

Knowledge Management Education State of the Science Report

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*Value of thought.
Value of solution.*



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State of the Science National Service Education Initiatives



Introduction and Overview of National Service Education Interventions

The Corporation for National and Community Service (CNCS) is dedicated to improving educational outcomes for students as a priority community need, and currently allocates over 40 percent of funds toward education programs¹. CNCS stands in a unique role as an entity that can assist in the implementation of programs that provide economically disadvantaged students personal attention from a caring and capable adult. The array of CNCS education programs engage early with students and maintain the engagement through the students' academic careers, which can lead to improvements in: (a) attendance; (b) engagement in coursework; (c) rate of course completion; (d) percent of students at grade level; (e) performance on standardized tests; (f) rate of high school graduation; and (g) persistence in college and university settings.²

This brief aggregates and synthesizes published and grey literature regarding the effectiveness of CNCS programs in the education focus area. Following a predetermined systematic search protocol, 2,508 documents were collected and reviewed for eligibility as part of a broad effort to assess the evidence base for CNCS programs (see Appendix A). Of the 689 documents deemed eligible for the overall review, 334 documents concerned programs dedicated to improving education outcomes in the areas of school readiness, K-12 education, and post-secondary preparation and success.³

This brief provides an overview of these 334 documents, as well as in-depth information regarding 26 documents that were selected for full review (see Appendix B). Researchers gathering information from these studies followed a detailed protocol for data extraction and determination of intervention effectiveness. To rate studies according to levels of evidence, researchers followed the 2015 AmeriCorps State and National level of evidence criteria (see Appendix C), which rates strong studies as those that target and attain very high internal validity, typically using randomized controlled trials (RCT), and moderate studies as those that increase internal validity by using quasi-experimental designs (QED) or correlational research with strong statistical controls. Studies that relate to outcomes but do not attempt to strengthen internal validity through a comparison group, or for which the comparison group is substantially non-equivalent to the treatment group, are considered preliminary; studies that do not address outcomes are pre-preliminary. An annotated bibliography with summarized information for these 26 documents is presented in Appendix D.

¹ Corporation for National and Community Service (CNCS). (2011). *The Corporation for National and Community Service Strategic Plan 2011-2015*. Washington, DC.

² Ibid.

³ Ibid.

The strongest evidence of effectiveness is in the K-12 education focus area (strong), followed by school readiness (preliminary) and post-secondary preparation and success (preliminary). Table 1 presents the proportion of studies selected for review by focus area and study type.

Table 1: Documents Selected and Eligible for Full Review, by Focus Area and Study Type

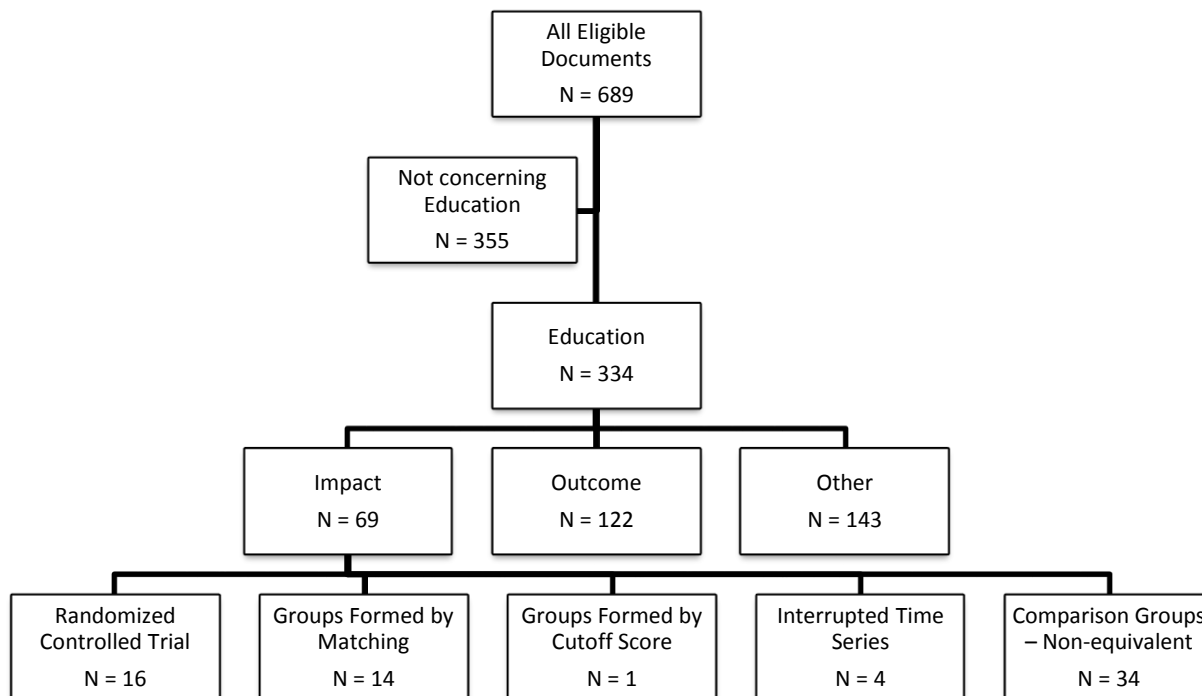
	Impact		Outcome		Other		Total	
	Selected	Eligible	Selected	Eligible	Selected	Eligible	Selected	Eligible
School readiness	2	7	2	13	1	19	5	39
K-12 Education	11	54	7	80	0	95	18	229
Post-secondary	2	5	1	10	0	3	3	18
Multiple/Other ⁴	0	3	0	19	0	26	0	48
Total	15	69	10	122	1	143	26	334

⁴ Documents classified as Multiple/Other include studies primarily focused on teacher rather than student outcomes and overviews of one or more programs that included limited information about specific interventions and outcomes.

State of the Science

Overall, the literature contained many completed studies with rigorous designs that assessed the effectiveness of CNCS education programs (see Figure 1). The most rigorous designs, such as randomized controlled trials or quasi-experimental studies, were found in 69 studies (see Figure 1).⁵

Figure 1: Education Studies by Design



School Readiness

To facilitate school readiness for economically disadvantaged young children, CNCS supports members, participants, and volunteers to develop or engage in practices that include teaching, tutoring, and/or providing education-related support services. Priority measures of impact for this strategy are: (1) the social and emotional development of youth, (2) youth literacy skills, and (3) youth numeracy (math) skills.⁶

There were 39 studies on the effectiveness of CNCS school readiness programs, including seven describing studies employing experimental or quasi-experimental designs. Five documents were selected for full review (Table 2).

⁵ It should be noted that many eligible documents demonstrated rigorous research methods and were technically eligible for review, but were not primarily concerned with determining the effectiveness of programs or providing generalizable information. These included network analyses and qualitative studies.

⁶ CNCS, *Strategic Plan 2011-2015*.

Table 2: School Readiness Studies⁷

Title (ID)	Publication Type	Study Design Type	Strength	Outcomes
Outcome Evaluation of the Minnesota Reading Corps PreK Program (2369)	Internal, non-government, report	QED- Groups formed by Matching	Moderate	IGDI literacy outcome measures ↑
2007-2008 Evaluation of Jumpstart in California (1357)	Internal, non-government, report	QED – Non-equivalent comparison group	Preliminary	Literacy ↑, Social-emotional development ↑
First 5 Service Corps Evaluation Report (1356)	Internal, non-government, report	Pre-post	Preliminary	Math skills ↑, Literacy ↑, Social competence ↑
Harlem GEMS Changes in Developmental Progress 2008-2009 (1367)	Internal, non-government, report	Pre-post	Preliminary	Cognitive school readiness ↑, Linguistic school readiness ↑
Effective Practices of Foster Grandparents in Head Start Centers (2034)	Internal, non-government, report	Implementation	Pre-preliminary	N/A

The research base for AmeriCorps demonstrated positive results of the use of AmeriCorps members in programs designed to enhance school readiness. However, these evaluations typically did not include designs that could effectively speak to causal relationships. The exception to this was one rigorous quasi-experimental study of the *Minnesota Reading Corps PreK* program, which revealed statistically significant improvements on all five measured literacy outcomes. Three additional studies selected for full review found positive outcomes in literacy, math, and social-emotional development. This includes one quasi-experimental study on the *Jumpstart* program using a non-equivalent comparison group, which found positive impacts in literacy and social-emotional development, and two pre-post studies of the *First 5 Service Corps* and *Harlem GEMS* programs which found positive results in multiple outcomes.

