RESEARCH REPORT

Embarking on College and Career

Interim Evaluation of Urban Alliance

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ABOUT THE SOCIAL INNOVATION FUND

This report is based upon work supported by the Social Innovation Fund (SIF), a key White House initiative and program of the Corporation for National and Community Service (CNCS). The Social Innovation Fund combines public and private resources to grow the impact of innovative, community-based solutions that have compelling evidence of improving the lives of people in low-income communities throughout the United States.

These findings are preliminary and the full report is under review by the Corporation for National and Community Service.

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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 has commissioned the Urban Institute to conduct a six-year, randomized controlled trial impact and process evaluation of its high school internship program. A previous 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. This report continues that research by presenting early adulthood impacts of the Urban Alliance program on these youth, including college attendance and job preparation. It will be followed by a final impact report expected in 2017. Below is a summary of the present report.

What Is the Urban Alliance Program Model?

- *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. Participants must have enough course credits accumulated to allow for an early-release schedule during much of senior year.
- *Program components*: The program's key elements are (1) a paid internship in an office setting at a nonprofit organization, corporation, or government agency (Monday through Thursday after school and full-time during the summer); (2) soft and hard skills job training for four to six weeks after school at the start of the program ("pre-work training"), followed by ongoing training after school each Friday ("workshops"); (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 reunions and events, and a paid internship opportunity during the summer break from college.

What Was the Study Design?

- *Random assignment*: We assigned 2011–12 and 2012–13 program applicants in Washington, DC, and Baltimore at random to a treatment or control group. We randomized applicants separately at each site at a two-to-one ratio of treatment to control to maintain the minimum number of enrolled youths required by the program. Youth enrolled in the study, together with their parents, gave consent for researchers to collect their program, high school, and postsecondary school data, as well as to be contacted to complete a survey. Urban Alliance invited those assigned to the treatment group to participate in the program. Those applicants assigned to the control group were not invited to participate and thus had access to neither the job training nor the internship.
- *Data collection*: We collected quantitative data from a number of sources, described below.
  - » *Application baseline data*: Urban Alliance gave applicants a 12-page application form that requested detailed contact information, demographics, GPA, attendance record (to be completed by school counselors), goals, career interests, work history, household structure, and one teacher and one nonteacher recommendation.
  - » *School-level high school baseline data*: We collected aggregated 2011 school-level performance data from boards of education in Maryland and Washington, DC, for each school youth attended in those jurisdictions and 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.
  - » *Neighborhood baseline data*: We accessed characteristics of neighborhoods including unemployment rates, poverty rates, and racial and ethnic composition from the American Community Survey 2008–12.
  - » *Youth-level high school baseline and outcome data*: With Urban Alliance's help, we obtained individual-level data—including GPA, attendance, and graduation—from the DC and Baltimore public school systems, the DC Public Charter School Board, and individual charter schools.
  - » *Program implementation data*: We used data provided by Urban Alliance on case management status, participation in program activities, and biweekly wages paid to interns.
  - » *Interim survey outcome data*: We collected survey data from the control and treatment groups of both cohorts about their educational, employment, and well-being outcomes; their high school experiences; and their postsecondary education preparation. The survey

was fielded 9 to 14 months after youths' predicted high school graduation date via website, telephone, and an in-person interviewer. It achieved a 77 percent response rate.

  - *Postsecondary institution outcome data*: We used data from the National Student Clearinghouse, which provides information on college enrollment for most colleges in the United States. We also used National Center for Education Statistics' Integrated Postsecondary Education Data System data to assess the quality of institutions that youth attended.

- *Analysis methods*: Our randomized controlled trial approach allowed us to estimate the causal impacts of the Urban Alliance program by measuring differences in outcomes between the treatment and control groups. Below are further details on our analytic approach.

  - *Predicting treatment take-up*: Before considering program impacts, we investigated which characteristics predicted youth participation at three key points in the program. We used regression analysis to estimate how much individual and neighborhood characteristics contributed to the probability of attending pre-work, completing pre-work, and completing the internship.
  - *Intent to treat analysis*: We used the intent to treat method to estimate impacts. In this model we compared the average outcomes of those youth offered access to the program (treatment) to the outcomes of those denied access (control). The causal effects of access to the program are simply the differences in outcomes between the two groups. Because sampling variation can lead to differences in the average characteristics of treatment and control participants, which may then influence youth outcomes, we used regression analysis to control for these measured differences. We estimated separate regressions for each GPA group (low, middle, high), each site, and each gender. For each of these groups there was variation in the potential for changes in outcomes.
  - *Treatment on the treated*: We also used treatment on the treated analysis, which allowed us to estimate the effects of completing the program, that is, effects that may have been drowned out in the intent to treat because of the high levels of program attrition. Here we looked at 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 required information about certain 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 youths who applied to the Urban Alliance program and agreed to participate in the evaluation. Below is an overview of their baseline characteristics.
  - » *Demographic characteristics*: The average age for all applicants at the start of the program was 17. Ninety percent of applicants were non-Hispanic African American ("African American" for shorthand), and 65 percent of applicants were female. Over half lived only with their mother, 5 percent only with their father, one-quarter lived in two-parent homes, and 12 percent lived with neither parent. Four percent had children of their own.
  - » *Work experience*: Three-quarters of youth reported in the baseline survey at least some work experience before applying for the program, with average experience of just less than 10 months in all jobs combined. Common job experience was through summer jobs, including those accessed through the Summer Youth Employment Program in Washington, DC.
  - » *Educational background*: Slightly more than a quarter of Urban Alliance applicants attended a charter school, with the majority in Washington, DC. Applicants on average exhibited satisfactory but not stellar school performance. The average cumulative GPA at the end of junior year was 2.7. Over one-third of applicants had attended more than one high school.
  - » *Neighborhood characteristics*: Applicants typically resided in economically distressed neighborhoods. More than three-quarters lived in a neighborhood with an unemployment rate greater than 10 percent, and nearly half lived in neighborhoods with poverty rates higher than 25 percent. Almost all applicants resided in census tracts that were over 75 percent minority.
  - » *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 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 higher GPA than the control group (2.7 versus 2.6) at the end of their junior years.

- *Differences across sites*: Across sites, there were a number of differences in applicants. The majority of students at each site were African American, but there was a higher percentage of white applicants in Baltimore and a higher percentage of Hispanic applicants in DC. There were more English language learners in DC than Baltimore. Youth in DC reported having saved less money than Baltimore youth.

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, depending on the site. A student 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. It is worth noting that 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. Of all treatment group youth, one-quarter (25 percent) began but did not complete pre-work training. The remaining 52 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 relate baseline characteristics of the youth and program to the likelihood that youth will complete each of the program stages.
  - *Predictors of attending pre-work training*: 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.
  - *Predictors of completing pre-work, 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.

  - » *Predictors of completing an internship, conditional on completing pre-work*: 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.
  - » *Predictors of completing an internship, unconditional on previous steps*: 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.

- *Reasons for attrition*: 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.

- *Services received*: We estimated whether access to the Urban Alliance program led more treatment group youth to receive educational and job services. 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 measures for these other high school or after-school programs.) We found that the difference between the treatment and control group of receiving college help and job help was statistically significant, but relatively small, at 8 percentage points. For those students who completed the Urban Alliance program, the difference was roughly double this. Receiving college and job help was quite prevalent among youth in the control group, more than 80 percent of whom reported accessing this form of support. In comparison, more than 90 percent of the youth in the treatment group reported receiving job or college help.

What Impacts Did the Program Generate?

- *Education and employment preparation*: We estimated the impacts of Urban Alliance on measures of college and job preparation. We found positive and significant impacts of the program along several dimensions of education and employment preparation measures.
  - » *Education preparation*: We estimated the impact of Urban Alliance on the probability of youth taking the SAT, taking the ACT, and filling out the Free Application for Federal Student Aid (FAFSA); their average comfort with completing the FAFSA and applying for scholarships; and their probability of applying to college. The program had positive and significant impacts on youth taking the ACT and on their comfort with completing the FAFSA and other scholarship applications. However, we found no impact of the program on the probability of taking the SAT or filling out the FAFSA. This finding is likely because most youth complete these precollege tasks anyway; for example, in the control group 92 percent of youth filled out the FAFSA, 91 percent took the SAT, and 92 percent applied to college.
  - » *Job preparation*: To test youths' job preparation, we estimated the impact of the program on average job application comfort, hard skill comfort, and soft skill comfort. We found that Urban Alliance had a positive and significant impact on both hard skill and soft skill comfort. This result is notable, as research literature is increasingly showing the importance of soft skills for youths' academic and employment success. In addition, DC also showed positive impacts in job application comfort, though the combined DC and Baltimore model did not.
- *Educational attainment*
  - » *High school*: We estimated the impacts of Urban Alliance on high school educational outcomes including the probability of high school graduation, suspension senior year, chronic absence senior year, and cumulative GPA senior year. We found no significant impacts for the overall sample. However, we did find that males in the treatment group were 4 percentage points more likely to graduate high school than males in the control group. Males were less likely to have received job or college help in high school than females, and males also had lower rates of achievement in high school. Thus, Urban Alliance likely had a greater opportunity to make a difference for males than females.
  - » *College*: We estimated the extent to which Urban Alliance affected college attendance and the quality of the college youth attended. For the full sample, we did not detect impacts on

college attendance measures. Although 74 percent of youth completing the Urban Alliance program ("treated youth") and 66 percent of those offered access to the Urban Alliance program ("treatment youth") attended college compared with 60 percent of youth in the control group, the differences were not statistically significant in the regression analysis. Urban Alliance did have a positive and significant impact on the quality of the school attended as measured by the 75th percentile SAT score.

- *College for males*: Although twice as many females as males applied to participate in the Urban Alliance program, we did not find any effects on college attendance or quality for females. However, the program demonstrated large impacts on males in the probability of attending college and the probability of attending a four-year college. Males offered access to the Urban Alliance program were 11 percentage points more likely to attend college, and those completing the program were 26 percentage points more likely to attend college than those in the control group. This result was driven by males in the treatment group attending four-year colleges rather than two-year colleges. It appears that the Urban Alliance program benefits males by boosting their rate of college attendance to the rate females reach even without the program.
- *College for middle-tier students*: Urban Alliance had no significant impact on college attendance or quality for the low-GPA subgroup; college enrollment was low for that group. However, we did see notable gains for students in the middle-GPA (2.0 to below 3.0) subgroup. Indeed, this is the group the Urban Alliance program was initially designed to serve, although the program does not restrict admission to those with lower or higher GPAs. 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 12 and 21 percentage points, respectively). Interestingly, the likelihood of attending a two-year college went down for the treatment and treated groups relative to the control group. In this way, it appears that the Urban Alliance program helped middle-performing students who otherwise might have attended two-year colleges to instead attend four-year colleges. The program did not demonstrate any college attendance or quality impacts for high-performing youth, that is, those with GPAs 3.0 or greater. It appears that college attendance was already fairly prevalent for this group.

- *Employment, wages, and savings*: In addition to exploring the effect of Urban Alliance on educational outcomes, we also estimated the impacts on employment, wages, and savings. Measuring these outcomes for youth requires a longer time horizon because most of these youth are still enrolled in some sort of postsecondary institution. At the point of the interim

survey, we did not find significant effects on the probability of having a job, wages, or money accumulated. However, we did find that Urban Alliance led to a decrease in the probability of having a job for males. This finding likely indicates that Urban Alliance encouraged males to attend college and therefore away from working after graduating high school.

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 (26.5 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 34.1 percent.[1] Many of the schools in these cities have poor academic outcomes. In both Baltimore and DC public schools, around two-thirds (69 percent and 58 percent, respectively) of students who enter ninth grade graduate within four years.[2] 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 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 2,000 youths 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 has 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 and job preparation. The report is part of a larger impact and process evaluation of the Urban Alliance high school internship program. For a detailed description of the implementation of the

Urban Alliance internship program, see Theodos et al. (2014). We will assess longer-term impacts in a report expected in 2017.

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 to white, non-Hispanic youth ages 18 to 21, of whom 52 percent were enrolled in college, only 40 percent of African American youth and 40 percent of Hispanic youth were enrolled in college in 2013.[3] Eighty percent of recent high school completers from high-income families enroll in college, compared with 49 percent of completers from low-income families.[4]

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.[5] 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 $27,528; those with a bachelor's degree earned $50,254 (in 2013 dollars).[6] 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.[7]

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. 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). Later studies have 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).

Even 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.[8] Whether from a lack of work experience or of 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 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 career. Programs focus on many types of youth, including high school students, dropouts, and youth who have experience in the juvenile justice or child welfare systems. Some programs are 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. Other programs, like Urban Alliance, are run by private organizations or social service departments, rather than through collaborations with the education system. These programs may offer internships, job skills training, or both. 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.

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. Some nonexperimental longitudinal studies have shown that holding a job during high school is associated with higher academic success. 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 age 16 and 17 worked about six more weeks per year at age 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. Conversely, 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 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 4 fewer violent-crime arrests per 100 youth than youth assigned to a control group that were not placed in a job (Heller 2014). A random assignment evaluation of Youth Corps, a federally funded program providing paid jobs for youth age 18 to 24, with academic support for those needing a GED (General Educational Development) certification,[9] 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).

There are few evaluations of 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 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, 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 positive impact was that participants were more likely to enroll in a college preparatory or specialized academic program (12 percent, compared with 8 percent for the control group; 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. It 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 year-long program 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. 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 positive impacts on adult earnings and employment but little or no effect on youth employment or the earnings of female youth; it found a negative impact on the earnings of male youth (Bloom et al. 1993). An RCT evaluation of replications of San Jose's Center for Employment Training, a training program for high school dropouts, found no lasting impact of the program on earnings or employment (Miller et al. 2005), but the authors note this finding may have been caused by widespread infidelity to the Center for Employment Training program model. Two studies of the program in the early 1990s found positive impacts on employment and earnings (Burghardt et al. 1992; Cave et al. 1993). 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 a comparison 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).

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 are considered, the impact is 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 are 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. 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 aspire, work, and succeed through paid internships, formal training, and mentoring. Urban Alliance targets its internship program to a subset of high school–age youth 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) that 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 is targeted to 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 is informal. 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. In the more recently opened Chicago site, and also in the Northern Virginia site, Urban Alliance has also established a formal partnership with the local school districts, 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 Workshop

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 such hard skills 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. Sometimes, youth are assigned homework. 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 every Friday 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 at Urban Alliance's public speaking challenge event. These are PowerPoint presentations 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, 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.

