%		11%	16%	
Two parents	28%	24%		24%	27%	
Other characteristics						
Had a previous job	77%	73%		71%	80%	
Has a checking or savings account	35%	43%	**	36%	40%	
Money saved	56%	86%		283%	185%	
Observations (*n*)	580	280		119	82	

Source: Urban Alliance High School Internship Program application forms.

Notes: All items had a response rate of 80 percent or more except bank account (71 percent).

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

TABLE F.2

Characteristics of Urban Alliance Applicants, by Treatment Status and Gender

	Female			Male		
Characteristic	**Treatment**	**Control**	**Level of significance**	**Treatment**	**Control**	**Level of significance**
Share in treatment	67%			64%		
Share completed	42%			39%		
Demographic characteristics						
Female	100%	100%		0%	0%	
US citizen	94%	97%		96%	98%	
English language learner	11%	9%		12%	14%	
Race and ethnicity						
African American	89%	93%		88%	87%	
Hispanic	6%	4%		5%	5%	
Other	4%	2%		5%	5%	
White	1%	1%		3%	2%	
Family characteristics						
Has a child	5%	4%		3%	2%	
Employed adult in household	78%	77%		75%	81%	
Living arrangement						
Mother only	4%	3%		7%	9%	
Father only	57%	62%		54%	47%	
Other	11%	12%		11%	16%	
Two parents	27%	23%		28%	28%	
Other characteristics						
Had a previous job	78%	77%		72%	69%	
Has a checking or savings account	34%	43%	**	38%	42%	
Money saved	59%	117%		161%	92%	
Observations (*n*)	459	228		240	134	

Source: Urban Alliance High School Internship Program application forms.

Notes: All items had a response rate of 80 percent or more except bank account (71 percent).

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

TABLE F.3

Characteristics of Urban Alliance Applicants, by Treatment Status and GPA

	GPA 0.0–2.0			GPA 2.0–3.0			GPA 3.0–4.0		
Characteristic	**Treatment**	**Control**	**Level of significance**	**Treatment**	**Control**	**Level of significance**	**Treatment**	**Control**	**Level of significance**
Share in treatment	61%			66%			71%		
Share completed	22%			46%			44%		
Demographic characteristics									
Female	61%	55%		66%	60%		70%	74%	
US citizen	96%	100%		98%	96%		88%	96%	**
English language learner	13%	6%		8%	12%		16%	16%	
Race and ethnicity									
African American	87%	86%		90%	93%		86%	88%	
Hispanic	8%	7%		5%	4%		7%	3%	
Other	3%	5%		5%	3%		5%	5%	
White	2%	2%		1%	1%		3%	3%	
Family characteristics									
Has a child	8%	10%		5%	2%		2%	0%	
Employed adult in household	71%	77%		78%	77%		79%	80%	
Living arrangement									
Father only	6%	4%		5%	6%		4%	3%	
Mother only	64%	67%		56%	57%		52%	49%	
Other	11%	13%		12%	13%		9%	11%	
Two parents	19%	15%		27%	24%		34%	37%	
Other characteristics									
Had a previous job	69%	69%		75%	73%		81%	77%	
Has a checking or savings account	30%	41%		32%	39%		41%	47%	
Money saved	44%	31%		55%	29%		169%	152%	
Observations (*n*)	92	58		340	175		214	86	

Source: Urban Alliance High School Internship Program application forms.

Notes: All items had a response rate of 80 percent or more except bank account (71 percent).

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

Appendix G. Survey Instrument

This appendix shows the Urban Alliance evaluation final survey (cohort 2, Web version). The Urban Alliance evaluation interim survey can be found in the interim report (Theodos, Pergamit, Hanson, et al. 2016).

Questions 1 through 4 confirmed that the respondent was speaking and that this was an acceptable time to take the survey.

(ASK W1 NONRESPONDENTS OR #M1029 QN4=3)

5. Do you have either a high school diploma or GED?

(Please select only one answer)

1 High school diploma
2 GED
3 Neither
X Blank/No Answer

(ASK Q6 IF Q5=3)

6. Are you taking additional courses to obtain your GED?

1 Yes
2 No
X Blank/No Answer

(NEW SCREEN)

(ASK W1 NONRESPONDENTS OR #M1029 QN4=3)

7. When you were in high school, did you take any Advanced Placement or IB classes to earn credit for college?

(IB stands for International Baccalaureate)

1 Yes
2 No

8 Don't Know

X Blank/No Answer

(ASK W1 NONRESPONDENTS OR #M1029 QN4=3)

8. When you were in high school, did you take any college classes for credit?

1 Yes

2 No

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK W1 NONRESPONDENTS OR #M1029 QN4=3)

9. Did you take either the SAT or ACT?

1 SAT

2 ACT

3 Both

4 Neither

X Blank/No Answer

(NEW SCREEN)

(ASK Q11 IF Q9=1, 3)

(IF RESPONDENT TOOK THE SAT)

11. Please enter your total SAT score:

_____ (PN: ACCEPT ANSWER 0–2400)

8 Don't Know

X Blank/No Answer

(ASK Q11A IF Q11=8)

11A. Was your score…

1 1800 or better

2 1600 to 1790

3 1450 to 1590

4 1250 to 1440

5 Less than 1250

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK Q12 IF Q9=2, 3)

(IF RESPONDENT TOOK THE ACT)

12. Please enter your composite ACT score:

_____ (PN: ACCEPT ANSWER 0–36)

8 Don't Know

X Blank/No Answer

(ASK Q12A IF Q12=8)

12A. Was your score…

1 26 or higher

2 23 to 25

3 20 to 22

4 16 to 19

5 Less than 16

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK W1 NONRESPONDENTS OR #M1029 QN4=3)

13. In order to pay for education after high school did you complete the FAFSA?

(The FAFSA is the Free Application for Federal Student Aid)

1 Yes

2 No

8 Don't Know

X Blank/No Answer

(ASK W1 NONRESPONDENTS OR #M1029 QN4=3)

14. In order to pay for education after high school did you apply for grants or scholarships?

1 Yes
2 No
8 Don't Know
X Blank/No Answer

(NEW SCREEN)

(READ IF W1 NONRESPONDENTS OR #M1029 QN4=3)

High school students sometimes attend classes or workshops outside of regular school to learn about educational opportunities or develop new job skills. These programs might be offered by a high school or college, a non-profit such as the Urban Alliance, or a local business.

(ASK W1 NONRESPONDENTS OR #M1029 QN4=3)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-g) SHOULD BE ON THE LEFT)

23. When you were a high school senior, did you ever attend a class or workshop where you…

1 Yes
2 No
8 Don't Know
X Blank/No Answer

a. Received help choosing a college, such as requesting brochures, writing an admissions essay, or applying for admission
b. Learned about options for paying for college, including completing a FAFSA or applying for scholarships
c. Received career counseling or advice
d. Learned how to get a job, including creating a resume, writing a cover letter, or completing applications
e. Developed general office skills, such as learning how to use Excel, make photocopies, or file papers
f. Developed communication skills, such as speaking with co-workers, making a presentation, or composing a professional email
g. Learned how to behave on a job, such as how to dress or manage your time

(NEW SCREEN)

(ASK Q24 IF Q23A-G=1)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-g) SHOULD BE ON THE LEFT)

(PN: IF Q23=1 FOR MORE THAN ONE ITEM IN Q23 INSERT SECOND VERBIAGE IN PARENS)

24. Who offered (the class or workshop you attended/these classes or workshops you attended)? Was it…

1 Yes

2 No

8 Don't Know

X Blank/No Answer

a. A high school (This includes your own high school as long as the classes or workshops were outside regular school hours)

b. A local college

c. Urban Alliance

d. Another non-profit organization

e. A local business

f. A city or government program

g. Other (SPECIFY)

(NEW SCREEN)

(ASK Q25 IF Q23A-G=1)

(PN: IF Q23=1 FOR MORE THAN ONE ITEM IN Q23 INSERT SECOND VERBIAGE IN PARENS)

25. About how many total hours did you spend in (this class or workshop/these classes or workshops)? Would you say it was…