Overall, literacy outcomes were the most likely to be measured, and frequently demonstrated positive results. Many studies examined multiple outcomes, including both literacy and social emotional development. The *First 5 Service Corps* study was one of few studies of school readiness that investigated and found positive effects in math skills.

⁷ In Table 2 and the remaining summary tables, an upward pointing arrow indicates increases in an outcome, a downward pointing arrow indicates decreases in that outcome, and no arrow indicates that there were no detectable differences in that outcome.

There were few studies of non-AmeriCorps programs. One implementation study of the Senior Corps *Foster Grandparent Program* found that Foster Grandparents at Head Start Centers engaged in behaviors that were associated with positive effects on children’s social-emotional outcomes, including emotional well-being, self-esteem, and self-efficacy.

Conclusion

Overall, evidence for the effectiveness of CNCS programs to improve school readiness is preliminary, since there was only one study that could support causal conclusions. Several studies with less rigorous designs reported positive impacts on children’s school readiness skills.

K-12 Education

To improve educational and behavioral outcomes of students in low-achieving elementary, middle, and high schools, CNCS supports members, participants, and volunteers engaged in: 1) teaching, tutoring, and/or mentoring; 2) providing supportive services to assist school staff; 3) providing extended learning programs in cooperation with school systems; or 4) delivering other types of school improvement support. Additionally, CNCS members, participants, and volunteers engage in service-learning projects and provide assistance to higher education institutions and alternative teacher certification programs (e.g., *Teach for America*) to increase the number of teachers and teaching aids working in low-achieving schools. The priority measure of impact for this strategy is improved student academic performance.⁸

There were 229 studies examining the effectiveness of CNCS K-12 education programs in improving academic performance, including 54 describing studies employing experimental or quasi-experimental designs. Eighteen documents were selected for full review, including four documents focused on the *Teach for America* program (Table 3), nine documents focused on literacy programs (Table 4), and five documents describing programs aimed at improving student behavior and increasing academic and life skills (Table 5). There were many more rigorous studies in the K-12 Education focus area than in other focus areas. It appears that this is at least partially due to the availability of standardized test data from schools, which were often used to measure outcomes.

Teach for America

Of the 54 impact studies in the K-12 Education focus area, 37 (69%) were focused on *Teach for America (TFA)*. Four documents describing three randomized controlled trials of the *TFA* program were selected for full review (Table 3).

⁸ CNCS, *Strategic Plan 2011-2015*.

Table 3: K-12 Education Studies: Teach for America

Title (ID)	Publication Type	Study Design Type	Strength	Outcomes
The effect of Teach for America on the distribution of student achievement in primary school (170) ⁹	Peer-reviewed journal article	RCT	Moderate	Math achievement ↑, Reading achievement
Effects of Teach For America on Students: Findings from a National Evaluation (1682)	Other	RCT	Strong	Math achievement ↑, Reading achievement
Effectiveness of Secondary Math Teachers from Teach For America and the Teaching Fellows Programs. (2270)	Government report (e.g., grey literature)	RCT	Strong	Math test scores ↑
Impacts of Teach For America Investing in Innovation Scale-Up (2269)	Internal, non-government, report	RCT	Strong	Reading skills (Pre-K to 2 nd grade) ↑, Reading skills overall, Math skills

Two studies using the same data set from 2004 yielded similar results: students in the 1st through 5th grade taught by *TFA* teachers performed as well as students taught by other teachers in reading, and outperformed students taught by other teachers in math. An increase in math achievement among students of *TFA* teachers was also found in a 2013 study of 6th through 12th graders. However, the most recent randomized controlled trial of *TFA*, published in 2015, did not find significant differences between Pre-K through 5th grade students taught by *TFA* and non-*TFA* teachers in reading or math achievement, although positive results in reading skills were found in a subgroup analysis of Pre-K through 2nd grade students. Overall, the studies investigating the impact of *TFA* indicate that students in *TFA* classes generally perform as well or better in math than students in other classes, particularly when *TFA* teachers are compared to other novice teachers. However, *TFA* program impacts on reading are inconclusive, as some studies have found that students in *TFA* classes perform as well or better

⁹ This study was performed using secondary data from a randomized controlled trial performed in 2004, and was published at a later date.

on measures of reading¹⁰, while others have found that they perform worse than students in other classes.¹¹ *TFA* teachers' high rate of attrition is also a concern for researchers.¹²

K-12 Literacy Programs

The majority of non-*TFA* K-12 education programs were primarily designed to improve literacy outcomes. This review includes nine studies of the effects of national service programs on literacy, all of which demonstrated positive outcomes (Table 4).

Table 4: K-12 Education Studies: Literacy

Title (ID)	Publication Type	Study Design Type	Strength	Outcomes
Mobilizing Volunteer Tutors to Improve Student Literacy (2365)	Government report (e.g., grey literature)	RCT	Strong	Reading achievement ↑
Evaluation of Experience Corps Student Reading Outcomes (2492)	Internal, non-government, report	RCT	Strong	Word attack ↑, Passage comprehension ↑, Grade specific reading ↑
Impact Evaluation of the Minnesota Reading Corps K-3 Program (2366)	Internal, non-government, report	RCT	Strong	Literacy assessment scores ↑
Longitudinal Achievement Effects of Multiyear Summer School (2465)	Peer-reviewed journal article	RCT/QED	Moderate	Reading achievement ↑, Learning rates, Summer drop-offs
An Investigation of the America-Reads Mississippi Program: What Works and What Doesn't Work (0843)	Internal, non-government, report	Pre-Post	Preliminary	Reading achievement ↑
City Year Whole School Whole Child FY09 Evaluation Report (1349)	Internal, non-government, report	Pre-Post	Preliminary	Oral reading fluency ↑, Student attitude scores ↑
Evaluation of DC Reads (1505)	Internal, non-government, report	Pre-Post	Preliminary	Reading skills ↑, SAT 9 scores ↑, Language arts grades ↑

¹⁰ Henry, G. T., Bastian, K. C., Fortner, C. K., Kershaw, D. C., Purtell, K. M., Thompson, C. L., & Zulli, R. A. (2014). Teacher preparation policies and their effects on student achievement. *Education*, 9(3), 264-303.

¹¹ Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., & Heilig, J. V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. *Education Policy Analysis Archives*, 13(42). Note: This study found decreases in both reading and math.

¹² Vasquez Heilig, J., & Jez, S. J. (2014). *Teach For America: A return to the evidence*. Boulder, CO: National Education Policy Center.

Title (ID)	Publication Type	Study Design Type	Strength	Outcomes
AmeriCorps External Evaluation 2008-2009 AppleCorps (1623)	Internal, non-government, report	Pre-Post	Preliminary	Reading achievement ↑
Improving Literacy with VISTA Volunteers (1440)	Internal, non-government, report	Outcome only	Pre-preliminary	Enjoyment of reading ↑, Self-esteem ↑, Family satisfaction ↑, Life skills ↑, Ability to perform tasks ↑

Several impact studies demonstrated improvements in literacy, including randomized controlled trials of the *Reading Partners*, *Experience Corps*, and *Minnesota Reading Corps K-3* programs, and a quasi-experimental study of the *Teach Baltimore* program. Additional studies demonstrating positive impacts in literacy include outcome studies of *America Reads-Mississippi*, *City Year*, *AppleCorps* and *VISTA Literacy Corps*.

K-12 Education Studies: Behavior and General Academics

A minority of the K-12 education studies examined impacts of national service programs on academic behaviors including attendance, and skills including academic and life skills. Five documents describing two quasi-experimental studies and three outcome studies were selected for full review (Table 5).

The five-year report of the *Communities in Schools (CIS)* program included a quasi-experimental study in which 602 *CIS* schools, including several that incorporated AmeriCorps members, were statistically matched to 602 non-*CIS* schools. In this study, *CIS* schools showed small but significant advantages in academic achievement and attendance. In addition to this study, the report included results from three randomized controlled trials, which were conducted in locations that did not incorporate AmeriCorps members. These showed positive results in academics, retention, and attendance.

A quasi-experimental evaluation of the *Citizen Schools* 8th grade academy compared the long-term academic outcomes of alumni to those of matched non-participants. The *Citizen Schools* program prepared middle school students for long-term success by extending the student learning day and offering hands-on learning opportunities. The study found that alumni were more than three times more likely to graduate from a top-tier high school than comparison students. Alumni also had improved outcomes in attendance and academic achievement, including higher grades in math courses and higher scores on standardized math tests.