The settings and responsibilities for internships vary, but most are office settings and include such tasks as filing, copying, and answering phones. Other types of 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[10] and $7.25 in Baltimore during this study), which can rise to $10.00 based on 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 meet with each intern 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; discuss youths' experiences in a group during a workshop; 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, Urban Alliance 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, it formalized this program component, adding regional alumni services directors. 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 provide 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, Gross, and Theodos 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

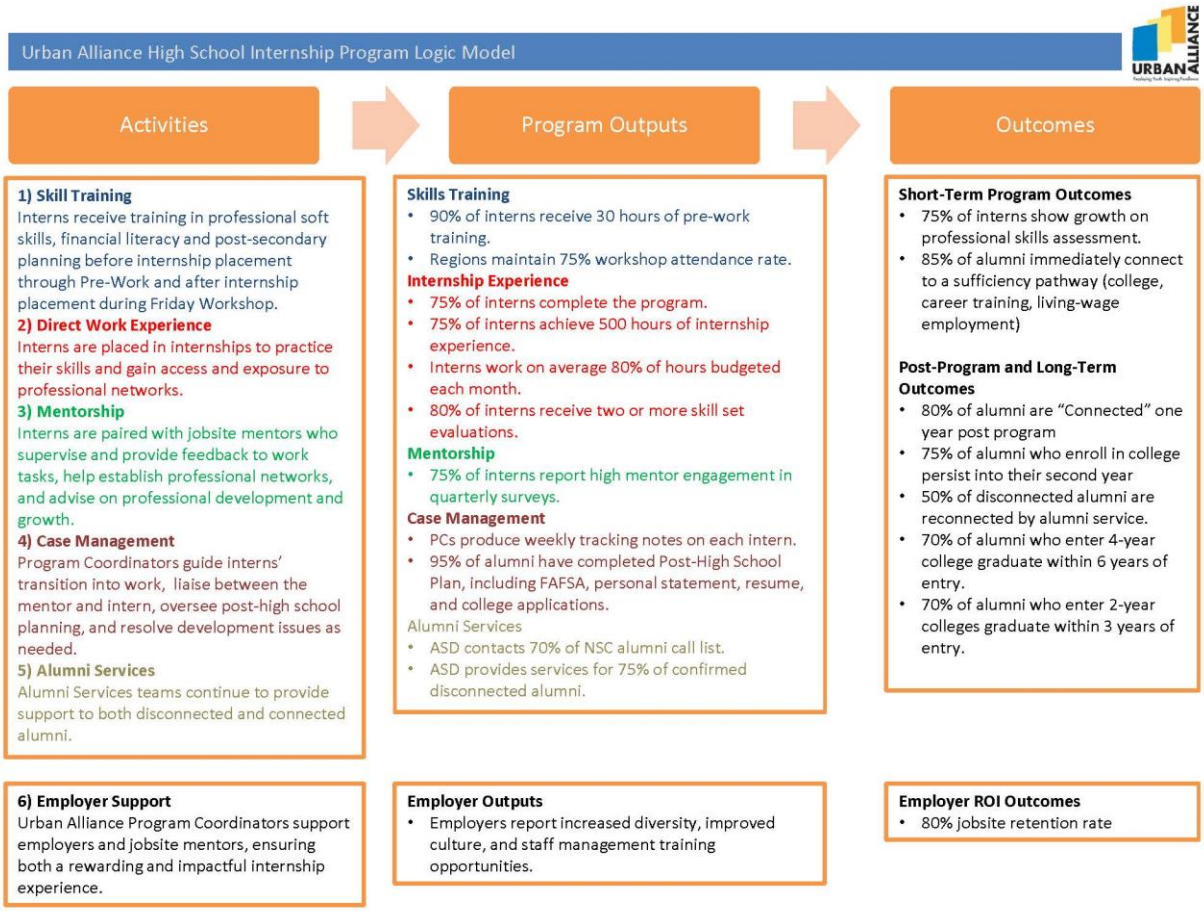
outputs and related targets (middle column) associated with them. For example, the first activity is to place students in professional, paid internships to expose them to the world of work, and one target is that 70 percent of students invited to pre-work training complete it and are placed at a jobsite. 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 first 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 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: NSC = National Student Clearinghouse; PC = program coordinators; FAFSA = Free Application for Federal Student Aid; ASD = alumni services department; 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 that complete an internship.

Evaluation Design

This section details this study's approach to random assignment, data collection, and analysis methods. A detailed discussion of the survey methodology is located in appendix A.

The approach was designed to answer three research questions: (1) Does the Urban Alliance program lead to increased rates of high school graduation and college enrollment for participants compared to a control group of youth not enrolled in the program? (2) Are youth who participate in the program more prepared for further education and employment (e.g., through greater job skills) than control group youth? (3) Do Urban Alliance participants have higher rates of employment and earnings than control group youth?

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. The decision to combine two program years was necessitated by insufficient sample size for impact measurement in any single-year cohort. The analyses focus solely on the Baltimore and Washington, DC, sites, because the organization's expansion to Chicago in 2012 and Northern Virginia in 2013 occurred after the evaluation had begun.

We randomized applicants separately at each site at a two-to-one ratio of treatment to control. (The ratio was dictated by Urban Alliance needing a sufficient number of youth to enroll in the internship program.) 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 number 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, attendance record (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 served as the baseline survey for the evaluation. Urban Alliance provided the Urban Institute with the paper applications for all applicants. We entered a subset of fields relevant for 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 also collected aggregated data about the high schools youth attended. We pulled school-level performance data for each school for 2011 from Maryland and Washington, DC's boards of education.[11] To understand the relative performance of schools attended by Urban Alliance youth, information was gathered not only on the schools youth 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.[12] 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 composition. 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.

Interim Outcome 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 9 to 14 months after youths' predicted high school graduation date, capturing outcomes mostly during the first summer 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. We augmented these efforts with an in-person interviewer. The survey achieved a 77 percent response rate overall with response rates for the treatment and control group at 80 and 75 percent, respectively. 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.

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' education and employment outcomes. The impact of the internship program can be measured by differences in outcomes between the treatment and control groups. In what follows, we first describe our analytic technique for predicting treatment take-up. We next describe our approach to intent to treat (ITT) analyses 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 use imputation methods for missing data. Instead, we omitted the few observations with missing data from each analysis.

Predicting Treatment Take-Up

Throughout the Urban Alliance program year there were high levels of attrition 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 assigned to the treatment group controlling for a number of 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 percent 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, but 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 much each characteristic contributes to the probability of attending pre-work, completing pre-work, and completing the internship.

Urban Alliance recruited study participants from 38 high schools in DC and Baltimore. Students from the same high schools likely had related probabilities of attending the program or achieving certain outcomes such as attending college. 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 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.[13]

Intent to Treat Analysis (ITT)

To estimate the impact of Urban Alliance on youths' 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.

Because we randomly assigned the students to the treatment and control groups, the differences in education and employment outcomes between the two groups are the causal effects of access to the program. We calculated these differences using data from the outcome survey and from the NSC.

To account for sampling variation, we also used a regression-based approach to control for any measured differences between treatment and control groups. By including control variables we were able to reduce the amount of unexplained variance and sample size needed to detect an effect. Because control variables must be unaffected by access to treatment, all control variables used in our analysis were measured prior to randomization. Control variables included those that were statistically different between the two groups and had low item nonresponse rates. We used the following control variables in our regressions: program year, gender, percentage of youth's neighborhood living in poverty, held a job prior to random assignment (Y/N), and junior year cumulative GPA.

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 made adjustments for having conducted multiple tests of significance. Our tables show unadjusted significance levels, but we note in the text where and how the adjusted results differ from the unadjusted results.

Treatment on the Treated (TOT)

A different approach to estimate 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 (i.e., they remained in the program 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 potential downsides 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 many other unobservable factors. These factors may also influence the youth's decision 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 to 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 some of the bias caused by selection into take-up. This methodology assumes a constant causal 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 covariates from the ITT regression.

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 youths 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 "other" race/ethnicity (4 percent), Hispanic (5 percent), and white (2 percent).[14] 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 was female. Given that the recruitment process was not aimed at either female or male students in particular, the factors underlying this discrepancy are unclear. However, we found other programs geared toward high school students 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).[15]

Urban Alliance applicants typically come from underemployed households, with nearly a quarter of students reporting that no adults in their household were employed. Still, about three-quarters of applicants reported at least some prior work experience of their own, with 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 youths 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 an account.

TABLE 1

Characteristics of Urban Alliance Applicants, Overall and by Treatment Group

Characteristic	Full sample	Treatment	Control	
Demographics				
Female	65%	66%	63%	
Race				
African American	89%	88%	91%	
White	2%	2%	2%	
Hispanic	5%	6%	4%	
Other	4%	4%	3%	
US citizen	95%	95%	97%	*
English language learner	11%	11%	11%	
Family characteristics				
Mother present in household	82%	83%	80%	
Father present in household	32%	33%	30%	
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.
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 2

Characteristics of Urban Alliance Applicants' Neighborhoods

	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

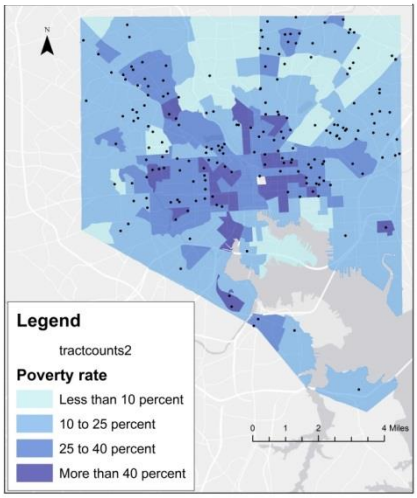
Sources: Neighborhood characteristics are five-year averages at the tract level from the American Community Survey, 2008–2012, US Census Bureau. Tract determinations are based on youth addresses as reported on Urban Alliance high school internship program application forms.
Notes: Estimates include applicants assigned to the treatment group and the control group. 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 greater than 10 percent, and nearly half lived in neighborhoods with poverty rates higher than 25 percent. Maps of program applicants' home locations in Baltimore and Washington, DC, reveal that almost all reside in census tracts that are over 75 percent minority (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). Almost no youths hailed from low-poverty sections of Baltimore or DC. As one executive staff member described, "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 believe that youths' upbringing in largely segregated and low-income neighborhoods limit 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.

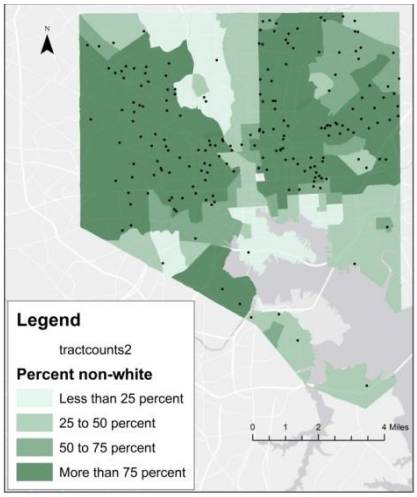
FIGURE 2

Characteristics of Urban Alliance Applicants' Neighborhoods

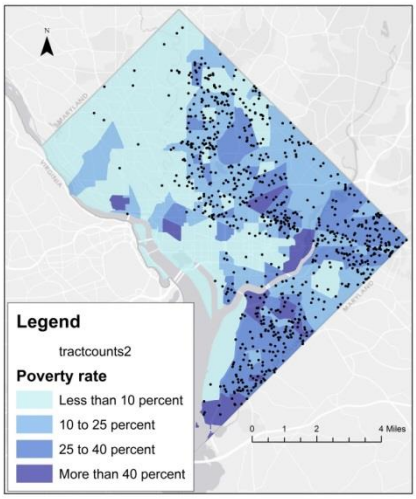
Percentage poor in Baltimore



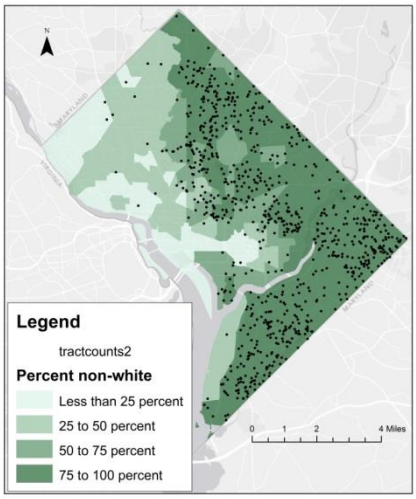
Percentage nonwhite in Baltimore



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, 2008–2012. Tract determinations are 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 and are placed randomly within each tract to display the relative distribution of applicants across region. One dot = one applicant.

Slightly more than a quarter of Urban Alliance applicants attended a charter school, most of whom were in Washington, DC, where 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 of students (7 percent) participated in a special education program. Over one-third of applicants (37 percent) 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 over 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
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 is due to 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 youth of color (see table 3). In fact,

almost all schools that Urban Alliance applicants attended were majority African American, though some schools in DC also had significant Hispanic student contingents as well. About 93 percent of youth attended schools with the majority of students eligible for free or reduced-price school lunch.[16]

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 youths) and McKinley Technology High School (61 youths), 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 (42 percent treatment, 35 percent control); average GPA at the end of junior year (2.7 for treatment, 2.6 for control);[17] 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, even when there is statistical significance, the differences are generally not large.

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

Differences across Sites

Across sites, there were a moderate number of differences in applicants, illustrated in table 4. The vast majority of students at each site were African American, but there was a higher percentage of white

applicants in Baltimore and a higher percentage of Hispanic applicants in DC. There were many more English language learners in DC (13 percent) than in Baltimore (1 percent).

TABLE 4

Characteristics of Urban Alliance Applicants, by Site

Characteristic	Baltimore	Washington, DC
Youth demographics		
Female	63%	65%
Race		
African American	91%	89%
White	4%	1%
Hispanic	2%	6%
Other	3%	4%
US citizen	97%	95%
English language learner	1%	13%
Youth family characteristics		
Mother present in household	81%	82%
Father present in household	31%	32%
Has a child	5%	4%
Employed adult in household	78%	77%
Living arrangement		
Father only	6%	5%
Mother only	56%	56%
Other	13%	12%
Two parents	25%	27%
Other characteristics		
Had a previous job	75%	75%
Has a checking or savings account	38%	38%
Money saved	$243	$65
Academic achievement and educational attributes		
Number of other schools attended in past three years	0.6	0.4
In special education	12%	8%
GPA at end of junior year	2.7	2.6
Has taken or plans to take ACT or SAT	89%	91%
Observations (*n*)	**201**	**861**

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) and "has taken or plans to take ACT or SAT" (72 percent). Variance is due to nonresponse for some items on the application form.
* significant at 10%; ** significant at 5%; *** significant at 1%; +++ chi-squared test significant for categorical variable at the 1% level

Family structure was very similar across sites. Youth in DC were no more or less likely to have either a father or mother present in the household than youth in Baltimore, and living arrangements were similar.

Youth in DC reported having saved significantly less money ($65) than their Baltimore counterparts ($243). Additionally, youth in Baltimore reported having attended a greater number of high schools (other than their current school) in the past three years.