(*Your best estimate is fine)*

1 Under 10 hours

2 10 to 25 hours

3 26 to 50 hours

4 51 to 75 hours

5 76 to 100 hours

6 Over 100 hours

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK W1 NONRESPONDENTS ONLY)

(INSERT RESPONSES 5, 6, 10 IF TREATMENT GROUP)

(PN: ALLOW MULTIPLE RESPONSES, EXCEPT FOR RESPONSE 11)

(PN: IF Q26=11, ONLY ALLOW SINGLE RESPONSE)

26. Thinking about all the help you've received **preparing for your future education**, who provided this help? Was it…

(*Please select <u>all that apply</u>*)

1 Parent or Foster Parent

2 Other Relative

3 Friend or Acquaintance

4 An employer or co-worker (includes current and former)

5 (ONLY FOR TREATMENT GROUP) Urban Alliance Program Coordinator ("PC")

6 (ONLY FOR TREATMENT GROUP) Urban Alliance Alumni Services Staff

7 Caseworker

8 Teacher, school counselor, or coach

9 Clergyperson

10 (ONLY FOR TREATMENT GROUP) Other Urban Alliance Staff

11 No one

12 Other

X Blank/No Answer

(NEW SCREEN)

(ASK W1 NONRESPONDENTS ONLY)

(INSERT RESPONSES 5, 6, 10 IF TREATMENT GROUP)

(PN: ALLOW MULTIPLE RESPONSES EXCEPT FOR RESPONSE 11)

(PN: IF Q27=11, ONLY ALLOW SINGLE RESPONSE)

27. Thinking about all the help you've gotten **preparing to get and keep a job**, who provided this help? Was it…

(*Please select all that apply*)

1 Parent or Foster Parent
2 Other Relative
3 Friend or Acquaintance
4 An employer or co-worker (includes current and former)
5 (ONLY FOR TREATMENT GROUP) Urban Alliance Program Coordinator ("PC")
6 (ONLY FOR TREATMENT GROUP) Urban Alliance Alumni Services Staff
7 Caseworker
8 Teacher, school counselor, or coach
9 Clergyperson
10 (ONLY FOR TREATMENT GROUP) Other Urban Alliance Staff
11 No one
12 Other
X Blank/No Answer

(NEW SCREEN)
(ASK Q28-Q33 IF TREATMENT GROUP AND W1 NONRESPONDENT)

28. You applied for the program at Urban Alliance. Did you attend any pre-work training?

1 Yes
2 No
X Blank/No Answer

(ASK Q29 IF Q28=2)
(PN: ALLOW MULTIPLE RESPONSES)

29. Why didn't you **attend** any pre-work training?

(*Please select all that apply*)

1 Class schedule changed
2 Extra-curricular activities conflicted
3 No longer interested
4 Parents wouldn't let me
5 Other (SPECIFY)

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK Q30 IF Q28=1)

30. Did you **complete** pre-work training?

1 Yes

2 No

X Blank/No Answer

(ASK Q31 IF Q30=2)

31. Why didn't you **complete** pre-work training?

(*Please select <u>all that apply</u>*)

1 Class schedule changed

2 Extra-curricular activities conflicted

3 No longer interested

4 Parents wouldn't let me

5 Other (SPECIFY)

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK IF TREATMENT GROUP AND W1 NONRESPONDENT)

32. Did you **complete** an internship with Urban Alliance?

1 Yes

2 No

X Blank/No Answer

(ASK Q33 IF Q32=2)

(PN: ALLOW MULTIPLE RESPONSES)

(SCRAMBLE 1-9)

33. Why didn't you **complete** your internship with Urban Alliance?

(*Please select <u>all that apply</u>*)

1 Never got assigned to a job
2 Job was boring
3 Money wasn't enough
4 Change in class schedule
5 They asked me to leave
6 Class schedule changed
7 Extra-curricular activities conflicted
8 No longer interested
9 Parents wouldn't let me
10 Other (SPECIFY)
X Blank/No Answer

[TOPIC: CURRENT EDUCATION]

INSERT: Let's talk about your **current** education.

(ASK IF #M1029 QN40=1 OR #M1029 QN58=1 – ATTENDING INSTITUTION/EDUCATION PROGRAM AT W1)

(INSERT "INSTITUTION/PROGRAM" FROM #M1029 QN37 IF Q40=1 OR FROM #M1029 QN55 IF QN58=1)

(PN: IF COLLEGE NAME NOT AVAILABLE, INSERT "college" IF QN40=1 OR "a vocational, technical, training, or trade program" IF QN58=1 FOR FIRST PARENS)

(PN: IF COLLEGE NAME NOT AVAILABLE, INSERT "this college" IF QN40=1 OR "this vocational, technical, training, or trade program" IF QN58=1 FOR SECOND PARENS)

24w. At the last survey, you said you were attending [INSERT W1 INSTITUTION/PROGRAM]. Are you currently attending [INSERT W1 INSTITUTION/PROGRAM]?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q24w=2)

(PN: ALLOW BOTH MONTH AND YEAR)

41. When did you stop? Please enter the month and year.

_____ (PN: ACCEPT 1-12/2013-2015)

X Blank/No Answer

(NEW SCREEN)

(ASK Q42 IF Q24w=2)

(INSERT "INSTITUTION/PROGRAM" FROM #M1029 QN37 or QN55)

(PN: IF COLLEGE NAME NOT AVAILABLE, INSERT "this college" IF QN40=1 OR "this vocational, technical, training, or trade program" IF QN58=1 FOR PARENS)

(PN: ALLOW ONLY ONE RESPONSE)

42. What would you say is the main reason that you left [INSERT W1 INSTITUTION/PROGRAM]?

(*Please select <u>only one response</u>)*

1 Transferred to a better program or four-year college
2 Received degree or completed course work
3 Offered a job
4 Financial difficulties or couldn't afford to go
5 Did not like school or did not get along with other students
6 Poor grades or failed
7 Entered military
8 Moved away from school
9 Got married
10 Pregnant, or became the father/mother of a baby
11 Other child care responsibilities
12 Other family responsibilities
13 Personal health or substance problems
14 Other (Specify)
X Blank/No Answer

(ASK Q27 IF Q24w=2)

(INSERT "INSTITUTION/PROGRAM" FROM #M1029 QN37 OR QN55)

(PN: IF COLLEGE NAME NOT AVAILABLE, INSERT "this college" IF QN40=1 OR "this vocational, technical, training, or trade program" IF QN58=1 FOR PARENS)

27w. Have you attended a post high school education program or institution since attending [W1 INSTITUTION/PROGRAM]?

1 Yes

2 No

X Blank/No Answer

(ASK IF #M1029 QN35=2 AND #M1029 QN53=2 OR W1 NONRESPONDENT)

(IF #M1029 QN35=2 AND QN53=2, INSERT FIRST VERBIAGE; IF W1 NONRESPONDENT, INSERT SECOND VERBIAGE)

28w. At the last survey, you said you were not attending a post high school education program or institution. Have you attended a post high school education program or institution since [W1 Survey Date]?/Have you ever attended a post high school education program or institution?

1 Yes

2 No

X Blank/No Answer

(ASK IF 27w=1 OR 28w=1)

(PN: IF #M1029 QN35=1 AND #M1029 QN40=1, INSERT COLLEGE NAME FROM QN37; IF #M1029 QN53=1 AND #M1029 QN58=1, INSERT PROGRAM NAME FROM QN55;)

(PN: INSERT SURVEY DATE FOR W1 RESPONDENTS WITH COLLEGE NAME NOT LISTED; INSERT SECOND VERBIAGE FOR W1 NONRESPONDENTS)

29w. Please enter the number of post high school education programs or institutions you have attended since [attending INSERT NAME OF W1 INSTITUTION/EDUCATION PROGRAM]/W1 SURVEY DATE/June 2013]:

____ (PN: ACCEPT ANSWERS 1-10)

X Blank/No Answer

(NEW SCREEN)

(ASK Q37-46, 51, 52 IF Q29w >=1)

(ASK Q37-46 FOR EACH NUMBER OF COLLEGES SPECIFIED IN Q29w)

(PN: IF Q29w =1, INSERT FIRST VERBIAGE; IF Q29w >1, INSERT SECOND VERBIAGE)

37. Please enter the name of this program or institution: / Please enter the name of the program or institution you are **currently attending**, or the program or institution you **attended most recently**: …Please enter the name of the program or institution you attended prior to the last program or institution you mentioned:

(*Please enter response below by providing the full name of the college)*

_____ (Name of program or institution)

X Blank/No Answer

(ASK Q31 IF Q29w >=1)

31w. What kind of institution/program is (INSERT Q37 WAVE 2 INSTITUTION/PROGRAM NAME)?