Table 5: K-12 Education Studies: Behavior and Skills

Title (ID)	Publication Type	Study Design Type	Strength	Outcomes
Communities in Schools National Evaluation Five Year Summary Report (2489)	Internal, non-government, report	RCT/QED	Moderate	Academics ↑, Attendance ↑
Achieving High School Graduation: Citizen Schools' Youth Outcomes in Boston (1370)	Internal, non-government, report	QED- Groups formed by Matching	Moderate	High School Selection and Persistence ↑, HS Engagement ↑, HS Academic Achievement ↑
Girls Incorporated of Alameda County AmeriCorps Program Evaluation 2008-09 (1535)	Internal, non-government, report	QED: Non-equivalent comparison group	Preliminary	Attendance ↑, Reading proficiency
Evaluation of New Jersey After 3 (1472)	Internal, non-government, report	Pre-post	Preliminary	Academic benefits scale scores ↑
Youth Investment Center AmeriCorps Evaluation Report (1526)	Internal, non-government, report	Pre-post	Preliminary	Life skills ↑, School attendance ↑, Behavioral outcomes ↓

Conclusion

Overall, evidence for the effectiveness of CNCS K-12 education programs is strong, due to the presence of numerous well-designed and rigorously conducted evaluations demonstrating positive outcomes in this area. Positive outcomes were most consistently seen in math achievement for *Teach for America* programs, and literacy outcomes for literacy tutoring programs. Improvements were also found in other outcomes such as attendance, but these were less frequently assessed and associated with more varied interventions.

Post-secondary Preparation and Prospects for Success

To support improved prospects and preparation for post-secondary education for economically disadvantaged students, CNCS members, participants, and volunteers engage in mentoring, counseling, and other academic, enrollment, and retention support activities. Priority measures of impact for this strategy are: (1) the provision of college counseling, (2) student application for and enrollment in a post-secondary institution, and (3) student continuation to a second year of post-secondary education.¹³

The search found 18 studies examining the effectiveness of CNCS programs designed to improve post-secondary preparation and prospects for success, five of which employed

¹³ CNCS, *Strategic Plan 2011-2015*.

experimental or quasi-experimental research designs. Three studies examining the effectiveness of CNCS programs in this focus area were selected for full review, including one randomized controlled trial, one quasi-experimental study, and one pre-post outcome study (Table 6).

Table 6: Post-Secondary Preparation and Prospects for Success Studies

Title (ID)	Publication Type	Study Design Type	Strength	Outcomes
Evaluation of the College Possible Program (2526)	Internal, non-government, report	RCT	Strong	Enrollment in four-year colleges ↑, Overall college enrollment
The National College Advising Corps Evaluation Report (2442)	Government report (e.g., grey literature)	QED: Non-equivalent comparison group	Preliminary	Attitudes and behaviors associated with post-secondary achievement ↑
Bay Area Youth Agency Consortium: Analysis of AmeriCorps Member and Youth Outcomes (1350)	Internal, non-government, report	Pre-post	Preliminary	Youth Development Asset Scale scores ↑

There was only one study that could support causal conclusions regarding the effectiveness of national service programs on post-secondary preparation and prospects for success. This was a randomized controlled trial of the *College Possible* program, which assessed the effect of the program on college enrollment outcomes. Although overall college enrollments did not differ between the treatment and control groups, students in the *College Possible* program were more likely to enroll in a four-year college than students in the control group.

A quasi-experimental study of the *National College Advising Corps* employed non-equivalent comparison groups, and found increases in a wide variety of attitudes and behaviors associated with post-secondary achievement. An outcome study of the *Bay Area Youth Agency Consortium* found some increase in a measure of youth assets¹⁴ that could support positive post-secondary outcomes.

Conclusion

Overall, evidence for the effectiveness of national service programs in post-secondary preparation and prospects for success is preliminary, since there was only one study that could support causal conclusions. Several studies were identified with less rigorous designs that reported positive impacts in this focus area.

¹⁴ The *BAYAC Youth Assets Development Scale* includes measures of youth connection to community, ability to complete work, and other factors associated with youth success.

Strength of the Evidence Base

Evidence for the effectiveness of CNCS economic opportunity programs can be classified as follows:

- School Readiness: *Preliminary*
- K-12 Education: *Strong*
- Post-secondary Education and Prospects for Success: *Preliminary*

This brief provides a summary of the literature regarding the effectiveness of national service education programs. In the area of school readiness, no one program was the subject of multiple evaluations, but the use of AmeriCorps volunteers as service providers demonstrated positive impacts upon literacy, math, social-emotional development, and cognitive and linguistic school readiness for economically disadvantaged students. In the literature describing the effect of national service programs on school readiness, there was one rigorous evaluation. This study of the *Minnesota Reading Corps Pre-K* program used a quasi-experimental design with matched comparisons and found improvements in literacy outcomes. Three additional studies employing less rigorous methods also demonstrated positive outcomes. The review of school readiness also included one implementation study of the *Foster Grandparent Program*, which noted that Foster Grandparents at Head Start Centers engaged in behaviors that were linked with positive outcomes in social-emotional development.

Documents regarding the effectiveness of national service in improving K-12 education outcomes constituted the majority of the available literature. This focus area was by far the most rigorously studied. There was a great deal of research on the effectiveness of the *Teach for America (TFA)* program. More than half of the national service education impact studies were evaluations of the *TFA* program. This review described three randomized controlled trials of *TFA*. The results of these studies were published in 2004, 2013, and 2015; data from the 2004 study also formed the basis for secondary analysis published in a later document. Studies of the effectiveness found that students of *TFA* teachers generally performed as well or better in math than students of non-*TFA* teachers, while the impacts of *TFA* on reading achievement were mixed. Aside from *TFA* studies, the majority of remaining studies assessed literacy outcomes. This review included randomized controlled trials of the *Reading Partners* and *Experience Corps* programs, and eight additional studies with varying degrees of rigor, all of which demonstrated a positive impact of national service programs on literacy outcomes. Finally, a minority of studies looked at outcomes other than reading and math achievement, such as attendance, life skills, and behavior. The research in this area was less conclusive, though there was one study of the *Communities in Schools* program that used a quasi-experimental design with matched comparisons and demonstrated improvements in attendance and academic achievement.

The least investigated outcome area was the impact of national service programs on preparation and prospects for success in post-secondary education. One randomized controlled trial of the *College Possible* program found that participants were more likely than non-participants to enroll in a four-year college, while additional studies employing less rigorous designs found improvements in related areas such as attitudes and behaviors associated with post-secondary achievement.

Overall, the literature suggests the important role of national service participants in providing supplementary support for disadvantaged students in schools and other education settings, particularly when that support is provided in the form of individualized or small group tutoring using a structured curriculum. Many programs in diverse settings employ national service members as tutors to improve literacy outcomes in K-12 students, either in after-school programs or other settings. Several rigorous studies have demonstrated moderate evidence for the success of these programs. Though the literature in other areas is less robust, elements such as the provision of individualized or small group support, the use of structured curricula, and the integration of activities into existing educational settings recur as common elements of several successful programs.

The *Teach for America* program, which is the subject of a significant proportion of the overall literature, is unique in that it places national service members as teachers rather than in supportive roles as tutors or counselors. In this program the most robust positive results are found when members are serving as supplements in schools where there is a scarcity of qualified teachers. The strongest and most consistent evidence for the success of *Teach for America* has been found in the improvement of math outcomes among students of *TFA* teachers as compared to students of non-*TFA* teachers with similar levels of training and experience.

Rigorous research in the Education focus area is aided by the strong emphasis on assessment in schools and other educational settings. Due to the long history of educational assessment, there are many validated instruments that can be used to assess a wide variety of student outcomes. Federal and state mandates requiring frequent assessment of math and literacy outcomes in public schools contribute to a large and ongoing body of data regarding student outcomes in these areas. Evaluators who are able to successfully access this data and collaborate with schools can use this data to assess the effectiveness of many interventions, as demonstrated by several experimental and quasi-experimental studies conducted on the *Teach for America* program that made use of such data. Evaluators assessing the effectiveness of programs in improving outcomes of K-12 students in math, literacy, and other areas that are subject to mandatory assessment by schools (e.g., attendance) can most easily take advantage of this large body of data. However, they still may face significant challenges in obtaining access to data and ensuring data quality, as schools may not readily share data with researchers or may have poor data-keeping systems that produce incomplete or flawed data sets. The existence of multiple assessment tools can also present challenges, particularly for multi-site evaluations that seek to reconcile data from different locations, as many states differ in terms of which instruments schools are required to use.