Program Take-Up and Services Received

To understand better the impacts of the Urban Alliance, we first explored the level of participation in the program and students' reasons for not completing the program. The Urban Alliance model allows youth to self-select into the program and, by design, expects significant attrition. The Urban Alliance program has three stages at which a student could self-select out of the program. First, the student could not show up to pre-work training. Second, the student could elect not to complete pre-work training, which lasts for three to six weeks. Finally, the student could fail to complete his or her internship.

Program Attrition

Attrition was substantial among participants in the Urban Alliance internship program. Attrition primarily occurred in the first two stages, before and during pre-work training. Of those assigned to the treatment group, 22 percent did not attend any pre-work sessions. A quarter (25 percent) began but did not complete pre-work training. Urban Alliance placed the remaining 52 percent in a job, and most (84 percent) of those students completed the program. In total, 41 percent of treatment group youth completed the program.[18]

In both sites and years, the majority of the attrition occurred prior to completing pre-work training (table 5). Although DC and Baltimore had similar rates of program completion (42 and 40 percent, respectively), the attrition occurred at different stages in the program. In DC, most attrition occurred after beginning pre-work but before completing pre-work. In Baltimore, most attrition occurred before attending any pre-work sessions. There were also differences across cohorts, with most attrition occurring after the first pre-work session in 2011–12 and most attrition occurring before the first pre-work session in 2012–13. The overall rates of completion were higher in 2011 than in 2012. These differences across sites and years may have been the result of differences in recruitment and pre-work training methods (Theodos et al. 2014).

Of youth who completed an internship, about a quarter (26 percent) engaged with Urban Alliance as alumni by working with alumni services staff to resolve a school, job, or personal issue; participating in Urban Alliance's summer College Internship Program (in DC); or being linked to a summer internship informally (in Baltimore). Sixteen percent of youth completing an internship participated in a summer

internship, 13 percent engaged alumni services, and 4 percent did both. Internship participation was nearly identical for both cohorts, but more program completers worked with alumni services staff in 2011 than in 2012. More program completers in Baltimore (17 percent) worked with alumni services staff than in DC (13 percent), but participation in internships was much higher in DC (19 percent) than Baltimore (4 percent), because DC has a formal program and Baltimore does not.

TABLE 5

Attrition, by Site and Cohort

	All	2011–12 (both sites)	2012–13 (both sites)	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.

Predicting Take-Up

As described above, treatment group youth could drop out of the Urban Alliance program at one of three main stages: they could elect not to show up to pre-work training, not complete the pre-work sessions, or not complete the internship.[19] It is possible to generate predictive models that relate baseline characteristics of the youth and program to the likelihood that youth will complete each of these stages. The baseline characteristics we explored include gender, family structure, speaking a language other than English at home, neighborhood poverty levels, employment experience, taking special education courses, parenting, GPA, cohort (2011–12 or 2012–13), site (DC or Baltimore), and program coordinator caseload.

This section describes results from four models. The first examines which baseline factors are associated with the probability of attending pre-work. The second explores the baseline characteristics that predict completing pre-work, conditional on attending pre-work. That is, the second model examines only those youth who showed up to pre-work, and then looks at the factors associated with their completing pre-work. The third model examines the characteristics predicting program completion, conditional on completing pre-work. Finally, we report on a fourth model: the probability of completing the program overall, unconditional on having completed pre-work. This final model does not

account for which stage a youth dropped out of the program, but rather, informs more globally how the 41 percent of treatment group youth who completed differed from the 59 percent of treatment group youth who did not.

In the first model—probability of attending pre-work—five significant predictors of attending pre-work were found (table 6): neighborhood poverty, previously holding a job, taking special education courses, parenting, and cohort 2011–12. Having previously held a job was positively associated with attending pre-work. Those 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. These indicators may represent barriers to attending pre-work based on lack of child care or having an inflexible school schedule. As described above and verified here, the program year 2011–12 cohort was associated with a higher rate of showing up to pre-work than was the cohort enrolled during program year 2012–13.

Next, in the model predicting completion of pre-work among those who showed up to pre-work, we see only a few significant baseline predictors. Although they were no less likely to show up to pre-work, youth in DC were less likely to complete pre-work relative to Baltimore youth. GPA mattered as well. The probability of completing pre-work training was 26 to 28 percentage points higher for youth with GPAs between 2.0 and 4.0 than for those with GPAs below 2.0. Although youth with a GPA of 2.0 or lower were accepted by Urban Alliance, they may have had trouble remaining in the program because they needed to focus more on their studies to ensure they graduated from high school. Alternatively, GPA could be a proxy for a more general measure of motivation.

In the third model—probability of completing the internship conditional on having completed pre-work—again relatively few baseline factors were successful in predicting internship completion. Interestingly, although DC youth were less likely to complete pre-work than those in Baltimore, they were more likely to successfully complete their internship. The only other significant predictor of completing the program, among those youth who completed pre-work training, was the caseload of the program coordinator. 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.

The caseload result is understood in light of the fact that the program coordinators' role was to help students through the program. Most students met with their program coordinator at least once during the program and received help from them in applying to college. The program coordinators managed a caseload of anywhere from 4 to 44 students. In interviews as part of the process study, senior staff expressed that a caseload of 30 to 35 was considered the program's target. Program coordinators

themselves reported they would prefer their caseloads to be smaller—one offered 20 to 25 students as ideal. Program coordinators described their positions as a lot of work, fast-paced, and often overwhelming—that the job felt like "two years in one," was "beyond nine-to-five," and was "more than a teacher's workload." Despite these complaints, most program coordinators also described the job as allowing for a good work-life balance.

TABLE 6

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	0.0474	-0.0585	0.0106	0.00199
	(0.0325)	(0.0455)	(0.0463)	(0.0403)
Student is a parent	-0.157**	-0.147	0.0625	-0.122
	(0.0691)	(0.112)	(0.135)	(0.0989)
Previously held job	0.0860**	0.0226	-0.0388	0.0392
	(0.0376)	(0.0522)	(0.0576)	(0.0469)
Single-parent family	-0.0248	-0.00661	0.00318	0.00540
	(0.0399)	(0.0505)	(0.0532)	(0.0455)
Other family structure	-0.0502	0.0636	-0.101	0.00227
	(0.0579)	(0.0801)	(0.0711)	(0.0704)
Parents speak language other than English	-0.0302	-0.0145	0.0446	0.0318
	(0.0581)	(0.0855)	(0.0956)	(0.0745)
Percentage poverty in neighborhood	0.00243*	0.000642	-0.000529	0.00106
	(0.00135)	(0.00170)	(0.00172)	(0.00157)
Taking special education courses	-0.142***	-0.0106	0.00713	-0.0980
	(0.0547)	(0.0884)	(0.0956)	(0.0760)
GPA: 3 to 4	-0.0306	0.283***	0.0653	0.189***
	(0.0510)	(0.0692)	(0.0823)	(0.0698)
GPA: 2 to <3	0.0430	0.257***	0.0710	0.230***
	(0.0474)	(0.0635)	(0.0777)	(0.0648)
2011–12 cohort	0.186***	0.0460	0.108**	0.139***
	(0.0357)	(0.0459)	(0.0549)	(0.0402)
DC	0.0425	-0.220***	0.173*	-0.0576
	(0.0538)	(0.0797)	(0.0902)	(0.0710)
Caseload			-0.0881**	
			(0.0442)	
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 is GPA <2.0.
*$p < 0.1$ **$p < 0.05$ ***$p < 0.01$

When predicting the probability of program completion, unconditional on completing the previous steps, the only significant predictors were GPA and cohort. To be clear, it appears that youth in DC were no more or less likely to complete the program than youth in Baltimore, nor did completion vary by gender, parenting, employment history, family structure, language spoken at home, neighborhood poverty, or taking special education courses. (We cannot test for caseload in this regression, because program coordinators were not assigned to youth before pre-work.) As in the second model, higher GPAs were positively associated with completing the internship. The probability of completing the program was 19 to 23 percentage points higher for youth with GPAs between 2.0 and 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.

Reasons for Attrition

By design, Urban Alliance expects some attrition from its program. Most youth apply to the program months before the start of pre-work training, so their interest or ability to commit to the program may change by the time the program starts. Moreover, Urban Alliance expects that some youth, when they begin pre-work training, will realize they do not wish to continue in the program; for this reason it accepts more youth into the program than it has internship slots for. The majority of attrition that occurs—before and during pre-work training—is anticipated.

In our discussions with students, we discovered several reasons that a student would not complete the program. Scheduling was among the most commonly cited reasons for attrition, especially in the pre-work training phase. The program requires that youth participate in work or a workshop from 2:00 to 5:00 p.m. each day during the school year. Some students cited competing priorities such as athletics and other after-school activities. These extracurricular scheduling conflicts often became clear very early into program participation, contributing significantly to attrition in the pre-work training phase. For some students, school class schedules were an impediment to participation, which also led to attrition primarily in the pre-work training phase. Although in recent years Urban Alliance has attempted to verify school schedules earlier in the recruitment and application process to be certain youth are eligible, conflicts still arise. Even once the school year begins, many schools were unsure of youth eligibility for an early-release schedule. In some instances, Urban Alliance invited youth to pre-work training who were ultimately unable to have their schedules rearranged to participate in an internship. Other youth could have altered their schedules but opted not to. Other causes of attrition during pre-work training reported by youth included a lack of motivation or interest to complete training, personal or family issues preventing continued participation, and relocation.

Youth also cited the cost of transportation to and from training events and job sites as a reason for attrition. Transportation primarily contributes to attrition before the internship phase of the program, but it remains a significant financial and scheduling difficulty for many students throughout the length of their internships.

Although most attrition occurs during pre-work training and before the internship phase, there was a drop-off during internships as well. Of the 343 youths in the study who began an internship, 57 youths did not complete the program. Among those for whom the reason for departure is known, 20 quit and 31 were fired. Of those who were fired, the primary reason was usually attendance (15 youths) or misconduct (10 youths), which frequently involved time-sheet fraud. Five were fired for poor performance, and one was asked to leave because the program was interfering with her academics. Among those who quit, common reasons were wanting to pursue another job or educational opportunity (6 youths), having a personal or family obligation that took precedence over the program (6 youths), needing more time for high school studies (4 youths), and disliking the internship (4 youths). Though Urban Alliance considered job site location and distance from school when placing a student, some youth who did not complete the program cited long transit times as their reason for quitting.

Services Received

If the control group in an experimental evaluation receives similar services as the treatment group, then it is unlikely that researchers will observe a difference in outcomes of the individuals in these two groups. To test whether treatment youth were in fact more likely to report receiving employment and education support services than the control group, we asked in the outcome survey about whether youth had received any job or college help through a class or workshop. We asked both treatment and control youth about the college and job preparation help they received, which is an important consideration because the Urban Alliance program is not operating in isolation. Rather, many high schools and other after-school programs now provide some form of career and college support and planning. Understanding non–Urban Alliance support and programming before examining programmatic impacts is important because in an RCT impacts are assessed for the treatment group relative to the control group, and to the extent the control group received comparable services, programmatic impacts will be diminished. One additional note is that although we measured the receipt of such services, we had no ready way to measure the quality of the services provided, and it is certainly plausible that not all of these services were equally impactful.

Table 7 displays the results of this analysis. The "Mean" columns show the average share of youth in the treatment group and the average share of youth in the control group receiving job help or college help. We found that the majority of youth in the treatment and control groups received job help and college help. The data under the "ITT" heading show the uncontrolled difference in means and the regression-adjusted difference in means.

The treatment group was more likely than the control group to report receiving college help and job help in both the uncontrolled difference and the regression-adjusted difference. However, the differences for college help and job help were relatively small under the ITT framework, only 8 and 12 percentage points, respectively. This small difference reflects the high rates of control group youth receiving college help (85 percent) and job help (82 percent).

We also explored how receipt of job and college help varied for different subgroups of study participants: males and females; DC and Baltimore; and those with low, middle, and high GPAs. The results are shown in tables in appendix C. The ITT difference in reported college help in Baltimore was much higher (18 percentage points) than in DC (6 percentage points). That is, in DC the treatment group reported getting help with college at a rate only 6 percentage points higher than the control group, but in Baltimore the treatment group reported getting help at rates that were 18 percentage points higher than in DC. This difference partly reflects the decreased likelihood of youth in the control group reporting receiving any college help in Baltimore, with only 79 percent reporting receiving college help compared to 87 percent of the control group in DC. There was no substantial difference between DC and Baltimore in reporting receiving job help for either the treatment or control groups.

Males in the control group reported receiving moderately less college and job help at 81 and 78 percent, respectively, than females in the control group at 88 and 84 percent, respectively. There was, however, no difference in the impacts of the program on reporting receiving college help between males and females. Finally, the rate of receiving college help was especially low for those with GPAs below 2.0, and it was this group that had a higher likelihood of receiving job help.

TABLE 7

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: Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have 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 impact findings of Urban Alliance for educational and employment outcomes. Under each outcome we present the results under both the regression-adjusted ITT and TOT framework. We controlled for demographic and educational characteristics in each of the regressions. 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 a random-effects model at the school level. In each table, we present the results showing the mean for the treatment and control group, the uncontrolled difference in means, and the coefficients from each regression, identifying the level of statistical significance achieved for each. We present the findings on the effect of Urban Alliance on education preparation and job preparation, education advancement, employment and wages, and savings.

In addition to estimating the impacts on the full population of Urban Alliance participants in program years 2011–12, we estimated the impacts separately for each site and conducted two subgroup analyses, by site, by junior-year cumulative GPA, and by gender. Because key differences existed between DC and Baltimore, including how the Urban Alliance program was implemented, the youth enrolled, and the environment, we ran the regressions separately for the two sites. One of the key targeting criteria identified by the program is "middle of the road" students which we defined as students with GPAs above 2.0 but below 3.0. To test whether the program was more effective for youth in their target population, we conducted a subgroup analysis on three groups of youth: those with a cumulative junior year GPA below 2.0, between 2.0 and 3.0, and above 3.0. The gender gap in GPA and college attendance has been widely documented (Jacob 2002; Voyer and Voyer 2014). We found a similar gender gap in our control group's GPA, high school graduation rate, and college attendance. In addition, we found that males in the control group were less likely to receive college or job help than females in the control group. These differences may translate into differential effects of the program by gender. For these reasons, we conducted a subgroup analysis for males and females. The results of each of these subgroup analyses can be found in appendix C.

Education and Employment Preparation

Training and mentoring, which aim to prepare students for college and employment, are key program components. To assess preparation for college, we estimated the impact of the program on six education preparation measures: taking the SAT, taking the ACT, filling out the FAFSA, comfort

completing the FAFSA or scholarship applications, identifying grants and scholarships to help pay for college, and applying to college. All of these self-reported measures are drawn from the outcome survey.