1 Technical, vocational

2 Two-year college

3 Four-year college

X Blank/No Answer

(ASK IF Q29w >=1)

(PN: ALLOW BOTH MONTH AND YEAR)

39. When did you start attending (INSERT Q37 WAVE 2 INSTITUTION/PROGRAM NAME)? Please enter the month and year.

_____ (PN: ACCEPT 1-12/2013-2015)

X Blank/No Answer

(ASK IF Q29w >=1)

(NEW SCREEN)

40. Are you still attending (INSERT Q37 WAVE 2 INSTITUTION/PROGRAM NAME)?

1 Yes

2 No

X Blank/No Answer

(ASK Q41 IF Q40=2)

(PN: ALLOW BOTH MONTH AND YEAR)

41a. When did you stop? Please enter the month and year.

_____ (PN: ACCEPT 1-12/2013-2015)

X Blank/No Answer

(NEW SCREEN)

(ASK Q42 IF Q40=2)

(PN: ALLOW ONLY ONE RESPONSE)

42. What would you say is the **main** reason that you *left* this institution or program?

(*Please select <u>only one response)</u>*

1 Transferred to a better program or four-year college
2 Received degree or completed course work
3 Offered a job
4 Financial difficulties or couldn't afford to go
5 Did not like school or did not get along with other students
6 Poor grades or failed
7 Entered military
8 Moved away from school
9 Got married
10 Pregnant, or became the father/mother of a baby
11 Other child care responsibilities
12 Other family responsibilities
13 Personal health or substance problems
14 Other (Specify)
X Blank/No Answer

(NEW SCREEN)

(ASK IF Q24w =1 OR Q40=1)

43. Are you a full-time or part-time student?

1 Full-time student

2 Part-time student

X Blank/No Answer

(NEW SCREEN)

(ASK IF Q24w =1 OR Q40=1)

44. How many credits have you earned at this school? Include credits applied from high school and credits from all complete courses. Your best estimate is fine.

(*Please enter response below)*

_____ (PN: ACCEPT ANSWERS 0–200)

1 I have not completed a full semester yet

8 Don't Know

X Blank/No Answer

(ASK IF Q24w =1 OR Q40=1)

45. Please enter the total number of credits required to graduate. Your best estimate is fine.

_____ (PN: ACCEPT ANSWERS 0–200)

2 Not applicable

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK IF Q24w =1 OR Q40=1)

(PN: ALLOW ONE DECIMAL)

46. What is your total GPA across all terms at (INSERT Q37 WAVE 2 INSTITUTION/PROGRAM NAME)?

Your best estimate is fine.

(*Please enter response below)*

_____ (PN: ACCEPT ANSWERS 0–4.50)

1 I have not completed a full semester yet

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

51. Have you received a certificate, license, or degree?

1 Yes

2 No

X Blank/No Answer

(ASK Q52 IF Q51=1)

(PN: ALLOW MULTIPLE RESPONSES)

Qn51. Please enter the types of certificates, licenses, or degrees you have received:

_____ (Specify)

_____ (Specify)

_____ (Specify)

8 Don't Know

X Blank/No Answer

[TOPIC: TRANSFER/PERSISTENCE]

(ASK Q42w IF Q24w= 1 OR Q40 = 1)

42w. Do you plan to transfer from (INSERT Q37 WAVE 2 INSTITUTION/PROGRAM NAME) to another program or institution?

(*Please enter response below)*

1 Yes

2 No

8 Don't know

X Blank/No Answer

(ASK IF Q42w = 1)

43w. Why do you plan to transfer?

1 To transfer to a better program or to a four-year college
2 Moved away from school
3 Financial difficulties or cannot afford to go to this institution
4 Do not like school or do not get along with other students
5 Poor grades or failing at institution
6 Entered or entering military
7 Pregnant, or became the father/mother of a baby
8 Other child care responsibilities
9 Other family responsibilities
10 Personal health or substance problems
11 Other (Specify)
X Blank/No Answer

(NEW SCREEN)

(ASK Q50 IF Q31w=2 FOR ANY COLLEGE LISTED)

(ASK ONLY RESPONDENTS WHO ATTENDED A TWO-YEAR COLLEGE)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-d) SHOULD BE ON THE LEFT)

50. The following is a list of reasons why people might enroll in a two-year college. For each one, please tell me if it applies to you.

1 Yes
2 No
X Blank/No Answer

a. To obtain or maintain skills for a current or future job
b. To obtain or maintain a license or certification
c. To take courses before transferring to a four-year college
d. To obtain a certificate or an Associate's Degree

(NEW SCREEN)

(PN: ASK IF (W1 NONRESPONDENTS AND 28w =1) OR (#M1029 QN4=3 and #M1029 qn35 = 1)

47. Since you began college, have you ever taken a remedial, adult basic education (ABE), or developmental learning course? These courses help students develop basic reading, writing, and mathematic skills to be successful in college.

1 Yes

2 No

X Blank/No Answer

(ASK Q48 IF Q47=1)

48. Please enter the number of remedial, adult basic education (ABE) or developmental learning courses you have taken:

_____ (PN: ACCEPT ASNWER 1–50)

X Blank/No Answer

(NEW SCREEN)

(ASK IF #M1029 QN35=1 OR #M1029 QN53=1 OR Q29w>=1 – IF ATTENDED INSTITUTION/PROGRAM)

(INSERT Q49C ONLY IF RESPONDENT ATTENDED HIGH SCHOOL IN DC)

(PN: INSERT FIRST RESPONSE IN Q37, THE NAME OF THE MOST RECENT COLLEGE)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-h) SHOULD BE ON THE LEFT; PERCENTAGES ENTERED SHOULD ADD UP TO NO MORE THAN 100%)

(PN: IF #M1029 QN35=1 AND #M1029 QN40=1, INSERT COLLEGE NAME FROM QN37; IF #M1029 QN53=1 AND #M1029 QN58=1, INSERT PROGRAM NAME FROM QN55; IF Q40_01=1, INSERT NAME FROM Q37)

(PN: IF COLLEGE NAME NOT AVAILABLE, INSERT "college" IF QN40=1 OR "the vocational, technical, training, or trade program" IF QN58=1 FOR FIRST PARENS)

49. The following is a list of ways that people pay for school. For each one, tell me the percentage of your expenses while attending (INSERT W1 RESPONSE/INSERT W2 RESPONSE) that is covered by each item.

(If one of the following items do not help cover your expenses, please enter "0")

1 _____ (Please enter a percentage 0-100%)

8 Don't Know

X Blank/No Answer

a. Parents/spouse/relatives

b. Work-study program

c. TAG/LEAP (DC ONLY)

d. Other Grants/scholarships

e. Student loans, other loans (e.g., bank)

f. Employer contribution program

g. Public assistance (e.g., welfare, unemployment)

h. Other personal income/savings

(PN: IF q49a-h DO NOT EQUAL 100%, PLEASE ADD THE FOLLOWING ERROR MESSAGE: "Please use the counter below to help you add your expenses to 100%.)

[TOPIC: MILITARY SERVICE]

(ASK ALL)

48w. Are you currently enlisted in the military?

1 Yes

2 No

X Blank/No Answer

[TOPIC: SKILLS]

(NEW SCREEN)

(ASK ALL)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-k) SHOULD BE ON THE LEFT)

34. For each of the following activities, please indicate whether **today** you would feel very comfortable, somewhat comfortable, somewhat uncomfortable, or very uncomfortable in completing the activity.