Research in other focus areas, including school readiness and post-secondary preparation, as well as areas not subject to frequent assessment (e.g., social-emotional development, college readiness), typically must rely on independently collected data, or data that is collected in partnership with a local program or school for the specific purposes of the study. Data collection in settings other than K-12 schools (e.g., community-based school readiness programs), can be particularly difficult, as study participants may not be as consistently present in these settings.

In addition to challenges in data collection, research in the education setting must address concerns related to participant diversity and homogeneity of groups (e.g., classes) during data analysis. Assessments that do not account for clustering of students within schools and classrooms, demographic and other differences at the individual, classroom, and/or community level have significant potential for providing incorrect or misleading results. On the other hand, advanced statistical techniques such as multilevel modeling to account for group-level effects or propensity score matching to enable valid comparisons between non-randomized groups provide opportunities for using existing and original data to draw strong conclusions regarding student outcomes. Partnerships with schools and community-based organizations, which may be vital to program implementation, also provide significant opportunities for collaborative evaluation.

Appendix A: Eligibility Criteria for National Service Review

1. **The document is factual** (versus opinion¹⁵).
 - The document is referring first-hand to research findings, using original or secondary data collection, a synthesis of the literature, or a systematic review/meta-analysis.
 - The document is not an Op-Ed, testimonial, or marketing material.

2. **The study is relevant to CNCS-sponsored National Service or CNCS.**
 - The study is conducted on a program that, at the time of the study, engaged AmeriCorps State/National, NCCC or VISTA Members, Senior Corps Volunteers, or was funded by SIF or a SIF Grantee. A program refers to an ongoing service and does not include short-term special initiative projects.
 - The study is conducted on a program model that *currently engages* AmeriCorps members or Senior Corps volunteers, even if the study itself does not identify or include specific program sites with AmeriCorps members or Senior Corps volunteers (e.g., studies of *Reading Partners*, *City Year*).¹⁶
 - The program's outcomes are applicable to CNCS. The study investigates the effectiveness of volunteers or national service programs in the focus areas of Education, Economic Opportunity, Healthy Futures, Environment, or Disaster Services and Response.

3. **The document is in English.**

4. **The document is a final report** for the program, project or evaluation rather than an interim or progress report.¹⁷

¹⁵ Factual documents report data or other information in a manner that is subject to empirical verification. Opinion documents pass judgment on the value or merit of a set of facts or circumstances based on a set of evaluative criteria that are not strictly subject to empirical verification (e.g., based on moral or political considerations).

¹⁶ It was anticipated that the review would not include any study of a program that, although it could be adapted for national service, is not currently funded by CNCS, with the exception of evidence based practices that could be applied in a national service context found in online clearinghouses.

¹⁷ Final reports summarize information about a program or intervention at the end of the program or intervention's life or at the end of a major cycle in the program or intervention's life (e.g., at the end of a funding period). By contrast, an interim report provides information on the status of a program or intervention at an intermediate juncture in its lifecycle. Information provided in an interim report does not contain complete information on results, as the program or intervention is still underway at the time when the report was written. Though not technically eligible for review, interim reports for SIF-funded programs may be discussed as emerging research, particularly in focus areas where forthcoming SIF studies address a gap in rigorous research.

5. **The document was published after 1990, but before the search kickoff date** (February 1, 2015), is a seminal document as indicated by citations in post-1990 literature, or was recommended for inclusion by a key stakeholder.

6. **The document does not duplicate information** from a previously screened source. Where duplicate information is identified, two sources will be listed as a single citation and only the latest source will be reviewed.

Appendix B: Selection Process for Education Full Reviews

The following process was used to select articles for full review in this report. Reviewers:

1. Identified the subject matter of the study and confirmed its relation to the education focus area.
2. Determined whether it was a final report or an interim report, with only final reports selected for inclusion in the report (although interim reports on emerging strategies are referred to in the appendix).
3. Gave priority in selection to those studies that showed impact on beneficiaries with outcomes addressing one of CNCS's three education objectives¹⁸:
 - Improve school readiness¹⁹ for economically disadvantaged young children;
 - Improve educational and behavioral outcomes of students in low-achieving elementary, middle, and high schools; and
 - Improve preparation for and prospects of success in post-secondary education institutions for economically disadvantaged students.
4. Gave priority in selection to those studies that examined the program features or components that were related to successful outcomes for the beneficiaries.
5. Ascertained the level of evidence and, to the extent possible, selected those with the strongest level of evidence.

¹⁸ CNCS, *Strategic Plan 2011-2015*.

¹⁹ School readiness refers to preparation for kindergarten, which encompasses multiple indicators assessed across developmental and behavioral domains, including, but not limited to, physical wellbeing, health and motor development, social and emotional development, approaches to learning, language development, cognitive development, and age-appropriate skills and behaviors.

Appendix C: Levels of Evidence

Levels of Evidence for Individual Studies

Strong evidence means the study incorporates a design that can support causal conclusions for the specific program with the highest level of confidence (i.e., very high internal validity). This would include well-designed and well-implemented experimental studies conducted on the proposed program.

Moderate evidence means the study can support causal conclusions for the program studied with moderate confidence (i.e., those that take steps to increase internal validity). This would include well-designed and conducted quasi-experimental studies or correlational research with strong statistical controls for selection bias and for discerning the influence of internal factors. An example of research that meets the standards would be a well-designed and well-implemented quasi-experimental study that compares outcomes between the group receiving the intervention and a matched comparison group (i.e., a similar population that does not receive the intervention).

Preliminary evidence includes non-experimental studies such as those that seek to demonstrate improvement in program participants over time on one or more intended outcomes or an implementation (process evaluation) study used to learn and improve program operations. Examples of these include: 1) outcome studies that track program participants through a service pipeline and measure participants' responses at the end of the program; and 2) pre- and post-test research that determines whether participants have improved on an intended outcome. This level also includes RCTs and QEDs with significant threats to validity, such as evidence of selection bias.

Pre-preliminary evidence would include studies reporting quantitative or qualitative data from program staff, program participants, or beneficiaries that have been used for program improvement, performance measurement reporting, and/or tracking. An example could be gathering feedback from program participants following their service year.

Overall Levels of Evidence Determinations for Focus Areas

In determining the overall level of evidence for specific focus areas (e.g., housing), we selected the highest level at which there were multiple studies supporting positive outcomes.

Appendix D: Annotated Bibliography: Studies Selected for Full Review

School Readiness

2369 Markovitz, C., Hernandez, M., Hedberg, E., & Silbergitt, B. (2014). *Outcome evaluation of the Minnesota Reading Corps PreK program*. Chicago, IL: NORC at the University of Chicago.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Minnesota Reading Corps PreK	ServeMinnesota Action Network	ASN	NORC at the University of Chicago	Minnesota
<p>This quasi-experimental evaluation assessed whether children in the <i>Minnesota Reading Corps PreK</i> program exhibited greater gains in literacy than children in a matched comparison group. The study was performed in 25 <i>MRC PreK</i> sites in Minnesota and 25 matched sites. The <i>MRC PreK</i> program recruits, trains, places, and monitors AmeriCorps members, who implement evidence-based literacy interventions for at-risk preschool children, using a Response-to-Intervention framework.</p> <p>The final sample included 1,534 students, approximately 52 percent of whom were White, 11 percent Black, seven percent Asian, eight percent Hispanic, and nine percent Other. A small percentage of students were Dual Language Learners. Participants in the <i>MRC PreK</i> program had significantly higher scores than children in matched comparison sites on five IDGDI outcomes measures for four- and five-year-old students: 1) letter sound fluency, 2) rhyming fluency, 3) letter name fluency, 4) picture name fluency, and 5) alliteration fluency. Effect sizes ranged from .40 to .72. Despite a small sample size, significant effects were also found for three-year-old participants in measures of rhyming fluency and picture name fluency. Overall, the study provides moderate evidence for these findings.</p>				