We did not detect programmatic impacts on the probability of taking the SAT or filling out the FAFSA (table 8). However, finding gains in these areas would prove challenging, as more than 91 percent of control group youth reported doing both. It appears that taking the SAT and completing the FAFSA for youth in Baltimore and DC are near universal experiences—at least for those applying to the Urban Alliance program—though Urban Alliance staff believe it is common for youth to report completing the FAFSA without actually having done so. Treatment group youth, however, were more likely to take the ACT. Those applicants offered treatment took the ACT at a rate that was roughly 7 percentage points higher than control group youth; this difference was significant at the .05 level. However, after adjusting for multiple comparisons, the difference was only significant at the .10 level.

We also found the program improved youth comfort with filling out the FAFSA and scholarship applications. The average comfort of those youth offered treatment was 0.13 points higher (on a four-point scale) than the comfort of youth in the control group, and those who completed the internship had an average comfort 0.26 points higher than those in the control group. After adjusting for multiple comparisons, the difference between the treatment and control groups was no longer significant. More than 90 percent of the control group took the SAT and filled out the FAFSA, which may explain why we did not detect treatment-control differences. We did not find programmatic impacts on the probability of applying to college, though as with the SAT and FAFSA completion, the control group reported applying for college at high rates (92 percent).

We used three impact measures to assess job preparation. The first is an average of a scale of youth comfort with writing a cover letter or resume, completing a job application, asking someone to serve as a job reference, and being interviewed for a job. We labeled this measure "job application comfort." Although this scale has not been validated, it hangs together well, with a Cronbach's alpha of 0.77. We also estimated the impact of the program on youths' hard and soft skills. We measured hard skill comfort as their self-reported comfort with performing general office work. Soft skill comfort was an average of a scale of self-reported comfort with speaking with and writing e-mails to professionals, making a presentation, dressing professionally, completing work assignments on time, and getting to work on time. This scale also has not been validated, but has acceptable internal consistency with a Cronbach's alpha of 0.76. Indeed, such skills are quite important. A growing literature has demonstrated the value of both hard and soft skills for a youth's academic and employment success (Lippman et al. 2015).

We did not detect an impact on overall job application comfort, although we found that Urban Alliance increased both youths' hard skill comfort and soft skill comfort. Based on the ITT regression-adjusted results, the program increased hard skill comfort by 0.14 and soft skill comfort by 0.10 on a four-point scale for youth offered access to the program relative to the control group. With the adjustment for multiple comparisons, the effects remained, but they were significant at the .10 level rather than the .05 level. For treated youth, there were gains of 0.25 in hard skill comfort and 0.20 in soft skill comfort.

TABLE 8

Education and Employment Preparation Impacts

	Mean		ITT		TOT
Outcome	Treatment	Control	Difference in means	Regression adjusted	IV regression adjusted
Education preparation					
Took SAT	0.91	0.91	-0.004	-0.015	-0.038
				(0.022)	(0.049)
Took ACT	0.44	0.35	0.091**	0.071*	0.132
				(0.041)	(0.084)
Filled out FAFSA	0.93	0.92	0.010	-0.004	-0.008
				(0.021)	(0.046)
Comfort with FAFSA and scholarships	3.59	3.47	0.129**	0.129**	0.262**
				(0.052)	(0.109)
Applied to college	0.94	0.92	0.023	0.010	0.011
				(0.021)	(0.043)
Job preparation					
Job application comfort	3.64	3.58	0.060	0.060	0.125
				(0.043)	(0.088)
Hard skill comfort	3.66	3.52	0.142**	0.124**	0.254**
				(0.058)	(0.116)
Soft skill comfort	3.74	3.63	0.106***	0.099***	0.203***
				(0.035)	(0.073)

Sources: Urban Alliance program data (control variables) and interim outcome survey (outcome variables).
Notes: IV = instrumental variables. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

DC had similar findings to the overall results, with a few exceptions. The DC site saw positive impacts on comfort completing the FAFSA and applying for scholarships (though this impact disappeared after adjusting for multiple comparisons), hard skill comfort, soft skill comfort, and job application comfort. There were no detectable impacts on taking the ACT, however. Apart from comfort with hard skills, there were no significant differences in Baltimore in the college and education preparation measures, potentially because of the small sample size. The effect on hard skills remained after adjusting for multiple comparisons, though at a lower level of significance (0.10).

Results for females mirrored the group as a whole, though impacts on taking the ACT and on comfort completing the FAFSA and applying for scholarships were not present after adjusting for multiple comparisons. All the estimates for males were positive, but none were statistically significant.

We did not detect any positive impacts on education and career preparation for the low-GPA (below 2.0) group, potentially because of the small sample size. For the middle-GPA (2.0 to less than 3.0) group, the treatment group reported significantly higher soft skill comfort—at the .10 level after adjusting for multiple comparisons—though not hard skill comfort. The treatment group in the 3.0 to 4.0 GPA subgroup reported significantly higher soft skill comfort as well, and also reported higher comfort completing the FAFSA and applying for scholarships.

Education Achievement

High School

To test whether Urban Alliance affected educational outcomes while students were still in high school, we evaluated the effect of Urban Alliance on the probability of high school graduation, suspension senior year, chronic absence senior year, and cumulative GPA through senior year.[20] We found no significant impacts under the ITT or TOT framework (table 9). Because youth begin interacting with Urban Alliance in the fall of their senior year, many of these measures, particularly cumulative GPA and probability of high school graduation, were already largely determined prior to the program's start.

We did not find any impacts on high school outcomes at either site. However, males in the treatment group were 4 percentage points more likely to graduate high school than control group males, though this difference was not statistically significant after adjusting for multiple comparisons. The males in the control group had a lower high school graduation rate (94 percent) compared to the females in the control group (97 percent). Ninety-nine percent of males in the treatment group

graduated high school, and 100 percent of those who completed the program graduated high school. Males report receiving less job or college help in high school than females; thus, Urban Alliance likely has a greater opportunity to make a difference for males than females.

TABLE 9

Education Impacts: High School Achievement

	Mean		ITT		TOT
Outcome	Treatment	Control	Difference in means	Regression adjusted	IV regression adjusted
Graduated high school	0.98	0.96	0.022*	0.012	0.023
				(0.010)	(0.025)
Suspended senior year	0.08	0.10	-0.019	-0.011	-0.036
				(0.018)	(0.045)
Chronically absent senior year	0.32	0.31	0.009	0.048	0.111
				(0.031)	(0.070)
Cumulative GPA	2.66	2.55	0.101**	-0.012	-0.027
				(0.026)	(0.060)

Sources: Urban Alliance program data (control variables) and DC Public Schools, Baltimore Public School Board, DC Public Charter School Board, and individual charter schools in DC (outcome variables).
Notes: IV = instrumental variables. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

College Attendance and Quality

Urban Alliance aims to prepare youth for postsecondary education and employment. We explored the extent to which Urban Alliance affected participants' college attendance and the quality of the colleges they attended. Specifically, using NSC data, we measured the share of youth who attended any college, the share attending a four-year college, and the share attending a two-year college. With IPEDS data linked to NSC attendance data we assessed three college quality measures: the 75th percentile SAT score for colleges that youth enrolled in, as well as those colleges' retention rates and graduation rates.

For the sample overall, we did not detect impacts on any of the college attendance measures, including both two- and four-year schools, under either the ITT or TOT framework (table 10). Sixty-six

percent of treatment group youth and 74 percent of treated youth attended college versus just 60 percent of control group youth. However, these differences were not statistically significant after introducing baseline controls (i.e., in the regression-adjusted models). Similarly, 55 percent of treatment group youth and 62 percent of treated youth went to a four-year college, compared with 46 percent of those in the control group; differences were not statistically significant after introducing baseline controls.

TABLE 10

Education Impacts

College Enrollment

	Mean		ITT		TOT
Outcome	Treatment	Control	Difference in means	Regression adjusted	IV regression adjusted
Attended college	0.66	0.60	0.065**	0.029	0.062
				(0.033)	(0.072)
Attended four-year college	0.55	0.46	0.089***	0.035	0.081
				(0.033)	(0.072)
Attended two-year college	0.14	0.16	-0.019	-0.008	-0.009
				(0.023)	(0.055)
75th percentile SAT score of college attended	1,048.06	1,011.83	36.230**	30.025*	50.648
				(16.391)	(34.504)
Retention rate of college attended	65.41	63.24	2.169*	0.694	1.515
				(1.106)	(2.419)
Graduation rate of college attended	35.97	32.54	3.429**	1.506	3.229
				(1.558)	(3.427)

Sources: Urban Alliance program data (control variables) and NSC and IPEDS (outcome variables).
Notes: IV = instrumental variables. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

We did see, however, that Urban Alliance had a positive and significant impact on the quality of college attended, as measured by the college's 75th percentile SAT score, for participants who attended colleges that reported this metric. Not all colleges report SAT scores in the IPEDS database; this measure was missing for 224 of the 552 youths attending four-year schools. As a result, this estimate

may be subject to bias, as only those who attended colleges reporting 75th percentile SAT scores were included in the regression. However, we believe the selection mechanism would tend to bias this result downward, that is, if Urban Alliance pushes youth who do not attend college or who attend a two-year college to instead attend a four-year college on the low end of the quality scale. To control for this possibility, we also estimated a Heckman model to control for selection and obtained similar results; that is, that being offered access to the Urban Alliance program is associated with attending colleges with higher SAT scores. When an adjustment was made for multiple comparisons, however, the regression-adjusted ITT impact was no longer significant.

In the analysis by site, the DC results only partially mirrored the overall findings. We did not detect significant impacts on college attendance in DC in the regression-controlled models, even though some of these differences were significant in the simple difference in means test. Youth invited to participate in the Urban Alliance program attended colleges with 75th percentile SAT scores that were 34 points higher than the control group, though the effect was not significant when accounting for multiple comparisons. We did not detect any college attendance impacts in Baltimore.

An interesting pattern emerged when we examined college attendance impacts separately for females and males. Though our sample contained twice as many females as males, we did not find any effects on college attendance or quality for females. However, the program demonstrated large impacts on males in the probability of attending college and the probability of attending a four-year college. Males in the treatment group were 11 percentage points more likely to attend college than were control group males, and those completing the program were 26 percentage points more likely to attend college than their control group counterparts. This finding was driven by males being more likely to attend four-year rather than two-year schools: males offered access to the program were 12 percentage points more likely to attend a four-year college and those completing the program were 27 percentage points more likely to attend a four-year college compared with males in the control group. The effects on college attendance and four-year college attendance for males in the treatment group lost a level of significance (from 0.05 to 0.10) after adjusting for multiple comparisons.

Examining the subgroup means offers further insights into these trends. Among females, 66 percent in the control group attended college compared with 67 percent in the treatment group and 72 percent in the treated group (i.e., those completing the program). Among males, just 50 percent of those in the control group went to college. Sixty-four percent of those in the treatment group and 76 percent of those completing the program attended a four-year college. In short, it appears that the Urban Alliance program benefited males by raising their rate of college attendance to that which females reach without the program.

Urban Alliance had no significant impact on college attendance or quality for the low-GPA subgroup. College enrollment was low for that group—37 percent for the control group, 37 percent for the treatment group, and 48 percent for the treated group.

However, we saw notable gains for students in the middle-GPA (2.0 to below 3.0) subgroup. Indeed, this is the group that the Urban Alliance program was designed to serve, though the program does not restrict admission to those with lower or higher GPAs. For the middle GPA subgroup, those youth offered treatment and those completing the internship were both more likely to attend a four-year college than the comparison group (by 12 and 21 percentage points, respectively). The impact for those offered treatment lost a level of significance after adjustments for multiple comparisons, from 0.05 to 0.10.

Interestingly, the likelihood of attending a two-year college was lower for the treatment and treated groups than the control group. In this way, it appears that the Urban Alliance program helped middle-performing students who otherwise might have attended two-year colleges to instead attend four-year colleges. This result may explain why those youth offered the program and those who completed an internship went to colleges with higher graduation rates, as recorded in the IPEDS data, than did those in the control group.

The program did not demonstrate any college attendance or quality impacts for high-performing youth (i.e., those with GPAs 3.0 or greater). It appears that college attendance was already prevalent for this group: 77 percent of control group youth with GPAs 3.0 or higher went to college. Eighty-one percent of youth offered access to the internship program and 84 percent of those completing the program enrolled in college. Seventy-two percent of control group youth in this GPA range attended a four-year college compared with 69 percent of youth offered access to the internship program and 71 percent of those completing the internship program.

Employment, Wages, and Savings

In addition to preparing youth for college, Urban Alliance also prepares youth for employment. However, it is likely that positive labor market outcomes will develop over a longer time horizon than will positive education outcomes. This situation is especially the case if most youth enroll in college, because, as a result, many will not enter full-time work.

Indeed, we did not find at this juncture that Urban Alliance had significant impacts on job attainment or wages after high school (table 11). This finding is likely the result of the high level of

postsecondary education enrollment among the treatment and control groups (77 and 71 percent, respectively). Significant differences between the treatment and control groups in savings accumulated also were not found.

Neither Baltimore nor DC showed gains in labor market and savings outcomes. Similarly, females demonstrated no gains in these measures. Males in the treatment and treated groups, however, were less likely to be employed than their counterparts in the control group. Given their increased probability of attending college, this finding likely indicates that Urban Alliance helped male youth enter college, specifically four-year colleges, instead of the workforce. However, the impact on males in the treatment group was not significant after a multiple-comparison adjustment. None of the three GPA subgroups evidenced gains (or losses) in these outcomes.

TABLE 11

Employment Impacts

	Mean		ITT		TOT
Outcome	Treatment	Control	Difference in means	Regression adjusted	IV regression adjusted
Probability of having a postprogram job	0.42	0.49	-0.066	-0.066	-0.133
				(0.042)	(0.089)
Postprogram log of wages	0.63	0.69	-0.069	-0.026	-0.128
				(0.039)	(0.182)
Money accumulated	392.45	361.51	30.944	28.779	60.402
				(109.885)	(230.466)

Sources: Urban Alliance program data (control variables) and interim outcome survey (outcome variables).
Notes: IV = instrumental variables. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

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 with majority minority populations and 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 surpass these barriers and enter a path toward future educational attainment and financial well-being. In our baseline report (Theodos et al. 2014), we outlined several implications and conclusions about the Urban Alliance program based on its implementation. In this report, we focus our discussion on conclusions and implications based on our analysis of take-up and impacts.

Target Population

As discussed in Theodos et al. (2014), the Urban Alliance program is aimed primarily at the "middle-of-the-road" student, 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 and found that the program had significant impacts for youth with GPAs in the 2.0 to 3.0 range, the group most representative of the middle-of-the-road target. In particular, this group showed a shift from attending two-year colleges to attending four-year colleges relative to the control group.