1 Very Comfortable

2 Somewhat Comfortable

3 Somewhat UNcomfortable

4 Very UNcomfortable

8 Don't Know

X Blank/No Answer

a. Identifying grants and scholarships to help pay for college

b. Completing the FAFSA or scholarship applications

cw. Applying for post-high school education

dw. Figuring out your education and career goals

ew. Finding jobs, internships, or other employment

c. Writing a cover letter or resume

d. Completing a job application

e. Asking someone to serve as a job reference

f. Being interviewed for a job

g. Performing general office work, such as using Excel, making photocopies, or filing papers

h. Speaking with adult co-workers and writing professional emails

i. Making a presentation

j. Dressing professionally

k. Completing work assignments on time

l. Getting to work on time

m. Receiving and dealing with criticism

n. Approaching and speaking with working professionals (networking)

(NEW SCREEN)

(ASK IF #M1029 QN35=1 OR #M1029 QN53=1 OR Q29w>=1 – IF ATTENDED INSTITUTION/PROGRAM)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-e) SHOULD BE ON THE LEFT)

50w. For each of the following activities, please indicate whether today you would feel very comfortable, somewhat comfortable, somewhat uncomfortable, or very uncomfortable in completing the activity.

1 Very Comfortable

2 Somewhat Comfortable

3 Somewhat UNcomfortable

4 Very UNcomfortable

8 Don't Know

X Blank/No Answer

a. Choosing the right courses to take

b. Managing my class assignments

c. Managing multiple courses and other responsibilities

d. Finding fulfilling extracurricular engagements

e. Approaching and speaking with professors and/or instructors

[TOPIC: SELF CONTROL SCALE]

(ASK EVERYONE)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-q) SHOULD BE ON THE LEFT)

51w. For each of the following statements, select the option that best reflects you.

1 Not at all like me
2 A little like me
3 Somewhat like me
4 Mostly like me
5 Very much like me
8 Don't Know
X Blank/No Answer

a. I have a hard time breaking bad habits
b. I get distracted easily
c. I say inappropriate things
d. I refuse things that are bad for me, even if they are fun
e. I'm good at resisting temptation
f. People would say that I have very strong self-discipline
g. Pleasure and fun sometimes keep me from getting work done
h. I do things that feel good in the moment but regret later on
i. Sometimes I can't stop myself from doing something, even if I know it is wrong
j. I often act without thinking through all the alternatives
k. I organize my time and do not procrastinate (not put things off)
l. I set appropriate priorities
m. I practice self discipline
n. I am able to distinguish spending for necessities versus desired purchases
o. I set goals for myself
p. I find ways to achieve my goals
q. I consider possible obstacles when making plans

(ASK EVERYONE)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-d) SHOULD BE ON THE LEFT)

52w. For each of the following activities, select how often you do them:

1 Never
2 Less than once a year
3 Once every few months
4 Once a month
5 More than once a month
8 Don't Know
X Blank/No Answer

a. Try doing new things
b. Try a new way of acting around people
c. Think about my future
d. Think about who I am

(ASK EVERYONE)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-d) SHOULD BE ON THE LEFT)

53w. For each of the following activities, select how successful you are at them:

1 Not successful at all
2 A little successful
3 Somewhat successful
4 Mostly successful
5 Very successful
8 Don't Know
X Blank/No Answer

a. Controlling my temper
b. Dealing with fear and anxiety
c. Handling stress
d. Understanding how my emotions affect how I perform

(NEW SCREEN)

(ASK W1 NONRESPONDENTS)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-h) SHOULD BE ON THE LEFT)

82. Next, please respond to the following statements. Be honest – there are no right or wrong answers!

For each statement, is that very much like you, mostly like you, somewhat like you, not much like you, or not like you at all?

1 Very much like me
2 Mostly like me
3 Somewhat like me
4 Not much like me
5 Not like me at all
X Blank/No Answer

a. New ideas and projects sometimes distract me from previous ones
b. Setbacks don't discourage me
c. I am obsessed with a certain idea or project for a short time but later lose interest
d. I am a hard worker
e. I often set a goal but later choose to pursue a different one
f. I have difficulty maintaining my focus on projects that take more than a few months to complete
g. I finish whatever I begin
h. I am diligent

[TOPIC: EMPLOYMENT]

(NEW SCREEN)

The following are questions about **your past and current** employment.

(ASK ALL)

(PN: INSERT FIRST VERBIAGE FOR W1 RESPONDENTS; INSERT SECOND VERBIAGE FOR W1 NONRESPONDENTS)

W56. Since [W1 Survey Date/June 2013], have you held a paid or unpaid job, including internships?

1 Yes
2 No

X Blank/No Answer

(ASK IF W56=1)

(PN: INSERT FIRST VERBIAGE FOR W1 RESPONDENTS; INSERT SECOND VERBIAGE FOR W1 NONRESPONDENTS)

64J. Please enter the number of jobs you have you held since [W1 Survey Date/ June 2013]:

_____ (PN: ACCEPT 1–20)

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(PN: ASK Q65-Q73a AND Q75-Q79 FOR EACH JOB SPECIFIED IN Q64J)

(IF Q64J=1, INSERT FIRST VERBIAGE; IF Q64J>1 OR Q64J=8 INSERT SECOND VERBIAGE)

(IF Q64J>1 OR Q64J=8 INSERT PARENS)

(PN: INSERT THIRD NOTE IF TREATMENT SAMPLE)

65. Please enter the name of the company or organization where you work, or worked: / Beginning with the **most recent job** you have held, or your **current job**, please enter the name of the company or organization: … What is the name of the company or organization you worked at prior to the one you just mentioned?

(If you are currently working at more than one job, please list the one at which you work the most hours or if you work equal hours at both jobs, the one where you have worked the longest.)

(Please include any work study positions)

(*If you participated in the Urban Alliance Internship Program, please list the name of the company or organization where you completed your internship.)*

_____ (Company or Organization name)

X Blank/No Answer

66. Please enter your position title:

_____ (Position title)

8 Don't Know

X Blank/No Answer

67. When did you start working at (INSERT ORGANIZATION)? Please enter the month and year.

_____ (PN: ACCEPT 1-12/2000-2015)

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

68. Are you still working there?

1 Yes

2 No

X Blank/No Answer

(ASK Q69 IF Q68=2)

69. When did you stop working there? Please enter the month and year.

_____ (PN: ACCEPT 1-12/2000-2015)

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(PN: IF Q68=1, INSERT FIRST VERBIAGE IN PARENS; IF Q68=2, INSERT SECOND VERBIAGE IN PARENS)

70a. (Do/did) you work a different number of hours at (INSERT ORGANIZATION) during the school year, than during the summer and other breaks?

1 Yes

2 No

X Blank/No Answer

(ASK IF Q70a=1)

(PN: IF Q68=1, INSERT FIRST VERBIAGE IN PARENS; IF Q68=2, INSERT SECOND VERBIAGE IN PARENS)

70. About how many hours (do/did) you work at (INSERT ORGANIZATION) per week during the school year?

(*Your best estimate is fine)*

_____ (PN: ACCEPT HOURS 0-60)

8 Don't Know

X Blank/No Answer

(ASK IF Q70a=1)

(PN: IF Q68=1, INSERT FIRST VERBIAGE IN PARENS; IF Q68=2, INSERT SECOND VERBIAGE IN PARENS)

71. About how many hours (do/did) you work there per week during the summer or other breaks?

(*Your best estimate is fine)*

_____ (PN: ACCEPT HOURS 0-60)

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK IF Q70a=2)

(PN: IF Q68=1, INSERT FIRST VERBIAGE IN PARENS; IF Q68=2, INSERT SECOND VERBIAGE IN PARENS)

72. About how many hours (do/did) you work at (INSERT ORGANIZATION) per week?

(*Your best estimate is fine)*

1 Hours (0-60)

X Blank/No Answer

(NEW SCREEN)

(PN: IF Q68=1, INSERT FIRST VERBIAGE IN PARENS; IF Q68=2, INSERT SECOND VERBIAGE IN PARENS)

73. How (are/were) you paid at (INSERT ORGANIZATION)?

(Please select <u>one</u> of the rates listed below)

1 Hourly
2 Daily
3 Weekly
4 Bi-weekly
5 Bi-monthly
6 Monthly
7 Yearly
9 The job (is/ was) unpaid
8 Don't Know
X Blank/No Answer

(NEW SCREEN)

(ASK IF Q73=1-8)

(PN: IF Q68=1, INSERT FIRST VERBIAGE IN PARENS; IF Q68=2, INSERT SECOND VERBIAGE IN PARENS)

73a. Before taxes or other deductions, what (is/was) your (INSERT RESPONSE FROM Q73) wage at (INSERT ORGANIZATION) including tips and commissions?