1357 Miller, S. (2008). *2007-2008 Evaluation of Jumpstart in California*. Sacramento, CA: California Jumpstart.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Jumpstart	Jumpstart	ASN	Shelby Miller	California
<p>This quasi-experimental evaluation attempted to determine if <i>Jumpstart</i> participants showed greater gains than comparison group children over the program year on a measure of language, literacy, initiative, and social relational skill development. The sample for this study consisted of 891 pre-school age children from 10 program sites in California, 58 percent of whom were Hispanic, and of which 25 percent were Spanish only speakers. <i>Jumpstart</i> provides an educational intervention for preschool-age children who are attending community-based, early education and childcare programs including Head Start Centers and pre-kindergarten classes. AmeriCorps members provided an educational intervention focusing on language, literacy, initiative, and social skill acquisition during two-hour long sessions twice a week during the school year in community-based, early education, and child care centers. Members spent six additional hours a week in the children’s classrooms assisting teachers or working with the children.</p> <p>This report on the evaluation of <i>Jumpstart</i> in California is based on the School Success Checklist obtained at the beginning and end of the school year. Results indicated <i>Jumpstart</i> participant groups made gains on the School Success Checklist total and its two subscales on literacy and social-emotional development, and the gains were significantly greater than the gains of the non-matched comparison group children. Overall, the study provides preliminary evidence for these findings.</p>				

1356 Grant Management Associates. (2011). *First 5 Service Corps evaluation report, 2009 - 2011*. Durham, CA.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
First 5 Service Corps	The Child Abuse Prevention Center	ASN	Grant Management Associates	California
<p>This evaluation report provides information on operations, service deliverables, and outcomes of the <i>First 5 Service Corps</i> program from September 1, 2009 through August 31, 2011. <i>First 5 Service Corps</i> provide child development services for children ages two to five, including language and literacy, math concepts, social-emotional skills, and personal health and safety skills. Members serve in three settings: classrooms, family resource centers, and in homes. During the evaluation period, <i>First 5 Service Corps</i> served approximately 3,500 children.</p> <p>Results indicated that children who received at least 20 hours of service improved their school readiness scores from pre to post in every domain, including math, literacy and social competence. There were increases of 32-75 percent in those who participated for at least 20 hours versus decreases or increases of less than 18 percent in those who participated less than 20 hours. The report recommended enhanced data collection efforts and to streamline the data collection process in order to maintain uniform data sets among program years so that longitudinal data could be abstracted for further program enhancements. Additionally, it was suggested that future studies analyze the data more deeply to better inform subtle, but significant program changes. This was based on the data analysis performed by the evaluators - data definitions were inconsistent across program years and some data was missing or inaccurate. Overall, the study provides preliminary evidence for these findings.</p>				

1367 Philliber Research Associates. (2010). *Harlem GEMS changes in developmental progress 2008-2009*. Accord, NY.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Harlem GEMS	Harlem Children’s Zone	ASN	Philliber Research Associates Accord, NY	New York, NY
<p>During the 2008-2009 school year, 191 children from <i>Harlem GEMS</i> were developmentally assessed in the fall and again in the summer. All children were screened using the Bracken Basic Concept Scale - Revised. Total test outcomes showed significant improvements in the children's post-test scores and percentile rankings overall and at all four locations (Columbia, Uptown, Head Start children aged 3 or younger and Head Start children aged 4), and in test classifications overall and at three of the four locations.</p> <p>School readiness outcomes show significant improvement in posttest scores and percentile rankings overall and at three of the four locations, and readiness test classifications overall and at all four locations. The Bracken is a standardized test. As a result, <i>GEMS</i> results were compared to a national sample. Overall, the outcomes show that, at post-test, 66 percent of the children attending <i>GEMS</i> had total test scores ranked above the 50th percentile, and 96 percent had school readiness scores that were ranked above the 50th percentile. At the four locations, total test and school readiness scores remained high with over half of children's total test scores ranked above the 50th percentile and nine in ten or better in each location's school readiness scores ranked above the 50th percentile.</p> <p>The outcomes in this report reflect positive achievements for these preschoolers and suggest a successful intervention by the <i>GEMS</i> program. Overall, the study provides preliminary evidence for these findings.</p>				

2034 Westat (1998). *Effective Practices of Foster Grandparents in Head Start Centers: Benefits for children, classrooms, and centers.*

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Foster Grandparent Program	Corporation for National Service	Senior Corps	Westat	Northeast, South, and West
<p>The purpose of this implementation study was to learn more about what Foster Grandparents do in Head Start Centers and how their contributions benefit the children they serve. Evidence from the intensive observations of Foster Grandparents in six classrooms showed that the majority of Foster Grandparents engage in a wide variety of activities and interactions that are associated with positive developmental outcomes for children in five areas: (1) emotional well-being; (2) self-esteem; (3) social and behavioral skills development; (4) language development; and (5) cognitive development. In addition, the majority of Foster Grandparents engage in a wide range of activities and interactions that contribute positively at the classroom and station levels. These contributions include the following: (1) increased opportunities for all children in the classroom to receive individualized adult attention; (2) a calming influence on the classroom environment; (3) behind-the-scenes support that facilitates smooth transitions from one activity to the next; and (4) continuity for children when teaching staff are absent or leave. The aforementioned contributions to children, classrooms, and stations were observed among Foster Grandparents who demonstrated a variety of positive caregiver behaviors and served in classrooms where certain practices were implemented. In the effective classrooms, Foster Grandparents demonstrated various positive caregiver behaviors. This report did not include information regarding outcomes, and is rated as pre-preliminary.</p>				

K-12 Education*Teach For America*

1682 Decker, P.T., Mayer, D.P., & Glazerman, S. (2004). *The effects of Teach for America on students: Findings from a national evaluation*. Madison, WI: Institute for Research on Poverty.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Teach for America	Teach for America	ASN	Paul T. Decker, Daniel P. Mayer, Steven Glazerman Mathematica Policy Research, Inc.	Nationwide

This randomized controlled trial assessed the effectiveness of *Teach for America (TFA)* teachers on student achievement. The sample consisted of 17 schools with 37 blocks, 100 classrooms, and nearly 1,800 students. Comparisons of outcomes of students taught by *TFA* teachers with outcomes of students taught by non-*TFA*, or control, teachers in the same schools and at the same grades occurred. For the analysis, “control teachers” included all teachers in the study who were not *TFA* corps members at the time of the study or at any time in the past. “*TFA* teachers” included all teachers who entered the profession through *TFA*—both current *TFA* corps members in their first two years of teaching, and alumni (former corps members) who were still teaching. The main source of data for this study was a set of achievement tests we administered in the fall (pre-test) and the spring (post-test) of the study year (2002-2003), including an abbreviated form of the mathematics and reading subtests of the Iowa Test of Basic Skills (ITBS).

TFA teachers had a positive impact on math achievement and no impact on reading achievement. The size of the impact on math scores was about 15 percent of a standard deviation, equivalent to about one month of instruction. No impacts on other student outcomes such as attendance, promotion, or disciplinary incidents were identified, but *TFA* teachers were more likely to report problems with student behavior than were their peers. Overall, the study provides strong evidence for these findings.

170 Antecol, H., Eren, O., & Ozbeklik, S. (2013). The effect of Teach for America on the distribution of student achievement in primary school: Evidence from a randomized experiment. *Economics of Education Review*, 37, 113-125.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Teach for America (TFA)	Teach for America	ASN	Heather Antecol of The Robert Day School of Economics and Finance, Claremont McKenna College and IZA Ozkan Eren of the Department of Economics, Louisiana State University Serkan Ozbeklik of The Robert Day School of Economics and Finance, Claremont McKenna College	Baltimore, Chicago, Los Angeles, Houston, New Orleans and the Mississippi Delta

This study used secondary data collected from 2001-2003 during Mathematica’s Policy Research Incorporated National Evaluation of *Teach for America* (2004). It used fixed effect quantile regression (FEQR) to examine the effects on tests scores of having a *TFA* teacher across the entire achievement distribution of primary school students (N = 1710) in disadvantaged neighborhoods. The study generally found that *TFA* teachers neither helped nor hurt students in terms of reading test scores. Positive and statistically significant effects of *TFA* across the math achievement distribution were found for the full sample and the effects were fairly uniform. A similar distributional effect of *TFA* was found within student gender, although the FEQR estimates for female students were two to three times larger than for male students. Evidence existed of heterogeneity in the effects of *TFA* for Hispanic and black students and for students taught by novice teachers. Finally, the effect of *TFA* was homogeneous across the math achievement distribution irrespective of certification type. Overall, this study provides further support for the strong evidence reported in Decker, Mayer, & Glazerman (2004).