Low-GPA students in the Urban Alliance program were no more likely to attend college than controls. However, the sample size of this group was fairly small, and the point estimates imply that low-GPA students may have been more likely to go to four-year colleges than to two-year colleges compared with controls, though we cannot state this definitively given the small sample. Given no increase in college attendance, one would expect low-GPA students could benefit from the employment aspects of the program. However, these students mostly will not be attractive to the employers providing internships. Furthermore, they may possess other characteristics that are barriers to success—barriers the Urban Alliance program is not designed to deal with. Urban Alliance would be well served, as would the youth who apply, if it had firmer eligibility criteria, including a minimum GPA

requirement for program entry. Conversely, high-GPA students would be desirable to the employers providing internships, but the program may provide little benefit for these students in terms of college enrollment beyond what they can achieve for themselves. High-GPA students are already likely to attend college, particularly four-year colleges. Those who apply for and participate in the Urban Alliance program most likely are students who try to take advantage of any opportunity available, but the program may have limited value-added for them. High-GPA students left the Urban Alliance program with more comfort filling out the FAFSA and applying for scholarships as well as more comfort with soft skills. These increased levels of comfort are important for future success, but they are not representative of widespread program impacts. Although Urban Alliance could be more restrictive with a maximum GPA, this goal is less easily accomplished than a minimum GPA requirement in terms of acceptability to schools and students. In addition, to satisfy some of the high-end employers who participate in the program, higher-GPA students may be important to fill slots and keep the employers engaged in the program.

Program Attrition

Attrition between students' applications to the Urban Alliance program and their internship completions was significant. The attrition occurred over three basic phases: (1) between the application and prior to the first day of pre-work, (2) over the course of pre-work, and (3) during the internship. We were unable to predict take-up and continuation well by using baseline data, implying that factors we could not observe influenced attrition and/or a significant random element was involved. Both situations are likely as we could not observe changes in class schedules, extracurricular activities, or family issues, all of which are known to affect program participation. Some predictive factors came through, but they tell us little. For example, youth who were parents and youth in special education were less likely to attend the first session of pre-work. Lower attendance was not surprising for either group, but neither group constituted a large contingent of applicants. Having a previous job was a positive predictor of attending pre-work, which could indicate that the program attracts youth who already have some understanding of the work world.

Once youth show up for pre-work, their continued participation is under Urban Alliance's influence to a greater degree. Some youth will quickly decide the program is not of interest and drop out, while others will find that schedule changes, family or personal situations, and other conflicts make it difficult to continue. Much of this change in intention likely is random, and the program can always expect some attrition. However, it would be worth understanding better the distribution of reasons for dropping out of pre-work. Some youth may drop out from lack of interest, but youth who develop scheduling conflicts

may wish to continue. If the prevalence of certain reasons could be established, it may be possible for Urban Alliance to facilitate participation. For example, if a significant number of students found their schedule changed and they could no longer attend the pre-work sessions, Urban Alliance could consider a second session at a different time to accommodate those youth.

Students with low GPAs who began pre-work were more likely to drop out before completing pre-work. Given this group may be outside the appropriate target population, as discussed above, the attrition during this phase could be reduced by adhering to stricter eligibility criteria.

The final stage, the internship, accounted for little of the overall attrition, but a nontrivial number of students left this phase before completion. Some left because they secured another job, a good outcome, but others were dismissed for performance reasons. Urban Alliance stresses the relationship between the program coordinators and the job mentors, as well as other key practices, to minimize the likelihood of job dismissal, but the program will likely always have some students who do not perform well on their jobs. One factor that we found influenced completing the internship was the size of the program coordinator's caseload, with larger caseloads reducing the likelihood of internship completion for those youth who began the internship. High caseloads will diminish a program coordinator's ability to work with students and job mentors, leading to possible unchecked behaviors that lead to job dismissal. We do not put too much emphasis on this finding, however, because the distribution of caseloads was mostly even, with only a few outliers. The potential for individual differences across program coordinators may be the explanation, as much as or more than caseload; this possibility is something Urban Alliance should further investigate.

Self-Selection into the Program

Although high school graduation rates in DC and Baltimore are not high, the graduation rate for students who enter their senior year is. Therefore Urban Alliance recruits a group of youth already bound to graduate; in fact, 96 percent of the control group graduated.

Control group youth also took steps to attend college. Over 90 percent of them took the SAT, filled out the FAFSA, and applied to college, yet only about 60 percent attended college. Urban Alliance appears to have had little impact on improving the college attendance rate overall, though we detected positive impacts for certain subgroups of participants. Further, we see that Urban Alliance influenced the quality of the college attended, as measured by colleges' SAT scores for admitted students and graduation rates, and there were meaningful gains in college attendance for specific subgroups.

Employment is the alternative for those who do not attend college, yet we found little impact on employment. Three-quarters of the sample claimed some work experience prior to beginning the Urban Alliance program. Thus most students may have had some preliminary understanding of the basics of the world of work, such as showing up at a scheduled time; staying through a shift; and handling interactions with coworkers, supervisors, and customers. Furthermore, the high graduation rates imply a relatively employable group compared with high school dropouts. However, most youth lacked experience at the type of job offered by Urban Alliance, because they either had not held a job previously or had worked typical teenage jobs in retail, food service, or child care. Notably, Urban Alliance deepened their understanding of the workplace and office-based jobs. This positive effect was demonstrated by our finding that the treatment group reported a greater comfort level with job applications, hard skills, and soft skills. As recent research has shown, soft skills in particular are critical for labor market success. Developing soft skills at this early stage of their careers can set these youth on a path that will lead to better opportunities over their lifetime.

Schools Matter

Urban Alliance works with high schools in poor neighborhoods, generally drawing students from low-income families. However, even within this limited pool of high schools, there was variation in the resources and culture of the schools. Because we did not randomize at the high school level, we controlled for high school attended by using various statistical techniques. Regardless of the technique, once we controlled for the high school each youth attended, several significant differences in outcomes became insignificant. We did not have many high school–specific variables to help identify why outcomes differed by school. Schools may have had different resources, with some high schools able to provide more college-ready activities or more college counselors. Or some high schools may have differed in their college attendance culture because of variation in the backgrounds of parents in each school's neighborhood, which may also have resulted in peers reinforcing the idea of a college-bound path. It may also be that some schools valued the Urban Alliance program more than others and made more accommodations for students to participate. By implication, Urban Alliance may need to focus more attention on students from "less supportive" schools.

Gender Differences

In general, females are more likely to graduate high school than males and more likely to attend college. As a result, it is not surprising that a majority (65 percent) of youth in the Urban Alliance program were

female. Our analysis indicated that the Urban Alliance program may benefit males more than females in terms of college access. Although high school graduation rates were high for this sample, as discussed above, the males in the treatment group showed statistically significantly higher graduation rates than males in the control group. They were also more likely to attend college instead of taking jobs, and to attend four-year instead of two-year colleges. Although the Urban Alliance program does not address the high dropout rate among males, it appears to improve outcomes for male youth who may need a little extra support to attain a better future.

Unexplained Differences

Our analysis revealed two types of differences that we are unable to explain. One, differences in impacts between the two study cohorts, may represent differences in program recruiting or implementation between the two years. Our implementation study did not reveal any important differences, but it was not designed to detect them. The differences may also be the result of variation across students, staff, or job mentors over time. If the difference is the result of this sort of variation, then we cannot know which year represents the true impact of the program; additional cohorts would need to be studied.

We also found that program impacts generally accrued to youth in DC, but may not have in Baltimore; that is, we were able to detect effects in DC, but not in Baltimore. This result may partially reflect lower power in the Baltimore sample, but standardized effect sizes generally confirmed this finding. Some differences existed in the application process in the two sites, but we did not find differences in the observable characteristics of applicants in the two cities. The length of pre-work differed in the two sites, but we have no reason to believe that difference accounted for differences in outcomes. Further analysis to investigate differences across the two sites is hampered by small sample sizes in Baltimore. Understanding why Baltimore did not show impacts is important, not only for improving the program in Baltimore, but to understand how to implement the program in other locations.

Unknown Differences

Since this study began, Urban Alliance has expanded to Chicago and Northern Virginia. Each site has a different race/ethnicity distribution than DC or Baltimore. The sample studied from the latter two cities was nearly all African American, while Chicago and Northern Virginia have a more diverse population, particularly in terms of including Latino youth. Although we have no specific expectation of differential

impacts among different race or ethnic groups, different cultural aspects may need to be taken into account in pre-work training, ongoing workshops, mentoring, and matching to job sites.

Is the Urban Alliance an Employment Program, a College-Access Program, or Both?

The Urban Alliance program serves to give youth an appreciation for what they can attain if they go to college, while also teaching hard and soft skills to youth whether or not they attend college. 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. However, as noted above, a minority of program youth did not go on to college, and the youth who chose employment over college had previous exposure to the world of work. Further, we did not find employment or wage impacts. In our implementation study, we noted some areas for program development for aiding in college planning, such as college campus visits. 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.

Conclusion

Although this evaluation raises questions for Urban Alliance's consideration, it also demonstrates the promise of an internship program for high school youth with comprehensive supports. Research has demonstrated that programs offering youth on-the-job learning, paid internships, mentoring, or job training alongside mentoring can produce positive impacts; job training on its own has been less successful. This study adds to that literature by demonstrating the impacts of an intensive intervention for students still in high school but at risk of disconnecting once they graduate that provides a paid job, individual support, and job and life skills training.

Still, there is more to be learned, such as how exclusively to target services, the importance of structuring recruitment so as to reduce attrition, why youth from certain schools or program sites may not benefit as much from such a program as other youth, and which additional supports might be necessary for youth who are not benefitting from a particular program component. Greater understanding of these issues would benefit not only Urban Alliance as it continues to refine its

program model and implementation, but also other organizations aiming to help at-risk youth transition to higher education and positive career pathways.

The final report resulting from this research, expected in 2017, may further illuminate these areas in addition to determining longer-term education and employment outcomes for participating youth. This final report will follow youth through potential entry into their third year in college; for youth not on a four-year college track, it may detect their graduation from two-year college or their completion of a training program and/or entry into the job market. Findings from the final report will help us learn more about the long-term trajectories of these youth and others like them.

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).

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 with 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 with those who did not complete the survey via the web by telephone. 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 the survey, the survey proceeded. If respondents did not agree, the interviewer or online survey screen thanked them for their time and reminded them that they could return to the survey if they changed their mind. The survey used slightly different language for the intervention and control groups: the intervention 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/guardian contact information, and an emergency contact. When possible Urban Alliance staff provided updated contact information for youth in the treatment group with whom they were in contact. SSRS supplemented Urban Alliance's 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 that 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 DC and Baltimore and the addresses of their family or emergency contacts.

The survey for the 2011–12 cohort was open from March 11 through September 27, 2013, and from April 7 through August 7, 2014, for the 2012–13 cohort. The goal was to interview youth about one year after their predicted high school graduation dates in June. The average time between expected high school graduation and survey response was 330 days for the first cohort and 343 days for the second cohort. The average time between predicted high school graduation and survey response was 344 days for the control group and 329 days for the treatment group.

The survey achieved a 77 percent response rate across assignment groups and cohorts (table A.2). The response rate for the first cohort (79 percent) was slightly higher than the second (76 percent). The response rate for the treatment group was modestly higher (80 percent) than for the control group (75 percent).

TABLE A.2

Response Levels and Rates by Treatment Group and Cohort

Cohort	Control	Treatment	Total
2011–12	140 (75%)	155 (83%)	295 (79%)
2012–13	130 (74%)	136 (77%)	266 (76%)
Both cohorts	270 (75%)	291 (80%)	561 (77%)

Source: Interim 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 interim 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 (41 versus 30 percent), and a chi-squared test of their living arrangements was significant at the .10 level. Control group youth were more likely to be enrolled in special education classes (10 versus 5 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.

TABLE B.1

Survey Respondent Characteristics at Baseline, Overall and by Treatment Group

Characteristic	All	Treatment	Control	Significance
Youth demographics				
US citizen	97%	97%	97%	
English language learner	12%	12%	12%	
Female	67%	67%	67%	
Race				
African American	89%	87%	91%	
White	1%	1%	1%	
Hispanic	6%	8%	5%	
Other	4%	4%	3%	
Youth family characteristics				
Mother present in household	83%	84%	83%	
Father present in household	36%	41%	30%	***
Has a child	3%	3%	3%	
Employed adult in household	77%	76%	78%	
Living Arrangement				
Father only	5%	6%	5%	+
Mother only	53%	49%	58%	
Other	11%	10%	12%	
Two parents	31%	35%	25%	
Other characteristics				
Had a previous job	74%	75%	74%	
Has a checking or savings account	39%	34%	45%	**
Money saved	$92	$74	$111	

TABLE B.1 CONTINUED

Characteristic	All	Treatment	Control	Significance
Academic achievement and educational attributes				
Number of other schools attended in past three years	0.4	0.4	0.5	
In special education	8%	5%	10%	**
GPA at end of junior year	2.7	2.7	2.6	**
Has taken or plans to take ACT or SAT	91%	91%	91%	
Observations (*n*)	**561**	**291**	**270**	

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

TABLE C.1

Urban Alliance Program Impacts, Full Sample

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Received job help (survey)	Logit, RE	553	0.948	0.823	0.124***	0.380	0.128***	0.405	0.261***
							(0.031)		(0.058)
Received college help (survey)	Logit, RE	555	0.934	0.854	0.079***	0.229	0.081***	0.265	0.168***
							(0.027)		(0.054)
Took SAT (survey)	Logit, RE	561	0.907	0.911	-0.004	-0.014	-0.015	-0.035	-0.038
							(0.022)		(0.049)
Took ACT (survey)	Logit, RE	561	0.443	0.352	0.091**	0.184	0.071*	0.145	0.132
							(0.041)		(0.084)
Filled out FAFSA (survey)	Logit, RE	554	0.931	0.921	0.01	0.038	-0.004	0.000	-0.008
							(0.021)		(0.046)
Comfort with FAFSA and scholarships (survey)	GLS, RE	547	3.595	3.466	0.129**	0.200	0.129**	0.215	0.262**
							(0.052)		(0.109)
Applied to college (survey)	Logit, RE	561	0.942	0.919	0.023	0.079	0.01	0.039	0.011
							(0.021)		(0.043)