(Please enter your wages below)

1 Hourly (1-20)
2 Daily (1-150)
3 Weekly (1-800)
4 Bi-weekly (1-1600)
5 Bi-monthly (1-1750)
6 Monthly (1-3500)
7 Yearly (1-60000)
8 Don't Know
X Blank/No Answer

(NEW SCREEN)

(ASK IF Q64=1 OR W56=1 OR #M1029 qn64=1)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-e) SHOULD BE ON THE LEFT)

74. The following is a list of problems that people might have at work. Thinking about your **current or most recent job**, **how often** did you have **trouble** …?

1 Never
2 Only once or a few times
3 About once a week
4 Almost everyday
5 Everyday
6 Not applicable
X Blank/No Answer

a. Getting along with your supervisor
b. Paying attention while at work
c. Getting along with your co-workers
d. Dealing with customers
e. Arriving on time for work

(NEW SCREEN)

(ASK IF Q68=1)

75. What are your usual duties or activities at this job? For example, filing, selling cars, laying brick, customer service.

(Please enter response below)

_____ (Specify)
8 Don't Know
X Blank/No Answer

(NEW SCREEN)

(ASK IF Q68=1)

(PN: INSERT VERBIAGE IN PARENS IF Q68=1 FOR MORE THAN ONE JOB)

76. The following is a list of benefits. Are you eligible for any of the following benefits through your employer(s)? By eligible, we mean that the benefit is available to you now, even if you have decided to not receive it.

1 Yes
2 No
8 Don't Know
X Blank/No Answer

a. Health insurance
b. Dental insurance
C. Paid sick leave
d. Paid vacation
e. Employer tuition reimbursement

(NEW SCREEN)

(ASK IF Q68=1)

(PN: INSERT VERBIAGE IN PARENS IF Q68=1 FOR MORE THAN ONE JOB)

77. How did you find out about your **current** job, (that is, the one at which you work the most hours, or if you work equal hours at both jobs, the one where you have worked the longest)?

(Please select only one response)

1 Found on employer's website or another website
2 Saw advertisement on campus, in the community, or at a place of business
3 Recommended by friends or relatives
4 Recommended by Career Center or at a Job Fair
5 I created the position myself or I am self-employed
6 Other (SPECIFY)
X Blank/No Answer

(NEW SCREEN)

(ASK IF Q68=1)

(PN: INSERT VERBIAGE IN PARENS IF Q68=1 FOR MORE THAN ONE JOB)

78. Was there someone who suggested that you apply for your **current** job(s) or helped you get the job(s), other than the person who hired you? Do not include references requested by the employer.

1 Yes

2 No

X Blank/No Answer

(ASK IF Q78=1)

(PN: INSERT VERBIAGE IN PARENS IF Q68=1 FOR MORE THAN ONE JOB)

(INSERT RESPONSES 5, 6, 7 IF TREATMENT GROUP)

79. What was that person's (or persons') relationship to you?

(Please select <u>all that apply</u>)

1 Parent or Foster Parent

2 Relative

3 Friend or Acquaintance

4 An employer or co-worker (includes current and former)

5 Urban Alliance Program Coordinator ("PC")

6 Urban Alliance Alumni Services Staff

7 Other Urban Alliance Staff

8 Caseworker

9 Teacher

10 Clergyperson

11 Other

99 Refused

(NEW SCREEN)

(ASK IF W56=2)

(PN: INSERT FIRST VERBIAGE FOR W1 RESPONDENTS; INSERT SECOND VERBIAGE FOR W1 NONRESPONDENTS)

80. Have you looked for a job since [W1 Survey Date/June 2013]?

1 Yes

2 No

X Blank/No Answer

(NEW SCREEN)

(qn68_01=2 OR 56_w2=2)

81. What is the **main** reason you are not working?

(Please select only one response)

1 Going to school

2 Cannot find work

3 No need or no desire

4 Taking care of home or family

5 Previous work was temporary, seasonal, or completed

6 Laid off

7 Quit

8 Fired

9 Moved

10 Incarcerated

11 Temporarily disabled and unable to work

12 Permanently disabled and unable to work

13 Changing jobs

14 Couldn't afford or find childcare

15 Transportation issues or long distance

16 Not enough skills

17 Other (SPECIFY)

X Blank/No Answer

NEW WAVE 2
[TOPIC: URBAN ALLIANCE ALUMNI SERVICES]

(ASK Q77-Q83 OF TREATMENT GROUP ONLY)
READ: The following questions are about Urban Alliance's Alumni Services.

W77. Have you ever been in contact with Alumni Services or other staff at Urban Alliance since September 2013?

1 Yes
2 No
8 Don't Know
X Blank/No Answer

(ASK IF Q77 = 1)

W78. Since September 2013, who initiated your contact with Urban Alliance staff?

1 I reached out to Urban Alliance staff
2 Urban Alliance staff reached out to me
3 I reached out to Urban Alliance staff and Urban Alliance staff reached out to me
8 Don't know
X Blank/No Answer

(ASK IF Q77 = 1)

W79. Why have you been in contact with Alumni Services or other staff at Urban Alliance since September 2013? Please select all that apply.

1 A career planning or job search issue
2 A workplace issue
3 An education planning or financial aid issue
4 An issue I was experiencing in school
5 A personal issue
6 Speaking with current Urban Alliance students or attending other Urban Alliance events
7 To share updates about my career, education, or other life events
8 Other (Specify)
10 Don't Know
X Blank/No Answer

(ASK IF Q77 = 1)

W80. How often have you interacted with Urban Alliance staff or attended Urban Alliance events since September 2013?

1 Less than once a year

2 1 to 5 times a year

3 6 to 12 times a year

4 More than 12 times a year

X Blank/No Answer

(ASK IF Q77 = 1)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-d) SHOULD BE ON THE LEFT)

W81. Since September 2013, have you attended any of the following as an alumni:

1 Yes

2 No

8 Don't Know

X Blank/No Answer

a. Career Day

b. Field trip

c. Alumni panel and networking session

d. Other Urban Alliance events

(ASK IF Q77 = 1)

W82. Did Urban Alliance connect you with a summer internship for college students?

1 Yes

2 No

8 Don't Know

X Blank/No Answer

(ASK IF Q77 = 1)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-f) SHOULD BE ON THE LEFT)

W83. To what extent do you agree or disagree with the following statements? Since September 2013, Urban Alliance staff have been:

1 Strongly disagree

2 Disagree

3 Neither agree nor disagree

4 Agree

5 Strongly agree

8 Don't know/Not applicable

X Blank/No Answer

a. a good resource for education, career, and general life guidance

b. helpful in advancing my career

c. helpful in dealing with workplace issues

d. helpful in navigating my education options

e. helpful in finding and pursuing options to pay for education

f. helpful in dealing with issues I've experienced in school

g. helpful in dealing with personal or family issues

(ASK ALL TREATMENT GROUP)

W84. To what extent do you agree or disagree with this statement: It has been easy to contact Urban Alliance staff after participating in the program.

1 Strongly disagree

2 Disagree

3 Neither agree nor disagree

4 Agree

5 Strongly agree

8 I haven't tried to contact them

X Blank/No Answer

[TOPIC: ASSETS AND SAVINGS]

(NEW SCREEN)

This next set of questions asks you about your assets and savings.