2270 Clark, M.A., Hanley S.C., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). *The effectiveness of secondary math teachers from Teach For America and the Teaching Fellows programs (NCEE 2013-4015)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Teach for America	Teach for America	ASN	Melissa A. Clark , Hanley S. Chiang , Tim Silva , Sheena McConnell , Kathy Sonnenfeld , & Anastasia Erbe, Mathematica Policy Research Michael Puma, Chesapeake Research Associates	Nationwide
<p>This randomized controlled trial assessed the effectiveness of <i>Teach for America</i> secondary math teachers in improving student math achievement. The study examined the effectiveness of <i>TFA</i> teachers, comparing secondary math teachers from <i>TFA</i> with other secondary math teachers teaching the same math courses in the same schools. The <i>TFA</i> study sample consisted of 4,573 students, 111 classroom matches, 136 math teachers, 45 schools, and 11 districts in eight states.</p> <p>In each participating school, evaluators identified “classroom matches” – two or more classes covering the same middle or high school math course at the same level, with at least one class taught by a <i>TFA</i> teacher and at least one class taught by another teacher, referred to as a comparison teacher, who did not enter teaching through a highly selective alternative route. In each classroom match, students were randomly assigned at the beginning of the school year to a class taught by a <i>TFA</i> teacher or a class taught by a comparison teacher. Student math achievement was measured by math assessments administered at the end of the school year in which the students were randomly assigned. For students in grades six to eight, scores were obtained on state-required assessments. Students in grades nine to 12 took end-of-course math assessments developed by the Northwest Evaluation Association (NWEA).</p> <p>On average, students assigned to <i>TFA</i> teachers scored higher (by 0.07 standard deviations) on end-of-year math assessments than students assigned to comparison teachers. This difference in math scores was equivalent to an increase in student achievement from the 27th to the 30th percentile. This difference also translated into an additional 2.6 months of school for the average student nationwide. Overall, this study provides strong evidence for these findings.</p>				

2269 Clark, M.A., Isenberg, E., Liu, A.Y. (2015). *Impacts of the Teach For America Investing in Innovation Scale-Up*. Washington, DC: Teach for America.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Teach for America	Teach for America	ASN	Melissa A. Clark, Eric Isenberg, Albert Y. Liun, Libby Makaowsky, & Marykate Zukiewicz Mathematica Policy Research	Nationwide
<p>This randomized controlled trial assessed the effectiveness of <i>Teach for America (TFA)</i> teachers in improving academic outcomes, after a major expansion effort of the <i>TFA</i> program. The final sample included 10 states, 13 school districts and other <i>TFA</i> placement partners, 36 schools, and 156 teachers (66 <i>TFA</i> and 90 comparison teachers). The sample of <i>TFA</i> teachers was limited to those recruited in the first two years of the scale-up, who were in their first or second year of teaching at the time of the study, whereas the comparison teachers included both novice and experienced teachers teaching in the same schools and grades as the <i>TFA</i> teachers. In total, 3,724 students were randomly assigned to classes and outcome test score data was obtained for 2,153 students.</p> <p>In the lower elementary grades (pre-kindergarten through grade 2), students were assessed using reading and math assessments from the Woodcock-Johnson III achievement test. In the upper elementary grades (grades 3 to 5), in which annual reading and math assessments were required by the federal No Child Left Behind Act, evaluators collected state assessment data from district records. Evaluators also collected prior years' test scores from state assessments when available, along with other student background characteristics. End-of-year test scores of students assigned to the <i>TFA</i> teachers and those assigned to the comparison teacher were compared.</p> <p>On average, the <i>TFA</i> teachers in our sample were as effective as comparison teachers in both reading and math, including both novice and traditionally certified teachers. In both subjects, differences in test scores between students assigned to <i>TFA</i> teachers and those assigned to comparison teachers were not statistically significant. <i>TFA</i> teachers in lower elementary grades (pre-kindergarten through grade 2) had a positive, statistically significant effect on student reading achievement of 0.12 standard deviations, or about 1.3 additional months of learning, from the average student in these grades nationwide. Overall, this study provides strong evidence for these findings.</p>				

K-12 Education Programs: Literacy

2365 Jacob, R.T., Armstrong, C., Willard, J.A., (2015). *Mobilizing volunteer tutors to improve student literacy: Implementation, impacts, and costs of the Reading Partners program*. New York, NY: MDRC.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Reading Partners	Reading Partners	ASN	Robin Tepper Jacob, Institute for Social Research, University of Michigan Catherine Armstrong and Jacklyn Altuna Willard, MDRC	California, New York, Washington DC

This randomized controlled trial assessed the effectiveness of *Reading Partners* in improving literacy outcomes. The sample for this study consisted of *Reading Partners* programs located in 19 schools in California, New York, and Washington, DC, in which *Reading Partners* had been in operation for at least one year. AmeriCorps members served as Site coordinators who oversaw instruction provided by volunteer tutors (not AmeriCorps) members. Tutors provided regular individualized one-to-one reading instruction utilizing a structured curriculum. AmeriCorps members also served as Outreach Coordinators, tasked with recruiting volunteers to staff each program site. Within each of the study schools and within grade groups, students in second through fifth grade who needed assistance in reading were randomly assigned to the *Reading Partners* program or to an “as-is” control condition. A total of 1,265 students were assigned, and the final sample included 1,166 students. The treatment and control group demonstrated baseline equivalence and did not differ in attrition. Participants in the study were in low-income communities and included a high percentage of minority (Hispanic) students. The study team administered three reading assessments measuring reading comprehension, fluency, and the ability to read sight-words efficiently.

Reading Partners had a positive and statistically significant impact on all three measures of student reading proficiency, with effect-size impacts of 0.10 on reading comprehension scores, 0.09 on reading fluency, and 0.11 on sight-word reading. An examination of growth between the beginning and end of the year on two of these three assessments shows that both groups scored higher in reading comprehension and fluency at the end of the year than they did at the beginning of the year, but that growth on these two assessments was greater for the program group than for the control group. On the sight-word reading test, there was no growth among the control group but positive growth for the *Reading Partners* group. Overall, this study provides strong evidence for these findings.

2492 Center for Social Development (2009). *Evaluation of Experience Corps: Student Reading Outcomes*. St. Louis, MO: Washington University in St. Louis.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Experience Corps	Experience Corps	ASN	Center for Social Development at Washington University in Saint Louis's Brown School of Social Work	Boston, New York City, Port Arthur Texas

This randomized controlled trial assessed the effectiveness of the *Experience Corps (EC)* program in improving student literacy outcomes. Twenty-three schools in Boston, New York City, and Port Arthur, Texas, participated in the study. *EC* members provided one-to-one literacy tutoring using a structured curriculum to first through third grade students. Students referred by teachers as needing assistance in reading at the beginning of the school year were randomly assigned to the *EC* program or a control condition.

The total sample included 825 students. A slight majority of students were African American, and a large majority qualified for free or reduced lunch. Data for the study came from the following standardized reading tests: (a) the Woodcock Johnson word attack subscale (WJ-WA), (b) the Woodcock Johnson passage comprehension subscale (WJ-PC), and (c) the Peabody Picture Vocabulary test (PPVT-III). Referred students were poor readers based on the WJ-PC measure, which found that half of the students referred to *EC* performed as low as or lower than 84 percent of the students their age nationwide, and 12 percent scored worse than 97 percent of the population. At the beginning and end of the academic year, teachers completed assessments of grade-specific reading skills and classroom behavior. Analysis of pre-test data showed that the *EC* students and control groups were equivalent on all measured characteristics.

About half of the *EC* students received 30 to 49 sessions, and the mean number of sessions was 45. Three-quarters of the *EC* students received over 35 sessions, which represented about one session a week throughout the program period. Students in the *EC* group made over 60 percent more progress in word attack and passage comprehension and 40 percent more progress on grade-specific reading skills. Improvements when compared to control group members were statistically significant, with ES scoring .13 for passage comprehension, (p=.04) and .16 for grade specific reading (p=.004). The group difference for word attack was marginally significant, with ES scoring .10 (p=.07). Overall, the study provides strong evidence for these findings.