TABLE C.1 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Job application comfort (survey)	GLS, RE	554	3.644	3.584	0.06	0.121	0.06	0.121	0.125
							(0.043)		(0.088)
Hard skill comfort (survey)	GLS, RE	555	3.664	3.523	0.142***	0.207	0.124**	0.183	0.254**
							(0.058)		(0.116)
Soft skill comfort (survey)	GLS, RE	551	3.736	3.63	0.106***	0.243	0.099***	0.240	0.203***
							(0.035)		(0.073)
Graduated high school (HS data)	Logit, RE	951	0.98	0.958	0.022**	0.123	0.012	0.074	0.023
							(0.010)		(0.025)
Suspended senior year (HS data)	Logit, RE	968	0.076	0.096	-0.019	-0.069	-0.011	-0.036	-0.036
							(0.018)		(0.045)
Chronically absent senior year (HS data)	Logit, RE	968	0.321	0.312	0.009	0.019	0.048	0.103	0.111
							(0.031)		(0.070)
Cumulative GPA (HS data)	GLS, RE	937	2.655	2.555	0.101**	0.157	-0.012	-0.016	-0.027
							(0.026)		(0.060)
Attended college (NSC)	Logit, RE	1059	0.661	0.596	0.065**	0.125	0.029	0.060	0.062
							(0.033)		(0.072)
Attended four-year college (NSC)	Logit, RE	1059	0.551	0.462	0.089***	0.160	0.035	0.070	0.081
							(0.033)		(0.072)

TABLE C.1 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Attended two-year college (NSC)	Logit, RE	1059	0.14	0.159	-0.019	-0.054	-0.008	0.000	-0.009
							(0.023)		(0.055)
75th percentile SAT score of college attended (IPEDS)	GLS, RE	328	1048.1	1011.8	36.230**	0.255	30.025*	0.211	50.648
							(16.391)		(34.504)
Retention rate of college attended (IPEDS)	GLS, RE	590	65.408	63.239	2.169*	15.591	0.694	5.009	1.515
							(1.106)		(2.419)
Graduation rate of college attended (IPEDS)	GLS, RE	588	35.972	32.543	3.429**	17.824	1.506	7.849	3.229
							(1.558)		(3.427)
Held a postprogram job (survey)	Logit, RE	561	0.419	0.485	-0.066	-0.133	-0.066	-0.120	-0.133
							(0.042)		(0.089)
Postprogram log of wages (survey)	Logit, RE	553	0.626	0.695	-0.069	-0.348	-0.026	-0.101	-0.128
							(0.039)		(0.182)
Money accumulated (survey)	GLS, RE	554	392.5	361.5	30.94	0.018	28.779	0.017	60.402
							(109.885)		(230.466)

Sources: Urban Alliance program data, interim 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; RE = random effects; GLS = generalized least squares; IV = instrumental variables; HS = high school. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

TABLE C.2

Urban Alliance Program Impacts, Washington, DC

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Received job help (survey)	Logit, RE	464	0.948	0.822	0.126***	0.383	0.134***	0.415	0.274***
							(0.033)		(0.063)
Received college help (survey)	Logit, RE	466	0.928	0.87	0.058**	0.167	0.065**	0.201	0.128**
							(0.030)		(0.058)
Took SAT (survey)	Logit, RE	471	0.913	0.908	0.006	0.021	-0.01	0.000	-0.023
							(0.025)		(0.053)
Took ACT (survey)	Logit, RE	471	0.48	0.41	0.07	0.141	0.052	0.100	0.1
							(0.046)		(0.095)
Filled out FAFSA (survey)	Logit, RE	466	0.925	0.921	0.004	0.015	-0.014	0.000	-0.031
							(0.025)		(0.052)
Comfort with FAFSA and scholarships (survey)	GLS, RE	459	3.606	3.507	0.099*	0.155	0.102*	0.172	0.208*
							(0.056)		(0.116)
Applied to college (survey)	Logit, RE	471	0.953	0.931	0.022	0.086	0.001	0.004	0
							(0.022)		(0.044)
Job application comfort (survey)	GLS, RE	465	3.657	3.574	0.083*	0.163	0.090*	0.183	0.186*
							(0.046)		(0.096)
Hard skill comfort (survey)	GLS, RE	465	3.671	3.559	0.112*	0.169	0.102*	0.154	0.194
							(0.062)		(0.125)
Soft skill comfort (survey)	GLS, RE	461	3.738	3.622	0.116***	0.260	0.110***	0.260	0.224***
							(0.040)		(0.082)

TABLE C.2 CONTINUED

Outcome (data source)	Estimation technique	Obs. (*n*)	Mean		ITT				TOT
			Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduated high school (HS data)	Logit, RE	781	0.977	0.956	0.022*	0.118	0.019	0.059	0.01
							(0.017)		(0.029)
Suspended senior year (HS data)	Logit, RE	797	0.079	0.111	-0.032	-0.112	-0.02	-0.070	-0.064
							(0.021)		(0.052)
Chronically absent senior year (HS data)	Logit, RE	797	0.349	0.352	-0.003	-0.006	0.05	0.105	0.122
							(0.037)		(0.082)
Cumulative GPA (HS data)	GLS, RE	766	2.735	2.6	0.135***	0.211	0.01	0.016	0.024
							(0.026)		(0.061)
Attended college (NSC)	Logit, RE	859	0.694	0.622	0.071**	0.149	0.041	0.085	0.081
							(0.035)		(0.077)
Attended four-year college (NSC)	Logit, RE	859	0.628	0.54	0.089**	0.163	0.053	0.102	0.116
							(0.035)		(0.082)
Attended two-year college (NSC)	Logit, RE	859	0.096	0.104	-0.008	-0.027	-0.002	-0.007	-0.002
							(0.021)		(0.054)
75th percentile SAT score of college attended (IPEDS)	GLS, RE	295	1050.5	1007.6	42.829**	0.294	33.794*	0.232	58.602
							(17.921)		(36.543)
Retention rate of college attended (IPEDS)	GLS, RE	519	66.612	64.386	2.226*	17.424	1.639	12.794	3.543
							(1.128)		(2.400)

TABLE C.2 CONTINUED

Outcome (data source)	Estimation technique	Obs. (*n*)	Mean		ITT				TOT
			Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduation rate of college attended (IPEDS)	GLS, RE	520	37.7	34.324	3.376**	18.624	2.658	14.645	5.741
							(1.622)		(3.496)
Held a postprogram job (survey)	Logit, RE	471	0.413	0.456	-0.043	-0.087	-0.045	-0.091	-0.097
							(0.046)		(0.098)
Postprogram log of wages (survey)	Logit, RE	464	0.609	0.611	-0.003	-0.015	0.003	0.015	0
							(0.042)		(0.197)
Money accumulated (survey)	GLS, RE	465	392.3	312.2	80.12	0.051	68.316	0.044	118.486
							(112.413)		(234.124)

Sources: Urban Alliance program data, interim 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; RE = random effects; GLS = generalized least squares; IV = instrumental variables; HS = high school. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

TABLE C.3

Urban Alliance Program Impacts, Baltimore

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Received job help (survey)	Logit, RE	89	0.946	0.827	0.119*	0.360	–		0.287**
							–		(0.144)
Received college help (survey)	Logit, RE	89	0.973	0.788	0.185**	0.539	–		0.436***
							–		(0.160)
Took SAT (survey)	Logit, RE	90	0.865	0.925	-0.06	-0.199	-0.317	-1.028	-0.051
							(0.331)		(0.123)
Took ACT (survey)	Logit, RE	90	0.189	0.113	0.076	0.215	0.061	0.173	0.082
							(0.076)		(0.154)
Filled out FAFSA (survey)	Logit, RE	88	0.973	0.922	0.051	0.219	0	0.000	0.051
							0.000		(0.092)
Comfort with FAFSA and scholarships (survey)	GLS, RE	88	3.514	3.298	0.216	0.321	0.229	0.340	0.442
							(0.163)		(0.312)
Applied to college (survey)	Logit, RE	90	0.865	0.868	-0.003	-0.009	-0.038	-0.088	-0.045
							(0.132)		(0.141)
Job application comfort (survey)	GLS, RE	89	3.554	3.625	-0.071	-0.088	-0.091	-0.113	-0.18
							(0.129)		(0.260)
Hard skill comfort (survey)	GLS, RE	90	3.622	3.377	0.244	0.458	0.387**	0.727	0.792**
							(0.175)		(0.316)
Soft skill comfort (survey)	GLS, RE	90	3.724	3.664	0.06	0.171	0.107	0.305	0.23
							(0.084)		(0.164)
Graduated high school (HS data)	Logit, RE	170	0.991	0.967	0.024	0.182	–		0.063
							–		(0.049)

TABLE C.3 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Suspended senior year (HS data)	Logit, RE	171	0.064	0.033	0.031	0.138	–		0.037
							–		(0.082)
Chronically absent senior year (HS data)	Logit, RE	171	0.182	0.148	0.034	0.090	0.027	0.072	0.077
							(0.046)		(0.125)
Cumulative GPA (HS data)	GLS, RE	171	2.273	2.38	-0.107	-0.158	-0.074	-0.111	-0.13
							(0.074)		(0.166)
Attended college (NSC)	Logit, RE	200	0.504	0.506	-0.002	-0.004	-0.008	-0.016	-0.014
							(0.072)		(0.195)
Attended four-year college (NSC)	Logit, RE	200	0.176	0.198	-0.021	-0.051	-0.033	-0.077	-0.085
							(0.055)		(0.156)
Attended two-year college (NSC)	Logit, RE	200	0.353	0.346	0.007	0.015	0.002	0.004	0.015
							(0.070)		(0.183)
75th percentile SAT score of college attended (IPEDS)	GLS, RE	33	1018.2	1034.1	-15.827	-0.144	-4.821	-0.044	-12.852
							(45.136)		(188.147)
Retention rate of college attended (IPEDS)	GLS, RE	71	54.805	57.2	-2.395	-13.311	-2.531	-14.091	-15.812
							(4.665)		(17.286)
Graduation rate of college attended (IPEDS)	GLS, RE	68	20.374	22.428	-2.055	-9.405	-1.415	-6.469	-19.108
							(5.517)		(21.512)
Held a postprogram job (survey)	Logit, RE	90	0.459	0.604	-0.144	-0.280	-0.111	-0.220	-0.18
							(0.107)		(0.228)

TABLE C.3 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Postprogram log of wages (survey)	Logit, RE	89	0.743	1.038	-0.295	-1.698	-0.134	-0.761	-0.586
							(0.111)		(0.499)
Money accumulated (survey)	GLS, RE	89	393.3	564.4	-171.10	-0.075	-189.976	-0.082	-403.445
							(399.065)		(802.602)

Sources: Urban Alliance program data, interim 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; RE = random effects; GLS = generalized least squares; IV = instrumental variables; HS = high school. "—" indicates insufficient variation in the dependent variable to estimate. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

TABLE C.4

Urban Alliance Program Impacts, Females

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Received job help (survey)	Logit, RE	372	0.948	0.844	0.105***	0.346	0.113***	0.373	0.234***
							(0.035)		(0.068)
Received college help (survey)	Logit, RE	373	0.948	0.878	0.070**	0.250	0.079**	0.282	0.154**
							(0.031)		(0.061)
Took SAT (survey)	Logit, RE	376	0.908	0.917	-0.009	0.000	-0.012	-0.035	-0.033
							(0.028)		(0.060)
Took ACT (survey)	Logit, RE	376	0.477	0.387	0.090*	0.181	0.093*	0.187	0.16
							(0.051)		(0.103)
Filled out FAFSA (survey)	Logit, RE	374	0.943	0.939	0.004	0.017	-0.001	-0.004	-0.002
							(0.021)		(0.050)
Comfort with FAFSA and scholarships (survey)	GLS, RE	366	3.599	3.471	0.128**	0.218	0.119*	0.203	0.242*
							(0.062)		(0.130)
Applied to college (survey)	Logit, RE	376	0.933	0.934	0	0.000	0.011	0.044	-0.006
							(0.035)		(0.051)
Job application comfort (survey)	GLS, RE	371	3.626	3.556	0.069	0.135	0.066	0.129	0.134
							(0.054)		(0.112)
Hard skill comfort (survey)	GLS, RE	372	3.71	3.514	0.196***	0.297	0.172**	0.260	0.358**
Soft skill comfort (survey)	GLS, RE	369	3.723	3.62	0.102**	0.244	0.099**	0.236	0.205**
							(0.044)		(0.091)

TABLE C.4 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduated high school (HS data)	Logit, RE	625	0.977	0.969	0.008	0.051	0	0.000	-0.004
							(0.017)		(0.029)
Suspended senior year (HS data)	Logit, RE	633	0.066	0.072	-0.006	-0.024	-0.005	-0.020	-0.018
							(0.021)		(0.051)
Chronically absent senior year (HS data)	Logit, RE	633	0.363	0.349	0.014	0.029	0.046	0.096	0.101
							(0.039)		(0.087)
Cumulative GPA (HS data)	GLS, RE	620	2.691	2.633	0.058	0.091	-0.017	-0.016	-0.047
							(0.032)		(0.072)
Attended college (NSC)	Logit, RE	685	0.671	0.655	0.016	0.034	-0.011	-0.021	-0.022
							(0.040)		(0.088)
Attended four-year college (NSC)	Logit, RE	685	0.571	0.527	0.044	0.088	-0.009	-0.018	-0.009
							(0.043)		(0.088)
Attended two-year college (NSC)	Logit, RE	685	0.129	0.159	-0.031	-0.087	-0.011	-0.029	-0.015
							(0.027)		(0.065)
75th percentile SAT score of college attended (IPEDS)	GLS, RE	215	1041.9	1013.6	28.305	0.214	20.157	0.153	34.354
							(18.349)		(39.206)
Retention rate of college attended (IPEDS)	GLS, RE	402	65.315	63.697	1.618	12.114	-0.376	-2.770	-0.584
							(1.279)		(2.787)

TABLE C.4 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduation rate of college attended (IPEDS)	GLS, RE	400	36.303	33.157	3.146	17.449	0.472	2.618	1.255
							(1.747)		(3.784)
Held a postprogram job (survey)	Logit, RE	376	0.405	0.436	-0.031	-0.061	-0.032	-0.061	-0.069
							(0.051)		(0.109)
Postprogram log of wages (survey)	Logit, RE	372	0.634	0.636	-0.003	-0.016	-0.006	-0.033	-0.043
							(0.048)		(0.220)
Money accumulated (survey)	GLS, RE	372	412.2	303.8	108.40	0.066	89.541	0.055	183.606
							(128.976)		(273.040)

Sources: Urban Alliance program data, interim 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; RE = random effects; GLS = generalized least squares; IV = instrumental variables; HS = high school. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