(ASK ALL)

83. Do you have a checking account?

1 Yes

2 No

X Blank/No Answer

(ASK IF Q83=1)

84. What is your approximate current balance in your checking account?

_____ (1-50000)

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

85. Do you have a savings account?

1 Yes

2 No

X Blank/No Answer

(ASK IF Q85=1)

86. What is your approximate current balance in your savings account?

_____ (1-50000)

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

87. Do you have any other types of accounts where you have money available to you?

1 Yes

2 No

X Blank/No Answer

(ASK IF Q87=1)

(PN: ALLOW FOR MULTIPLE RESPONSES)

88. What kind of accounts do you have?

_____ (Specify accounts 1)
_____ (Specify accounts 2)
_____ (Specify accounts 3)
_____ (Specify accounts 4)
8 Don't Know
X Blank/No Answer

(ASK IF Q87=1)
(PN: IF R ENTERED MULTIPLE ACCOUNTS IN Q88, INSERT SECOND VERBIAGE IN PARENS)

89. What is your approximate total current balance in (this / these) accounts?

_____ (1-50000)
8 Don't Know
X Blank/No Answer

(NEW SCREEN)
(ASK ALL)

90. Do you own any vehicles such as a car, van, truck, jeep, or motorcycle?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q90=1)

91. Altogether, how much could you sell these vehicles for?

(*Your best estimate is fine)*

_____ (1-50000)
8 Don't Know
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

92. Have you taken out loans to help pay for college or other programs?

1 Yes
2 No
8 Don't Know
X Blank/No Answer

(ASK IF Q92=1)

93. What is the total dollar amount you have taken out in loans to pay for college or other programs?

_____ (1-100000000)
8 Don't Know
X Blank/No Answer

[TOPIC: FAMILY AND HOUSING]

(Q94 – Q97 ASKED IF W1 NONRESPONDENTS)

(NEW SCREEN)

The following are questions about your family and housing situation.

(ASK W1 NONRESPONDENTS)

94. Please select your **father's** highest level of education:

(Please select only one response)

1 Did not complete high school
2 High school graduate (or equivalent)
3 Some college (1-4 years, no degree)
4 Associate's degree
5 Bachelor's degree
6 Master's degree or higher
7 Not applicable

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK W1 NONRESPONDENTS)

95. Please select your **mother's** highest level of education:

(Please select only one response)

1 Did not complete high school

2 High school graduate (or equivalent)

3 Some college (1-4 years, no degree)

4 Associate's degree

5 Bachelor's degree

6 Master's degree or higher

7 Not applicable

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK W1 NONRESPONDENTS)

96. Have any of your brothers or sisters gone to college?

1 Yes

2 No

3 Not applicable (Do not have any brothers or sisters)

8 Don't Know

X Blank/No Answer

(ASK W1 NONRESPONDENTS)

97. Have any other family members that you're close to gone to college?

1 Yes

2 No

3 Not applicable

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

98. Are there any children who are living with you and in your care?

"In your care" means that you are legally responsible for the child or have formal custody for the child. Informal care arrangements, such as taking care of a sister's child while she is at work, should not be included.

1 Yes

2 No

X Blank/No Answer

(ASK IF Q98=1)

99. Please enter the number of children that currently live with you and are in your care:

_____ (1-10)

X Blank/No Answer

(NEW SCREEN)

(ASK IF Q99=1)

(PN: ASK Q100-Q102 FOR EACH CHILD SPECIFIED IN Q99)

(IF Q99=1, INSERT FIRST VERBIAGE; IF Q99>1 OR Q99=8 INSERT SECOND VERBIAGE)

100. Please enter his or her first name: / Please enter the first name of your oldest child: … Please enter the name of your next oldest child:

_____ (First name)

X Blank/No Answer

(ASK IF Q98=1)

101. What is his or her birthday?

_____ (PN: ACCEPT 1-12/1-31/2005-2015)

8 Don't Know

X Blank/No Answer

(ASK IF Q98=1)

102. Do you receive child support for this child?

1 Yes
2 No
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

106. Do you have biological children that **do not** live with you?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q106=1)

107. Are you required by court order to pay child support for these children?

1 Yes
2 No
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

108. Are you or your partner expecting a child?

1 Yes
2 No
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

109. What is your current marital status? Are you …

(Please select only one)

1 Single, never married
2 Living with partner
3 Married
4 Separated/divorced/widowed
X Blank/No Answer

(NEW 2014)

(NEW SCREEN)

(ASK IF W1 NONRESPONDENT)

2. Before you turned 18, was there ever a period of four months or more when you did not live with at least one of your biological or adoptive parents?

1 Yes
2 No
X Blank/No Answer

(NEW 2014)

(ASK IF Q2=1)

2a. Select the ages below when you did not live with at least one of your biological or adoptive parents for four months or more.

(*Please select all that apply*)

1 Before your 1st birthday
2 1 year old
3 2 years old
4 3 years old
5 4 years old
6 5 years old
7 6 years old
8 7 years old
9 8 years old

10 9 years old
11 10 years old
12 11 years old
13 12 years old
14 13 years old
15 14 years old
16 15 years old
17 16 years old
18 17 years old
19 18 years old
X Blank/No Answer

(NEW SCREEN)

(ASK IF Q2=1)

2b. When you were not living with either of your biological or adoptive parents, with whom or where did you live?

(*Please select <u>all that apply</u>*)

1 With relatives who were also my foster parents
2 With relatives who were not my foster parents
3 With my foster parent(s) who are unrelated to me
4 With a friend's family (not foster care)
5 A group home or residential facility
6 On my own (alone)
7 Shared housing with a friend or roommate
8 With my spouse, partner, or boyfriend, or girlfriend
9 At a homeless shelter or emergency housing
10 Homeless
11 College dormitory, fraternity, sorority
12 Transitional housing
13 Jail or prison
14 Job Corps
15 Other (SPECIFY)
X Blank/No Answer

(NEW 2014)

(ASK IF Q2B=1, 2)

(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-d) SHOULD BE ON THE LEFT)

3. Were the relatives…?

1 Yes
2 No
X Blank/No Answer

a. Grandparents
b. Aunts or Uncles
c. Older brothers or sisters
d. Someone else (SPECIFY)

(NEW SCREEN)

(ASK ALL)

110. What best describes your current living situation? Are you …

(Please select only one response)

1 In student housing
2 In military housing
3 Living with parents
4 Living with other adult family member or guardian
5 Living with significant other
6 Living with roommates in non-student housing
7 Living alone
8 Homeless or living in a shelter
9 Incarcerated
10 Other (Specify)
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

111. Please enter your current address:

*Your current address does **not** have to be your permanent address but should be where* you *currently reside. It can be a school address.*

1 (STREET ADDRESS)
2 (CITY)
3 (STATE)
4 (ZIPCODE)
X Blank/No Answer

112. Have you been living there since [W1 Survey Date/June 2013]?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q112=2)
(PN: ALLOW BOTH MONTH AND YEAR)
(PN: ONLY ALLOW JUNE 2013TO PRESENT DATE)

113. When did you move there?

_____ (PN: ACCEPT 1-12/2013-2015)
8 Don't Know
X Blank/No Answer

(ASK IF Q112=2)

114. What was the **main** reason that you moved there?

(Please select <u>only one</u>)

1 School (Going to college, leaving college, or wanting an easier commute to school)
2 Work (Getting a new job, losing a previous job, or wanting an easier commute to work)
3 Money (Wanting a cheaper place, not having enough money for rent)
4 Legal problems (Being arrested or incarcerated)

5 Your health
6 Wanting to live with someone different
7 Wanting to be on your own
8 Needing to help a family member
9 Wanting to live in a better neighborhood
10 Needing to find something more permanent
11 Other reason (SPECIFY)
X Blank/No Answer

(NEW SCREEN)
(ASK IF Q112=2)

115. Please enter the address were you living before this last move:

1 (MAILING ADDRESS)
2 (CITY)
3 (STATE)
4 (ZIPCODE)
X Blank/No Answer

(ASK IF Q112=2)
(PN: ALLOW BOTH MONTH AND YEAR)

116. When did you move there?

1 _____ (PN: ACCEPT 1-12/1994-2015)
2 Lived there since birth (did not move there)
8 Don't Know
X Blank/No Answer

(ASK IF Q116=1 AND Q116>6/1/13)

117. What was the **main** reason that you moved there?

(Please select only one)

1 School (Going to college, leaving college, or wanting an easier commute to school)
2 Work (Getting a new job, losing a previous job, or wanting an easier commute to work)

3 Money (Wanting a cheaper place, not having enough money for rent)
4 Legal problems (Being arrested or incarcerated)
5 Your health
6 Wanting to live with someone different
7 Wanting to be on your own
8 Needing to help a family member
9 Wanting to live in a better neighborhood
10 Needing to find something more permanent
12 Lived there since birth (did not move there)
11 Other reasons (SPECIFY)
X Blank/No Answer

(PN: IF Q116>6/1/12, ASK Q115-117 UNTIL Q116<6/1/12, UP TO FIVE TIMES)

[TOPIC: HEALTH]

(NEW SCREEN)
The following questions are about your health.