2366 Markovitz, C., Hernandez, M., Hedberg, E., & Silbergliitt, B. (2014). *Impact evaluation of the Minnesota Reading Corps K-3 program*. Chicago, IL: NORC at the University of Chicago.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Minnesota Reading Corps (MRC) K-3	ServeMinnesota Action Network	ASN	Carrie E. Markovitz, Ph.D., Principal Research Scientist, NORC at the University of Chicago Marc W. Hernandez, Ph.D., Senior Research Scientist, NORC at the University of Chicago Eric C. Hedberg, Ph.D., Senior Research Scientist, NORC at the University of Chicago Benjamin Silbergliitt, Ph.D., Director of Software Applications, TIES	Minnesota
<p>This randomized controlled trial assessed the effectiveness of the <i>Minnesota Reading Corps (MRC) K-3</i> program in improving student literacy outcomes. Twenty-three schools that had fully implemented the <i>MRC K-3</i> program for at least two consecutive years participated in the study. In this program, AmeriCorps members provide whole-class literacy enrichment for all students, and targeted small group and one-to-one emergent literacy interventions. Members individually tutored 15-18 students daily, providing a set of prescribed, research validated activities.</p> <p>In total, 1,341 students participated, with approximately equal distribution between White, African American, and Hispanic; and approximately 30 percent were Dual Language Learners. Each eligible student in each grade within a school was matched with another eligible student based upon their Fall benchmark score, each member of the pair was randomly assigned to a condition, and the matched pair was removed from the analytic sample if the treatment participant did not receive tutoring or if either member didn't receive assessments. AmeriCorps members collected general outcome measure data using the AIMSweb literacy assessments. Kindergarten, first, and third grade students who received <i>MRC</i> tutoring achieved significantly higher literacy assessment scores than students who did not. The magnitude of <i>MRC</i> tutoring effects differed by grade, with the largest effects found among the youngest students (i.e., Kindergarten and first grade students), and the smallest effects among the oldest students (i.e., third grade students). Overall, the study provides strong evidence for these findings.</p>				

2465 Borman, G. D., & Dowling, N. M. (2006). Longitudinal achievement effects of multiyear summer school: Evidence from the Teach Baltimore randomized field trial. *Educational Evaluation and Policy Analysis, 28*(1), 25-48.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Teach Baltimore	Teach Baltimore	ASN	Geoffrey D. Borman & N. Maritza Dowling University of Wisconsin-Madison	Baltimore
<p>This randomized controlled trial assessed the effectiveness of the <i>Teach Baltimore</i> program in improving student reading outcomes. Program applications were distributed to all kindergarten and first-grade students in 10 high-poverty urban Baltimore schools during the spring of 1999. Applicants were assigned randomly to either a program or control group. In total, 293 youth were assigned to the program group, and 135 were assigned to the control group.</p> <p>Two sets of analyses were conducted to look at first-year program effects. First, all treatment and comparison group members were compared according to the initial RCT design. No significant effects were found in this comparison.</p> <p>Second, program effects were then estimated for all youth in the program group with attendance rates of 75 percent or higher. The degree to which youth assigned to the treatment group actually attended the program varied. The evaluators used a statistical method called latent variable mixture modeling to determine a subset of the control group that could be considered “would-be compliers” if they had been offered the program treatment. Compared to statistically matched “would-be compliers”, actual treatment compliers scored 40 to 50 percent higher in measures of reading achievement. Overall, the study provides moderate evidence for these findings.</p>				

843 Wilson, J. (2003, November 6). *An investigation of the America-Reads Mississippi Program: What works and what doesn't work. Paper presented at the Mid-South Educational Research Association, Biloxi, MS.* Washington, D.C. Office of Educational Research and Improvement, U.S. Department of Education.

Intervention name:	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
America Reads Mississippi Program	America Reads Challenge (ARC)	ASN	Jennifer Wilson, PhD Delta State University	Mississippi
<p>The ARC program, part of AmeriCorps, has the primary goal of ensuring that all children could read proficiently by the end of third grade. In Mississippi, the ARC program is referred to as the <i>America Reads-Mississippi (ARM)</i> program. In 1999, 37 schools in 25 school districts participated in this program, sponsored by three regional centers in Mississippi. An outcome evaluation was conducted to study program history, examine impact on student reading achievement and student attitudes, and determine the attitudes of volunteer tutors, regional coordinators and assistant coordinators, and site supervisors (n=13). Findings showed that principals did not have time to serve as site supervisors, and program implementation varied among program sites. Standardized achievement test scores improved pre to post for students involved in ARM, and reading performance improved. Students in the program enjoyed reading, and tutors appeared to be beneficial in helping students' interest and proficiency in reading. Tutors themselves had positive attitudes about the program, although they thought more training would be useful.</p> <p>Recommendations put forth included:</p> <ul style="list-style-type: none"> • Schools that have certified reading specialists on staff should designate these individuals to assume the role of site supervisor. However, in schools that do not have certified reading specialists on staff, certified teachers with training in reading should assume this role. • There is a need for continual research to determine ARM's long-term impact on the reading achievement and attitudes of students toward reading. • For those schools that do not have structured reading programs and specific guidelines for tutors to follow, it is recommended that a paradigm or model of a research-based volunteer tutoring program be provided to site supervisors. <p>Overall, the study provides preliminary evidence for these findings.</p>				

1349 Brett Consulting Group & City Year WSWC Evaluation Team (2009). *City Year Whole School Whole Child FY09 Evaluation Report*. Somerville, MA.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Whole School Whole Child	City Year	ASN	Brett Consulting Group	Nationwide
<p>This pre-post study assessed the effectiveness of the <i>City Year</i> program in improving academic outcomes. <i>City Year</i> teams provided literacy tutoring using a variety of curricula. The most common approach was to carry out work that teachers requested, followed by the use of a packaged curriculum.</p> <p>The average number of students enrolled per team in any school-based program was 143, with a mean of 106 in school-based programs and 60 in afterschool programs. Data were collected using multiple assessment tools, including: DIBELS, DC-BAS, DRA, Dominie, Great Leaps, Measures of Academic Progress (MAP), Ohio State Benchmarks, and Open Court. Full data were collected from students in grades three through five, while pilot data were collected from students in grade six through eight. This study also included an implementation component that assessed a variety of other outcomes at the student, teacher, and classroom level (e.g., teacher assessments of AmeriCorps members' impact on students, student and teacher perceptions of <i>City Year's</i> influence on school climate).</p> <p>Complete results were not included in this report. Sample results were provided at the elementary level as follows: Fifth grade students who received <i>City Year</i> tutoring improved in oral reading fluency on average by 22.4 points and positively increased their distance from the benchmark by end of year. Looking at the same data by student proficiency level (i.e., percentage of students at risk; some risk and low risk) from start to end of year, the percentage of at risk students who remained at risk decreased. Overall, this study provides preliminary evidence for these findings.</p>				

1505 Macro International Inc. (2000). *Evaluation of DC Reads: Year 2 final report*. Washington, DC: Corporation for National Service.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
DC Reads	Corporation for National Service	VISTA	Macro International Inc.	Washington, DC

This Year 2 evaluation of *DC Reads* focused on the programs operated in 16 schools by *Communities in Schools (CIS)* during the 1998-1999 school year. Four of the schools served as primary study sites for the evaluation. Across its 16 sites, *CIS DC Reads* provided tutoring to approximately 504 students during the 1998-1999 school year. In the four study schools, 136 students received tutoring from 74 tutors. *DC Reads* tutors, most of whom were Federal Work-Study students attending partner universities, provided tutoring to first- through third-grade students twice a week up to an hour each time. Tutors used a curriculum and instructional materials that the partners purchased and adapted.

The Year 2 evaluation concentrated on assessing student outcomes and investigating program achievements. Significant gains were found on five of eight Tests in the Reading Performance Battery, with dramatic gains in phonemic awareness. The central element of the outcome study was the Reading Performance Battery, which consisted of eight individually administered reading assessments. Most tests in the battery were administered three times. Between the fall and spring testing (Wave 1 and Wave 3), tutored students demonstrated statistically significant improvement on five of the eight measures in the Reading Performance Battery. Students improved in letter identification, word attack, and oral reading fluency and comprehension, and there were dramatic gains in phonemic awareness.