TABLE C.5

Urban Alliance Program Impacts, Males

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Received job help (survey)	Logit, RE	181	0.947	0.782	0.165***	0.485	0.187**	0.550	0.370***
							(0.074)		(0.107)
Received college help (survey)	Logit, RE	182	0.904	0.807	0.097*	0.276	0.091*	0.259	0.185*
							(0.054)		(0.112)
Took SAT (survey)	Logit, RE	185	0.906	0.899	0.007	0.024	-0.025	-0.067	-0.041
							(0.037)		(0.086)
Took ACT (survey)	Logit, RE	185	0.375	0.281	0.094	0.199	0.071	0.151	0.171
							(0.071)		(0.147)
Filled out FAFSA (survey)	Logit, RE	180	0.905	0.882	0.023	0.075	0.006	0.019	0.001
							(0.047)		(0.099)
Comfort with FAFSA and scholarships (survey)	GLS, RE	181	3.585	3.454	0.131	0.209	0.153	0.244	0.309
							(0.099)		(0.204)
Applied to college (survey)	Logit, RE	185	0.958	0.888	0.071*	0.268	0.056	0.211	0.085
							(0.043)		(0.081)
Job application comfort (survey)	GLS, RE	183	3.68	3.641	0.039	0.055	0.059	0.083	0.12
							(0.071)		(0.144)
Hard skill comfort (survey)	GLS, RE	183	3.573	3.54	0.033	0.071	0.052	0.112	0.158
							(0.108)		(0.212)
Soft skill comfort (survey)	GLS, RE	182	3.763	3.651	0.111*	0.278	0.098	0.246	0.195
							(0.061)		(0.123)

TABLE C.5 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduated high school (HS data)	Logit, RE	326	0.986	0.94	0.045**	0.261	0.040*	0.232	0.079
							(0.024)		(0.048)
Suspended senior year (HS data)	Logit, RE	335	0.097	0.134	-0.037	-0.096	-0.022	-0.064	-0.034
							(0.036)		(0.089)
Chronically absent senior year (HS data)	Logit, RE	335	0.236	0.252	-0.016	-0.023	0.028	0.065	0.062
							(0.049)		(0.115)
Cumulative GPA (HS data)	GLS, RE	317	2.581	2.418	0.163**	0.261	0.005	0.008	0.027
							(0.043)		(0.097)
Attended college (NSC)	Logit, RE	374	0.643	0.496	0.147***	0.299	0.116**	0.236	0.264**
							(0.053)		(0.129)
Attended four-year college (NSC)	Logit, RE	374	0.515	0.353	0.161***	0.323	0.119**	0.239	0.267**
							(0.053)		(0.128)
Attended two-year college (NSC)	Logit, RE	374	0.162	0.158	0.004	0.011	0.01	0.027	0.042
							(0.039)		(0.104)
75th percentile SAT score of college attended (IPEDS)	GLS, RE	113	1058.9	1007.7	51.13	0.320	44.204	0.276	126.943
							(33.499)		(85.105)
Retention rate of college attended (IPEDS)	GLS, RE	188	65.598	62.161	3.438	23.077	2.177	14.612	5.825
							(2.270)		(5.023)

TABLE C.5 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduation rate of college attended (IPEDS)	GLS, RE	188	35.29	31.143	4.147	19.314	3.381	15.746	8.53
							(3.245)		(7.502)
Held a postprogram job (survey)	Logit, RE	185	0.448	0.584	-0.136*	-0.259	-0.165**	-0.319	-0.302**
							(0.079)		(0.154)
Postprogram log of wages (survey)	Logit, RE	181	0.61	0.816	-0.206	-0.906	-0.078	-0.317	-0.439
							(0.070)		(0.329)
Money accumulated (survey)	GLS, RE	182	352.4	480.3	-127.92	-0.070	-133.069	-0.074	-256.245
							(207.808)		(406.293)

Sources: Urban Alliance program data, interim 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; RE = random effects; GLS = generalized least squares; IV = instrumental variables; HS = high school. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

TABLE C.6

Urban Alliance Program Impacts, GPA 0.0 to 2.0

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Received job help (survey)	Logit, RE	75	0.939	0.857	0.082	0.264	0.096	0.309	0.235
							(0.089)		(0.242)
Received college help (survey)	Logit, RE	75	0.906	0.791	0.116	0.314	0.174**	0.471	0.582**
							(0.082)		(0.290)
Took SAT (survey)	Logit, RE	77	0.765	0.721	0.044	0.100	0.056	0.127	0.159
							(0.110)		(0.303)
Took ACT (survey)	Logit, RE	77	0.353	0.233	0.12	0.264	0.152	0.334	0.268
							(0.103)		(0.328)
Filled out FAFSA (survey)	Logit, RE	74	0.781	0.81	-0.028	-0.049	0.004	0.010	-0.053
							(0.086)		(0.313)
Comfort with FAFSA and scholarships (survey)	GLS, RE	74	3.545	3.573	-0.028	-0.033	0.049	0.080	-0.019
							(0.156)		(0.432)
Applied to college (survey)	Logit, RE	77	0.735	0.767	-0.032	-0.069	0.023	0.053	0.009
							(0.101)		(0.299)
Job application comfort (survey)	GLS, RE	74	3.591	3.756	-0.165	-0.303	-0.131	-0.246	-0.37
							(0.129)		(0.394)
Hard skill comfort (survey)	GLS, RE	75	3.618	3.634	-0.016	-0.017	-0.013	-0.017	-0.036
							(0.145)		(0.423)
Soft skill comfort (survey)	GLS, RE	73	3.681	3.707	-0.026	-0.048	-0.08	-0.191	-0.187
							(0.091)		(0.248)

TABLE C.6 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduated high school (HS data)	Logit, RE	131	0.888	0.902	-0.014	-0.032	0.007	0.023	0.033
							(0.056)		(0.233)
Suspended senior year (HS data)	Logit, RE	140	0.14	0.13	0.01	0.029	0.036	0.105	0.014
							(0.060)		(0.253)
Chronically absent senior year (HS data)	Logit, RE	140	0.581	0.63	-0.048	-0.081	-0.031	-0.061	-0.304
							(0.092)		(0.347)
Cumulative GPA (HS data)	GLS, RE	135	1.731	1.701	0.03	0.085	0.07	0.198	0.299
							(0.059)		(0.254)
Attended college (NSC)	Logit, RE	149	0.37	0.368	0.001	0.002	0.011	0.023	0.027
							(0.088)		(0.324)
Attended four-year college (NSC)	Logit, RE	149	0.217	0.211	0.007	0.017	0.069	0.167	0.417
							(0.069)		(0.263)
Attended two-year college (NSC)	Logit, RE	149	0.163	0.175	-0.012	-0.027	-0.057	-0.133	-0.358
							(0.062)		(0.252)
75th percentile SAT score of college attended (IPEDS)	GLS, RE	9	1036.0	977.5	58.5	0.471	–		–
							–		–
Retention rate of college attended (IPEDS)	GLS, RE	47	59.655	54.667	4.989	38.629	4.935	38.211	23.215
							(4.532)		(26.848)

TABLE C.6 CONTINUED

Outcome (data source)	Estimation technique	Obs. (*n*)	Mean		ITT				TOT
			Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduation rate of college attended (IPEDS)	GLS, RE	48	22.92	24.657	-1.737	-11.89	0.474	3.260	1.754
							(4.735)		(18.209)
Held a postprogram job (survey)	Logit, RE	77	0.294	0.419	-0.124	-0.248	-0.087	-0.165	-0.23
							(0.111)		(0.345)
Postprogram log of wages (survey)	Logit, RE	75	0.509	0.542	-0.033	-0.300	-0.042	-0.400	-0.41
							(0.106)		(0.739)
Money accumulated (survey)	GLS, RE	75	422.7	279.0	143.68	0.055	-9.288	-0.004	-29.346
							(395.796)		(1251.93)

Sources: Urban Alliance program data, interim 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; RE = random effects; GLS = generalized least squares; IV = instrumental variables; HS = high school. "—" indicates insufficient variation in the dependent variable to estimate. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

TABLE C.7

Urban Alliance Program Impacts, GPA 2.0 to 3.0

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Received job help (survey)	Logit, RE	269	0.965	0.803	0.162***	0.514	0.179***	0.568	0.298***
							(0.049)		(0.074)
Received college help (survey)	Logit, RE	269	0.915	0.866	0.049	0.158	0.041	0.132	0.076
							(0.039)		(0.071)
Took SAT (survey)	Logit, RE	270	0.916	0.953	-0.037	-0.120	-0.028	-0.080	-0.042
							(0.028)		(0.054)
Took ACT (survey)	Logit, RE	270	0.441	0.362	0.078	0.159	0.088	0.179	0.166
							(0.060)		(0.111)
Filled out FAFSA (survey)	Logit, RE	267	0.93	0.944	-0.013	-0.041	-0.009	-0.037	-0.015
							(0.030)		(0.056)
Comfort with FAFSA and scholarships (survey)	GLS, RE	263	3.612	3.508	0.103	0.180	0.089	0.155	0.156
							(0.072)		(0.133)
Applied to college (survey)	Logit, RE	270	0.951	0.961	-0.01	-0.048	-0.008	-0.039	-0.021
							(0.024)		(0.047)
Job application comfort (survey)	GLS, RE	267	3.688	3.616	0.072	0.160	0.069	0.153	0.128
							(0.056)		(0.103)
Hard skill comfort (survey)	GLS, RE	267	3.695	3.556	0.139*	0.218	0.107	0.168	0.199
							(0.078)		(0.141)
Soft skill comfort (survey)	GLS, RE	265	3.746	3.632	0.114**	0.277	0.106**	0.257	0.187**
							(0.051)		(0.091)

TABLE C.7 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduated high school (HS data)	Logit, RE	488	0.994	0.975	0.019*	0.172	0.012	0.109	0.036
							(0.012)		(0.023)
Suspended senior year (HS data)	Logit, RE	490	0.082	0.093	-0.01	-0.036	-0.007	-0.025	-0.018
							(0.025)		(0.058)
Chronically absent senior year (HS data)	Logit, RE	490	0.326	0.253	0.073*	0.159	0.099**	0.215	0.190**
							(0.044)		(0.089)
Cumulative GPA (HS data)	GLS, RE	480	2.538	2.541	-0.003	0.000	-0.018	-0.028	-0.035
							(0.030)		(0.062)
Attended college (NSC)	Logit, RE	514	0.672	0.63	0.041	0.086	0.032	0.067	0.058
							(0.048)		(0.095)
Attended four-year college (NSC)	Logit, RE	514	0.589	0.462	0.127***	0.255	0.118**	0.237	0.209**
							(0.050)		(0.095)
Attended two-year college (NSC)	Logit, RE	514	0.114	0.185	-0.071**	-0.203	-0.075**	-0.203	-0.126*
							(0.036)		(0.068)
75th percentile SAT score of college attended (IPEDS)	GLS, RE	145	996.5	959.6	36.969	0.349	21.42	0.202	47.312
							(19.889)		(36.653)
Retention rate of college attended (IPEDS)	GLS, RE	288	62.221	61.108	1.113	9.156	0.553	4.549	1.12
							(1.506)		(3.060)

TABLE C.7 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduation rate of college attended (IPEDS)	GLS, RE	287	32.454	28.01	4.444**	29.692	3.666**	24.494	7.260**
							(1.822)		(3.689)
Held a postprogram job (survey)	Logit, RE	270	0.455	0.496	-0.042	-0.080	-0.024	-0.040	-0.021
							(0.061)		(0.114)
Postprogram log of wages (survey)	Logit, RE	269	0.707	0.696	0.011	0.051	0.024	0.110	0.088
							(0.057)		(0.241)
Money accumulated (survey)	GLS, RE	270	371.4	264.1	107.25	0.077	123.561	0.089	234.528
							(130.298)		(241.050)

Sources: Urban Alliance program data, interim 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; RE = random effects; GLS = generalized least squares; IV = instrumental variables; HS = high school. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

TABLE C.8

Urban Alliance Program Impacts, GPA 3.0 to 4.0

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Received job help (survey)	Logit, RE	160	0.924	0.853	0.071	0.230	0.083	0.268	0.157*
							(0.051)		(0.095)
Received college help (survey)	Logit, RE	162	0.957	0.899	0.058	0.230	0.082*	0.325	0.156**
							(0.044)		(0.076)
Took SAT (survey)	Logit, RE	164	0.957	1	-0.043*	-0.259	–		-0.073
							–		(0.050)
Took ACT (survey)	Logit, RE	164	0.5	0.471	0.029	0.058	0.034	0.068	0.045
							(0.085)		(0.150)
Filled out FAFSA (survey)	Logit, RE	164	0.979	0.986	-0.007	-0.052	-0.002	-0.015	-0.002
							(0.028)		(0.042)
Comfort with FAFSA and scholarships (survey)	GLS, RE	161	3.559	3.418	0.141	0.243	0.161*	0.277	0.304*
							(0.095)		(0.183)
Applied to college (survey)	Logit, RE	164	1	0.986	0.014	0.179			0.029
									(0.024)
Job application comfort (survey)	GLS, RE	163	3.596	3.482	0.114	0.224	0.122	0.240	0.232
							(0.084)		(0.161)
Hard skill comfort (survey)	GLS, RE	163	3.681	3.536	0.145	0.214	0.176	0.260	0.333
							(0.111)		(0.212)
Soft skill comfort (survey)	GLS, RE	163	3.73	3.643	0.086	0.235	0.104*	0.285	0.196*
							(0.059)		(0.115)

TABLE C.8 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduated high school (HS data)	Logit, RE	277	1	0.974	0.026**	0.307	–		0.023
							–		(0.017)
Suspended senior year (HS data)	Logit, RE	281	0.044	0.065	-0.021	-0.092	-0.021	-0.092	-0.041
							(0.029)		(0.063)
Chronically absent senior year (HS data)	Logit, RE	281	0.206	0.182	0.024	0.060	0.05	0.125	0.131
							(0.054)		(0.106)
Cumulative GPA (HS data)	GLS, RE	276	3.276	3.222	0.054	0.121	0.009	0.020	0.018
							(0.052)		(0.106)
Attended college (NSC)	Logit, RE	300	0.808	0.767	0.041	0.102	0.024	0.060	0.035
							(0.054)		(0.102)
Attended four-year college (NSC)	Logit, RE	300	0.692	0.721	-0.029	-0.044	-0.091	-0.196	-0.16
							(0.068)		(0.114)
Attended two-year college (NSC)	Logit, RE	300	0.159	0.105	0.054	0.154	0.073	0.208	0.168*
							(0.044)		(0.097)
75th percentile SAT score of college attended (IPEDS)	GLS, RE	157	1092.2	1069.1	23.121	0.149	13.242	0.085	18.51
							(28.410)		(55.077)
Retention rate of college attended (IPEDS)	GLS, RE	218	71.234	69.933	1.301	9.452	1.03	7.483	1.788
							(1.950)		(3.865)

TABLE C.8 CONTINUED

			Mean		ITT				TOT
Outcome (data source)	Estimation technique	Obs. (*n*)	Treatment	Control	Difference in means	Effect size	Regression adjusted	Effect size	IV regression adjusted
Graduation rate of college attended (IPEDS)	GLS, RE	216	43.496	43.208	0.288	1.354	-0.477	-2.210	-1.969
							(3.259)		(6.548)
Held a postprogram job (survey)	Logit, RE	164	0.404	0.486	-0.081	-0.161	-0.106	-0.201	-0.198
							(0.076)		(0.151)
Postprogram log of wages (survey)	Logit, RE	160	0.543	0.669	-0.126	-0.581	-0.074	-0.339	-0.298
							(0.071)		(0.303)
Money accumulated (survey)	GLS, RE	160	443.1	454.5	-11.45	-0.007	-32.467	-0.020	-60.323
							(213.504)		(396.972)

Sources: Urban Alliance program data, interim 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; RE = random effects; GLS = generalized least squares; IV = instrumental variables; HS = high school. "—" indicates insufficient variation in the dependent variable to estimate. Robust standard errors are given in parentheses. Intent to treat (ITT) compares outcomes of a treatment group of individuals who were accepted into the program (but who may or may not have completed the internship) with a control group of individuals who were not accepted into the program. Treatment on the treated (TOT) compares outcomes of those in the treatment group who completed the internship to those in the control group. 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%

Appendix D. Survey Instrument

Urban Alliance Evaluation Interim Survey (Cohort 2, Web version)

The following questions are about how you prepared in high school for work or school.