(ASK ALL)

118. In general, would you say your health is…

1 Excellent
2 Very good
3 Good
4 Fair
5 Poor
X Blank/No Answer

(NEW SCREEN)
(ASK ALL)

119. In the past 12 months, have you delayed getting medical or dental care for any reason when you really needed it?

1 Yes

2 No

X Blank/No Answer

(ASK IF Q119=1)

120. What was the **main** reason you delayed getting care?

(Please select only one response)

1 Didn't know whom to go see

2 Had no transportation

3 No one available to go along

4 Parent or guardian would not go

5 Didn't want parents to know

6 Difficult to make appointment

7 Afraid of what the doctor would say or do

8 Thought the problem would go away

9 Couldn't pay

10 Other (Specify)

X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

Q121. Do you have health insurance?

1 Yes

2 No

X Blank/No Answer

(ASK IF Q121=1)

(PN: INSERT VERBIAGE IN FIRST PARENS AND ITEM 3 IF Q109=3, 4)

122. What is the source of your health insurance? Would you say it's through a parent or guardian, your college, (your spouse,) the government (like Medicaid), your employer, or something else?

1 Parent/Guardian

2 College

3 Spouse

4 Government (Medicaid)

5 Employer

6 Other (SPECIFY)

8 Don't Know

X Blank/No Answer

(ASK IF Q121=2)

123. Why are you not covered by health insurance?

(Please select only one)

1 Too expensive

2 No longer eligible

3 Healthy or don't need insurance

4 Too much hassle to stay enrolled

5 Did not submit paperwork/ documents or pay premiums

6 Doctors would not accept insurance

7 Gap in coverage changing plans

8 Other (SPECIFY)

X Blank/No Answer

(NEW SCREEN)

(PN: INSERT FIRST VERBIAGE FOR W1 RESPONDENTS; INSERT SECOND VERBIAGE FOR W1 NONRESPONDENTS)

The next set of questions is about things that have happened to you **since [W1 Survey Date/June 2013]**. The following questions pertain to only your personal situation, not that of other family members. These questions focus on hardships that many people experience at one time or another. You can choose to skip any questions at any time without penalty.

[ERROR MESSAGE 2]

(PN: IF A RESPONDENT FAILS TO PROVIDE A RESPONSE TO A CERTAIN QUESTION WITHIN THE SERIES Q124-Q146, PLEASE INSERT EM2. THE ERROR MESSAGE SHOULD APPEAR ABOVE THE QUESTION MISSED (ON THE SAME SCREEN) IN BOLD BLACK TEXT.)

EM2 **Please remember all your responses will be kept confidential. Your answers are very important to us. Can you please take a moment to respond to the question below?**

If you have any questions about the study, please call Kasey Meehan at 484-840-4399.

(ASK ALL)

124. Since [W1 SURVEY DATE/June 2013], have you received any cash assistance, welfare, or emergency help from a state or county welfare program, such as TANF, for a month or more?

(Your responses should be based only on your personal situation, not that of other family members)

1 Yes
2 No
X Blank/No Answer

(ASK ALL)

125. Since [W1 SURVEY DATE/June 2013], have you received Food Stamps?

(Your responses should be based only on your personal situation, not that of other family *members)*

1 Yes
2 No
X Blank/No Answer

(ASK ALL)

126. Since [W1 SURVEY DATE/June 2013], have you received any governmental housing assistance in paying rent, such as through public housing or Section 8?

(Your responses should be based only on your personal situation, not that of other family *members)*

1 Yes
2 No
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

127. Still thinking about things that have happened since [W1 SURVEY DATE/June 2013], have you … had to sleep **outside or in a** shelter **on any night**?

1 Yes
2 No
X Blank/No Answer

(Ask if Q127=1)

128. How frequently have you slept in a shelter since [W1 SURVEY DATE/June 2013]? Would you say…

1 Once or twice
2 About once a month
3 A few times a month
4 About once a week
5 A few times a week
6 Most days
7 Every day
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

129. Still thinking about things that have happened since [W1 SURVEY DATE/June 2013], **has someone you're close to** experienced a major illness or disabling condition?

1 Yes
2 No
X Blank/No Answer

(ASK ALL)

130. Still thinking about things that have happened since [W1 SURVEY DATE/June 2013], **has someone you're close to** been incarcerated?

1 Yes
2 No
X Blank/No Answer

(ASK ALL)

131. Still thinking about things that have happened since [W1 SURVEY DATE/June 2013], **has someone you're close to** passed away?

1 Yes

2 No

X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

132. Still thinking about things that have happened since [W1 SURVEY DATE/June 2013], **have you** had to cut the size of your meals or skip meals because there wasn't enough money for food?

1 Yes

2 No

X Blank/No Answer

(NEW SCREEN)

In answering this next set of questions, think about your experience with illegal or harmful activities. Please remember this survey is confidential and your answers will be kept completely private.

(ASK ALL)

133. Have you ever been arrested?

1 Yes

2 No

X Blank/No Answer

(ASK IF Q133=1)

134. How old were you the first time you were arrested?

_____ (10-20)

8 Don't Know

X Blank/No Answer

(ASK IF Q133=1)

135a. Have you been arrested for a felony since [W1 SURVEY DATE/June 2013]?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q133=1)

135b. Have you been arrested for a misdemeanor since [W1 SURVEY DATE/June 2013]?

1 Yes
2 No
X Blank/No Answer

(NEW SCREEN)

(ASK IF Q133=1)

136. Since [W1 SURVEY DATE/June 2013], have you ever been convicted of a crime as an adult?

1 Yes
2 No
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

138. Have you ever had at least one drink of alcohol (as in, more than a few sips)?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q138=1)

139. During the past 30 days, on how many days did you have at least one drink of alcohol?

(*Your best estimate is fine)*

1 0 days
2 1 or 2 days
3 3 to 5 days
4 6 to 9 days
5 10 to 19 days
6 20 to 29 days
7 All 30 days
8 Don't Know
X Blank/No Answer

(ASK IF Q139=1-7)

140. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?

(*Your best estimate is fine)*

1 0 days
2 1 day
3 2 days
4 3 to 5 days
5 6 to 9 days
6 10 to 19 days
7 20 or more days
8 Don't Know
X Blank/No Answer

(ASK IF Q138=1)

141. How old were you when you had your first drink of alcohol, other than a few sips?

_____ (10-22)
8 Don't Know
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

142. Have you ever used marijuana?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q142=1)

143. How many times in the past 30 days did you use marijuana?

(*Your best estimate is fine)*

1 0 times
2 1 or 2 times
3 3 to 9 times
4 10 to 19 times
5 20 to 39 times
6 40 or more times
8 Don't Know
X Blank/No Answer

(ASK IF Q142=1)

144. How old were you when you tried marijuana for the first time?

_____ (10-22)
8 Don't Know
X Blank/No Answer

(NEW SCREEN)

(ASK ALL)

[PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-f) SHOULD BE ON THE LEFT.]

145. Have you ever…

1 Yes
2 No

8 Don't Know

X Blank/No Answer

a. Used any form of cocaine
b. Sniffed glue, breathed aerosol, or inhaled paints or sprays to get high
c. Used heroin
d. Taken methamphetamines
e. Taken ecstasy
f. Taken pills or shots without a doctor's prescription to get high

(NEW SCREEN)

(ASK Q146 FOR EVERY ITEM A-F IN Q145=1)

[PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-f) SHOULD BE ON THE LEFT.]