(ASK EVERYONE)

4. 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 Q4=3)

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

   1 Yes
   2 No
   X Blank/No Answer

(ASK EVERYONE)

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 EVERYONE)

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

(ASK EVERYONE)

9. Did you take either the SAT or ACT?

   1 SAT
   2 ACT
   3 Both
   4 Neither
   X Blank/No Answer

(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

(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

(ASK EVERYONE)

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 EVERYONE)

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

(ASK EVERYONE)

15. Did you **apply** to at least one two-year or community college?

    1 Yes
    2 No
    X Blank/No Answer

(ASK Q16 IF Q15=1)

16. Please enter the number of two-year or community colleges you applied to:

    _____ (PN: ACCEPT ANSWER 1–30)
    X Blank/No Answer

(PN: ASK Q17 IF Q16>0)
(IF Q16>1, INSERT PARENS)
(PROVIDE RESPONSE BOXES FOR NUMBER OF COLLEGES IDENTIFIED IN Q16)

17. What is the name of (each) two-year or community college that you applied to?

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

    _____ (Name of two-year or community college)
    8 Don't Know
    X Blank/No Answer

(ASK EVERYONE)

18. Did you **apply** to at least one four-year college?

    1 Yes
    2 No
    X Blank/No Answer

(ASK Q19 IF Q18=1)

19. Please enter the number of four-year colleges you applied to:

    _____ (PN: ACCEPT ANSWER 1–30)
    X Blank/No Answer

(PN: ASK Q20 IF Q19>0)
(IF Q19>1, INSERT PARENS)
(PROVIDE RESPONSE BOXES FOR NUMBER OF COLLEGES IDENTIFIED IN Q19)

20. What is the name of (each) four-year college that you applied to?

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

_____ (Name of four-year college)
8 Don't Know
X Blank/No Answer

(ASK ALL)

21. Did you apply for military service?

1 Yes
2 No
X Blank/No Answer

(ASK Q22 IF Q21=1)

22. Did you enlist?

1 Yes
2 No
X Blank/No Answer

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

23. <u>When you were a high school senior</u>, 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 <u>get</u> 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

(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 ~~it is~~ 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)

(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

(ASK ALL)
(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

(ASK ALL)
(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 <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

(ASK Q28-Q33 IF TREATMENT GROUP)

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 <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

(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

(ASK IF TREATMENT GROUP)

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

(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
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

Now let's talk about your **current** education.

(ASK ALL)

35. Since June 2013, have you **attended** either a two-year or four-year college?

1 Yes
2 No
X Blank/No Answer

(ASK Q36 IFQ35=1)

36. Please enter the number of two-year or four-year colleges have you **attended** since June 2013:

_____ (PN: ACCEPT ANSWERS 1–10)
X Blank/No Answer

(ASK Q37-46, 51, 52 IF Q36=1, 8 OR Q36>1)
(ASK Q37-46 FOR EACH NUMBER OF COLLEGES SPECIFIED IN Q36)
(PN: IF Q36=1, INSERT FIRST VERBIAGE; IF Q36>1 OR Q36=8, INSERT SECOND VERBIAGE)

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

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

_____ (Name of two-year or four-year college)
X Blank/No Answer

38. Is (INSERT COLLEGE) a four-year or two-year college?

1 Four-year college

2 Two-year college
8 Don't Know
X Blank/No Answer

(PN: ALLOW BOTH MONTH AND YEAR)

39. What date did you start attending (INSERT COLLEGE)? Please enter the month and year.

_____ (PN: ACCEPT 1-12/2013-2014)
X Blank/No Answer

40. Are you still attending (INSERT COLLEGE)?

1 Yes
2 No
X Blank/No Answer

(ASK Q41 IF Q40=2)
(PN: ALLOW BOTH MONTH AND YEAR)

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

_____ (PN: ACCEPT 1-12/2013-2014)
X Blank/No Answer

(ASK Q42 IF Q40=2)
(PN: ALLOW ONLY ONE RESPONSE)

42. What would you say is the **main** reason that you *left* this college?

(*Please select only one response)*

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

(IF Q40=1, INSERT FIRST VERBIAGE IN PARENS; IF Q40=2, INSERT SECOND VERBIAGE IN PARENS)

43. (Are/were) you a full-time or part-time student?

1 Full-time student
2 Part-time student
X Blank/No Answer

(IF Q40=1, INSERT FIRST VERBIAGE IN PARENS; IF Q40=2, INSERT SECOND VERBIAGE IN PARENS)

44. How many credits (have you earned/did you earn) 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/did) not complete(d) a full semester yet
8 Don't Know
X Blank/No Answer

(IF Q40=1, INSERT FIRST VERBIAGE IN PARENS; IF Q40=2, INSERT SECOND VERBIAGE IN PARENS)

45. Please enter how many credits (are/were) needed to graduate. Your best estimate is fine.

_____ (PN: ACCEPT ANSWERS 0–200)
2 Not applicable
8 Don't Know
X Blank/No Answer

(IF Q40=1, INSERT FIRST VERBIAGE IN PARENS; IF Q40=2, INSERT SECOND VERBIAGE IN PARENS)
(PN: ALLOW ONE DECIMAL)

46. What (is/was) your total GPA across all terms at (INSERT COLLEGE)? Your best estimate is fine.

(*Please enter response below)*

_____ (PN: ACCEPT ANSWERS 0–4.50)
1 I (have/did) not complete(d) a full semester yet
8 Don't Know
X Blank/No Answer

(ASK Q51 IN SEQUENCE IF Q38=2)

51. Have you received a certificate, license, or degree from (INSERT TWO-YEAR COLLEGE)?

1 Yes
2 No
X Blank/No Answer

(ASK Q52 IF Q51=1)
(PN: ALLOW MULTIPLE RESPONSES)

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

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

(ASK Q47 IF Q35=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

(ASK Q49 IF Q40=1)
(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)

49. The following is a list of ways that people pay for school. For each one, tell me if it pays for all of your expenses, most of your expenses, some of your expenses, or none of your expenses while attending (INSERT FIRST RESPONSE IN Q37).

1 All of your expenses
2 Most of your expenses
3 Some of your expenses
4 None of your expenses
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

(ASK Q50 IF Q38=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

(ASK ALL)
(PN: IF Q35=1 INCLUDE VERBIAGE IN PARENS)

53. Have you **attended** a vocational, technical, training, or trade program since June 2013? (Do not include colleges that you have already mentioned.)

    1 Yes
    2 No
    X Blank/No Answer

(ASK Q54-Q63 IFQ53=1)

54. Please enter the number of programs you have attended since June 2013?

    _____ (PN: ACCEPT ANSWERS 1–20)
    X Blank/No Answer

(ASK Q55-Q62 IF Q53=1)
(PN: ASK Q55-Q62 FOR EACH NUMBER OF PROGRAMS SPECIFIED IN Q54)
(IF Q54=1, INSERT FIRST VERBIAGE; IF Q54>1 OR Q54=8 INSERT SECOND VERBIAGE)

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

    _____ (Specify)
    X Blank/No Answer

56. Please enter the type of job or career (INSERT PROGRAM) prepares students for:

    (*Please enter response below)*

    _____ (Specify)
    X Blank/No Answer

(PN: ALLOW BOTH MONTH AND YEAR)

57. When did you start attending (INSERT PROGRAM)? Please enter the month and year.

    _____ (PN: ACCEPT 1-12/2013-2014))
    X Blank/No Answer

58. Are you still attending this program?

    1 Yes
    2 No
    X Blank/No Answer

(ASK Q59 IF Q58=2)
(PN: ALLOW BOTH MONTH AND YEAR)

59. When did you stop attending this program? Please enter the month and year.

    _____ (PN: ACCEPT 1-12/2013-2014))
    X Blank/No Answer

(PN: ALLOW MULTIPLE RESPONSES)
(ASK Q60 IF Q58=2)

60. Why did you leave (INSERT PROGRAM)?

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

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

61. Have you received a certificate, license, or degree from (INSERT PROGRAM)?

1 Yes
2 No
X Blank/No Answer

(ASK Q62 IF Q61=1)

62. Please enter the kind of certificate, license, or degree:

(Please enter response below)

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

(ASK Q63. IF Q58=1 FOR THE FIRST PROGRAM LISTED IN Q55)
(PN: INSERT FIRST RESPONSE IN Q55, THE NAME OF THE MOST RECENT PROGRAM)
(PN: SET UP AS A FLEXIBLE GRID. ITEMS (a-g) SHOULD BE ON THE LEFT)

63. The following is a list of ways that people pay for school. For each one, tell me if it pays for all of your expenses, most of your expenses, some of your expenses, or none of your expenses attending (INSERT FIRST RESPONSE IN Q55).

1 All
2 Most
3 Some
4 None
8 Don't Know
X Blank/No Answer

a. Parents/spouse/relatives
b. Work-study program
c. Grants/scholarships/tuition waivers
d. Student loans, other loans (e.g., bank)
e. Employer contribution program
f. Public assistance (e.g., welfare, unemployment)
g. Other personal income/savings

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

(ASK ALL)

64. Since you turned 16, have you held a paid or unpaid job, including internships?

1 Yes
2 No
X Blank/No Answer

(ASK Q64J IF Q64=1)

64J. Please enter the number of jobs you have you held since turning 16:

_____ (PN: ACCEPT 1–20)
8 Don't Know
X Blank/No Answer

(ASK Q64J IF Q64=1)
(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 <u>prior</u> 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

(ASK Q65 IF Q64=1)

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

_____ (PN: ACCEPT 1-12/2000-2014)
8 Don't Know
X Blank/No Answer

(ASK Q65 IF Q64=1)

68. Are you still working there?

1 Yes
2 No
X Blank/No Answer

(ASK Q69 IF Q68=0)

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

_____ (PN: ACCEPT 1-12/2000-2014)
8 Don't Know
X Blank/No Answer

(ASK if Q64=1)
(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

(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

(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

(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

(ASK Q74 IF Q64=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

(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

(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

(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

(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

(ASK IF Q68=2)

80. Have you looked for a job since June 2013?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q68=2)

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

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

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 Former offender or in prison
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

(ASK ALL)
(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.

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

(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

(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

(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

(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

The following are questions about your family and housing situation.

(ASK ALL)

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

(ASK ALL)

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

(ASK ALL)

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 ALL)

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

(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

(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 1-12/1-31/2005-2014)
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

(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

(ASK ALL)

108. Are you or your partner expecting a child?

1 Yes
2 No
X Blank/No Answer

(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)
(ASK ALL)

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 <u>all that apply</u>*)

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 2014)
(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)

(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

(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 June 2013?

1 Yes
2 No
X Blank/No Answer

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

113. When did you move there?

_____ (PN: ACCEPT 1-12/2013-2014)
8 Don't Know
X Blank/No Answer

(ASK IF Q112=2)

114. 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
11 Other reason (SPECIFY)
X Blank/No Answer

(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 1-12/1994-2014)
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>6/1/13, ASK Q115-117 UNTIL Q116<6/1/13, UP TO FIVE TIMES)

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

(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

(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

The next set of questions is about things that have happened to you **since 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 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 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 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

(ASK ALL)

127. Still thinking about things that have happened since 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 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

(ASK ALL)

129. Still thinking about things that have happened since 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 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 June 2013, **has someone you're close to** passed away?

1 Yes
2 No
X Blank/No Answer

(ASK ALL)

132. Still thinking about things that have happened since 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

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 June 2013?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q133=1)

135b. Have you been arrested for a misdemeanor since June 2013?

1 Yes
2 No
X Blank/No Answer

(ASK IF Q133=1)

136. Have you ever been convicted of a crime as an adult?

1 Yes
2 No
X Blank/No Answer

(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?

_____ (10-20)
8 Don't Know
X Blank/No Answer

(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?

_____ (10-20)
8 Don't Know
X Blank/No Answer

(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

(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

Notes

1. US Census Bureau, 2012 American Community Survey, one-year estimates.
2. 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.
3. 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 2013.
4. 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.
5. 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.
6. 2009–13 American Community Survey 5-year estimates, "Median Earnings in the Past 12 Months (in 2013 Inflation-Adjusted Dollars) by Sex by Educational Attainment for the Population 25 Years and Over."
7. College Board, 2009, "Lifetime Earnings by Education Level," figure 1.2, Expected Lifetime Earnings Relative to High School Graduates, by Education Level.
8. 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.
9. The GED consists of four tests that certify passers' high school–level academic skills.
10. In July 2014, the DC minimum wage rose to $9.50 per hour, and in July 2015 it reached $10.50 per hour. These adjustments occurred after the participants in this study had completed their internships.
11. 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 on June 17, 2013, http://nclb.osse.dc.gov/reportcards.asp.
12. 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.
13. The random effects model modifies the earlier regression framework to
$ysi^* = \beta 1 indsi + \beta 2 neighsi + \alpha s + esi$
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.
14. In this report, *African American* refers to non-Hispanic African American, *white* to non-Hispanic white, and *other* to non-Hispanic other.

15. 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 et al. 2006).
16. 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.
17. Of the 965 youth for whom data are 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.
18. We define completion as remaining involved in the internship and workshops as of June 1; a portion of participants were unable to continue through the summer because of other commitments.
19. There was also a modest amount of program attrition among those who completed the pre-work training but did not begin an internship.
20. We were unable to determine senior year GPA, and instead had to rely on cumulative GPA, because some schools only reported cumulative GPA.

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