146. In the past 30 days, how many times have you…

(*Your best estimate is fine)*

1 0 times
2 1 or 2 times
3 3 to 9 times
4 10 to 19 times
5 20 to 39 times
6 40 or more times
8 Don't Know
X Blank/No Answer

a. Used any form of cocaine
b. Sniffed glue, breathed aerosol, or inhaled paints or sprays to get high
c. Used heroin
d. Taken methamphetamines
e. Taken ecstasy
f. Taken pills or shots without a doctor's prescription to get high

(NEW SCREEN)

Thank you, your responses are very helpful!

We need to confirm your contact information to send you your $40 gift card.

(ASK EVERYONE)
We want to verify that we have your correct name and birthday.

2. Please confirm your first name: (INSERT FIRST NAME)

1 Name is correct
2 Name is correct but spelled incorrectly. Please enter the correct spelling (Specify)
3 Name is incorrect. Please enter your first name: (Specify)
X Blank/No Answer

2L. Please confirm your last name: (INSERT LAST NAME)

1 Name is correct
2 Name is correct but spelled incorrectly. Please enter the correct spelling (Specify)
3 Name is incorrect. Please enter your first name: (Specify)
X Blank/No Answer

(PN: IF Q1 AND Q2=3, INSERT TERM2)

(ASK EVERYONE)

3. Please confirm your birthday: (INSERT BIRTHDAY)

1 Birthday is correct
2 Birthday is incorrect. Please enter the correct birthday:
(PN: ACCEPT 1-12/1-31/1993-2000)
X Blank/No Answer

(ASK ALL)

147. Please confirm your current mailing address (INSERT ADDRESS FROM Q111):

1 Yes, information is correct

2 No, information is incorrect (PN: MAILING ADDRESS, CITY, STATE, ZIPCODE)

X Blank/No Answer

(ASK ALL)

(PN: ALLOW 10 DIGIT PHONE NUMBER)

148. Please enter your home phone number:

_____ (Specify)

2 No

X Blank/No Answer

(ASK ALL)

(PN: ALLOW 10 DIGIT PHONE NUMBER)

149. Please enter your cell phone number:

_____ (Specify)

2 No

X Blank/No Answer

(ASK ALL)

150. Can you receive text messages?

1 Yes

2 No

8 Don't Know

X Blank/No Answer

(ASK ALL)

151. Please enter your email address?

_____ (Specify)

2 No

X Blank/No Answer

(ASK IF Q151=1)

152. Please enter an alternate email address:

_____ (Specify)

2 No

8 Don't Know

X Blank/No Answer

(NEW SCREEN)

(ASK ONLY IF SSN NOT ON FILE)

(PN: ALLOW 9 DIGIT PHONE NUMBER)\

165. We don't have your Social Security Number on file. Can you please provide it? Again, your information will be kept completely confidential and will only be accessible to people on our research team.

_____ (PN: ACCEPT xxx-xx-xxxx)

2 No

X Blank/No Answer

(NEW SCREEN)

Those are all the questions I have for you today. Thank you very much for your time and cooperation. We will be sending a $40 gift card to the mailing address you provided.

If you have questions about the study, please contact the study's director, Kasey Meehan at SSRS at 484-840-4399.

Notes

1. In our interim report (Theodos, Pergamit, Hanson, et al. 2016), we did not include a site variable (Washington, DC, or Baltimore) in the regression analysis; however, this measure was included in the analysis for this report. Inclusion of a site variable resulted in only one material change: the coefficient on taking the ACT for the full group is no longer statistically significant.
2. US Census Bureau, 2012 American Community Survey, one-year estimates.
3. Estimates are for the graduating class of 2013. Baltimore estimates are from 2013 Maryland Report Card, "Baltimore City Graduation Rate: Four-Year Adjusted Cohort," Maryland State Department of Education, accessed May 20, 2014, http://www.mdreportcard.org/CohortGradRate.aspx?PV=160:12:30:XXXX:1:N:0:13:1:1:0:1:1:1:3. DC estimates are from "DC 2013 Adjusted Cohort Graduation Rate," District of Columbia Office of the State Superintendent of Education, accessed May 20, 2014, http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%202013%20ADJUSTED%20COHORT%20GRADUATION%20RATE%20state%20summary_0.pdf. The DC percentage does not include DC public charter schools.
4. Current Population Survey, "School Enrollment," table 1, Enrollment Status of the Population 3 Years Old and Over, by Sex, Age, Race, Hispanic Origin, Foreign Born, and Foreign-Born Parentage: October 2014.
5. National Center for Education Statistics, 2014 Digest of Education Statistics, table 302.30, Percentage of Recent High School Completers Enrolled in 2-Year and 4-Year Colleges, by Income Level: 1975 through 2013.
6. National Center for Education Statistics, 2014 Digest of Education Statistics, table 326.10, Graduation Rates of First-Time, Full-Time Bachelor's Degree-Seeking Students at 4-Year Postsecondary Institutions, by Race/Ethnicity, Time to Completion, Sex, and Control of Institution: Selected Cohort Entry Years, 1996 through 2006.
7. 2014 American Community Survey 1-year estimates taken from "Median Earnings in the Past 12 Months (in 2014 Inflation-Adjusted Dollars) by Sex by Educational Attainment for the Population 25 Years and Over."
8. College Board, 2009, "Lifetime Earnings by Education Level," figure 1.2, Expected Lifetime Earnings Relative to High School Graduates, by Education Level.
9. Current Population Survey Household Data 2014, table 3, Employment Status of the Civilian Noninstitutional Population by Age, Sex, and Race; and table 4, Employment Status of the Hispanic or Latino Population by Age and Sex.
10. "Youth Apprenticeship Program," Georgia Department of Education, 2015. https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Youth-Apprenticeship-Program.aspx;. "Youth Apprenticeship Program Information," Department of Workforce Development, State of Wisconsin, accessed January 4, 2017, https://dwd.wisconsin.gov/youthapprenticeship/program_info.htm
11. The GED consists of four tests that certify passers' high school–level academic skills.
12. For Baltimore, we used the "2011 HSA English Data" and "2011 HSA Algebra Data" data files from "Data Downloads," 2013 Maryland State Report Card, accessed June 17, 2013, http://msp.msde.state.md.us/downloadindex.aspx?K=99AAAA. For DC, we used data reports for each school from 2011, accessed through "Assessment and Accountability in the District of Columbia," District of Columbia Office of the State Superintendent of Education, accessed June 17, 2013, http://nclb.osse.dc.gov/reportcards.asp.
13. National Center for Education Statistics, "Public Elementary/Secondary School Universe Survey Data, 2009–10," accessed June 6, 2013, http://nces.ed.gov/ccd/pubschuniv.asp.

14. The random effects model modifies the earlier regression framework to

    $ysi^* = \beta 1indsi + \beta 2neighsi + \alpha s + esi$

    such that αs is the high school–specific effect on ysi. In a random effects model, the assumption is that the high schools included in the analysis are a subset of a greater pool of high schools, such that αs is distributed normally with mean zero and variance $\sigma\alpha 2$. This assumption allows the regression to use both between and within variation in the data.

15. In our interim report (Theodos, Pergamit, Hanson, et al. 2016) we did not include DC in the regression analysis. This changed only one primary outcome in the final report. The coefficient on taking the ACT is no longer significant for the full group.

16. In this report, African American refers to non-Hispanic African American, white to non-Hispanic white, and other to non-Hispanic other.

17. There are exceptions; some programs appear to be targeted toward (or more attractive to) males. For example, the National Guard Youth ChalleNGe Program is 88 percent male (Millenky et al. 2011), and Job Corps is 59 percent male (Schochet, Burghardt, and McConnell 2006).

18. In recent years, many Baltimore and Washington, DC, schools have become certified to offer free lunch to all students. Therefore, eligibility of individual students is no longer determined; the statistics shown here give an estimate of what eligibility would be in these schools if it were still determined at the student level. In the 2012–13 school year, students from a four-member household with income below $42,643 qualified for a reduced-price meal, according to federal guidelines.

19. Of the 965 youth for whom data were available on GPA as of junior year, school records provided information for 657 youth (68 percent). For 253 youth (26 percent), this information was provided by a school counselor. Finally, 55 youth (6 percent) provided this information directly.

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