By using Hierarchical Linear Modeling (HLM), a statistical analysis technique, the evaluators determined there was significant variation among tutored students in their initial scores on measures of phonemic awareness, word identification, and passage comprehension. For each of these outcome measures, students who had lower scores tended to grow at a faster rate than those with higher scores. This indicates that the lowest-performing students were "catching up" in some areas. HLM also indicated that students who practiced reading aloud more frequently during tutoring improved at a higher rate than students who did so less frequently.

Tutored students made greater gains on the Stanford Achievement Test (SAT 9) reading tests than did non-tutored students. On Normal Curve Equivalent scores, tutored students gained nearly twice as many points, as non-tutored students. Also, 69 percent of tutored students improved on Total Reading, while just 60 percent of their non-tutored peers demonstrated improvement. Overall, this study provides preliminary evidence for these findings.

1623 Scopatz, M. P. (2009). *AmeriCorps external evaluation 2008-2009*. Santa Barbara, CA: Santa Barbara County Education Office.

Intervention name:	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
AppleCorps	Santa Barbara County Education Office	ASN	Mary P. Schopatz	Santa Barbara, CA
<p>The <i>AppleCorps</i> program was developed to provide one-on-one or small group reading tutoring for the target population of 845 low-level learners in 22 K-12 Title I schools and five educational enhancement after school programs. The external evaluator assisted program staff in the development of this Evaluation Plan as well as in the development of <i>AppleCorps</i> external evaluation plans for the previous six years. This external evaluation report focused on the outcomes of the Performance Measures for 2008-2009.</p> <p>Santa Barbara County Education Office determined 56 percent of K-12 students fell below proficiency on the STAR test in English Language Arts. The 2006- 2007 county statistics showed that 83 of 112 schools (74%) had Title I status. Further, 29 percent were English Language Learners and lacked the reading skills necessary to succeed in school. Additionally, 50 percent met the Federal poverty level for the Free or Reduced Lunch program, while 90 percent of the targeted schools sites were Title I. Stated goals for 2008-2009 were for 65 percent (549) of the targeted students be tutored for a minimum of 21 hours, aiming for an increase in their oral reading fluency by one proficiency level (one half grade level).</p> <p>All members used DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Seven hundred and eighteen targeted students completed the program-85 percent of the 845 anticipated targeted students. Of the 718 targeted students who completed the program, 627 (87.3%) increased their reading ability by at least one half grade level. Of those 627 students, 272 (43%) improved by ½ grade level, 355 (57%) improved at least one grade level. Of the 355 students who improved at least one grade level, 181 (29%) improved more than one grade level. Through a survey, 100 percent of site supervisors reported reading tutoring was much needed at their sites. Overall, this study provides preliminary evidence for these findings.</p>				

1440 Development Associates, Inc. (1991). *Improving literacy with VISTA volunteers: An evaluation report on the VISTA Literacy Corps*. Arlington, VA.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
VISTA Literacy Corps	ACTION	AmeriCorps VISTA	Development Associates	Not reported
<p>This report documents the results from the first evaluation of the <i>VISTA Literacy Corps</i> (March, 1999). The study included three major components: (1) a survey of 60 <i>VISTA Literacy Corps</i> Project Directors, 313 active <i>VISTA Literacy Corps</i> Volunteers, and 153 former <i>VISTA Literacy Corps</i> Volunteers; (2) site visits to 18 <i>VISTA Literacy Corps</i> Projects; and (3) an analysis of computer records concerning 10,184 active and inactive <i>VISTA</i> Volunteers both in the <i>VISTA Literacy Corps</i> and in the rest of <i>VISTA</i>. Effects reported by <i>VISTA Literacy Corps</i> Volunteer Project Directors on clients were increases in self-esteem (91 percent), personal enjoyment of reading (79 percent), and greater family satisfaction (72 percent), as well as increased life skills (71 percent) and improved ability to perform tasks (70 percent). Overall, this study provides pre-preliminary evidence for these findings.</p>				

K-12 Education Programs: Behavior and Skills

2489 ICF International (2010). *Communities in Schools national evaluation: Five year summary report*. Fairfax, VA.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Communities in Schools	Communities in Schools (CIS)	ASN	ICF International	Texas, Florida, Georgia, Pennsylvania, Michigan, Washington , North Carolina ²⁰
<p>This evaluation adopted a multi-level approach that included multiple RCTs and a quasi-experimental study using propensity score matching to assess the effectiveness of <i>Communities in Schools (CIS)</i>. Though the three RCTs did not include sites with AmeriCorps staff, the quasi-experimental study, which included 602 <i>CIS</i> schools and 602 matched comparison schools, did incorporate AmeriCorps staff.</p> <p>The RCT studies found large positive improvements in retention (+ Effect Size [ES] of .7 in one site), academics (+ ES of .26-.55), and attendance (+ES of .45-.72.). Results from the QED, which included AmeriCorps participants, indicated that <i>CIS</i> students experienced small, but consistent improvements in performance on state-mandated assessments, with stronger gains found in math rather than reading/English. Program effects were stronger when programs were implemented with a high level of fidelity. The QED study also showed small improvements in attendance in <i>CIS</i> schools relative to matched comparison schools. Overall, this study provides moderate evidence for these findings.</p>				

²⁰ The locations reported were the sites for the QED study, which included programs with AmeriCorps staff. The RCTs, which did not include AmeriCorps staff, were conducted in Jacksonville, FL, Austin, TX, and Wichita, KS.

1370 Policy Studies Associates, Inc. (2010). *Citizen Schools: Achieving High School Graduation: Citizen Schools' Youth Outcomes in Boston*. Boston, MA.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Citizen Schools' 8 th Grade Academy	Citizen Schools	AmeriCorps State/National	Policy Studies Associates, Inc.	Boston, Mass.

This quasi-experimental study using matched comparisons assessed the impact of *Citizen Schools' 8th Grade Academy* on the long-term academic outcomes of its participants. The study followed *8th Grade Academy* participants from five different school years as they progressed through high school in the Boston Public School system. Citizen Schools works to prepare middle-school students for long-term academic, social, career, and civic success by extending the student learning day and offering hands-on learning opportunities in areas that include career exposure, high school and college preparation, and academic enrichment.

Researchers matched each of the 448 participants with three similar nonparticipants, ranked by their similarity; if an alumni's most similar match left the BPS, they were replaced by the next most similar match in the next year's analysis. Although demographics varied slightly by class, participants were roughly three-quarters African American, and between 18 and 21 percent Hispanic; about half of participants were female. Close to 20 percent of participants were enrolled in special education, and three percent were enrolled in bilingual education. Primary outcome measures were based on data provided by the BPS, and included enrollment in a top-tier high school, attendance, suspensions, course grades, standardized test scores, on-time promotion, and graduation rates.

Overall, former *8th Grade Academy* participants enrolled and completed all four years of high school in a top-tier school at more than three times the rate of matched comparison students. Former participants also had significantly higher attendance rates in high school than did matched non-participants, with differences ranging from an additional week of school attended in the tenth grade to an additional two and a half weeks attended in eleventh grade. There were no statistical differences in suspension rates between former participants and matched nonparticipants. Former participants were more likely than matched nonparticipants to pass math in ninth, tenth, and eleventh grade and were more likely to earn A's and B's than were their matches in their ninth- and tenth-grade math courses. Former participants were also more likely to pass the mathematics MCAS than the average BPS student. Overall, the study provides moderate evidence for these findings.

1535 Hatchuel Tabernik and Associates (2009). *Girls Incorporated of Alameda County AmeriCorps Program Evaluation 2008-09*. Berkley, CA.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
GIRLStart	Girls Incorporated of Alameda County	AmeriCorps State/National	Hatchuel Tabernik and Associates	Alameda County, CA

This quasi-experimental study assessed the impact of the *GIRLStart* program on reading ability and school day attendance. The study included data from 668 students at six elementary schools in the Oakland and San Leandro school districts, collected during the 2008-09 academic year. The 17 AmeriCorps members involved in *GIRLStart* provided direct service to K-3rd graders at school sites in after-school programs, as well as academic support and assistance during the school day under the supervision of classroom teachers.

The study included 131 K-3rd grade girls enrolled in *GIRLStart* and 537 of their female peers. *GIRLStart* participants were 48 percent African-American, 29 percent Hispanic, and 18 percent Asian-American; demographic data from their peers was not reported. Researchers collected attendance records and standardized test scores from the students' school districts, and conducted site visits to five of the six schools. Reading proficiency was measured with California Standard Test-English Language Arts (CST-ELA) results, available only for the 2nd and 3rd graders, and from district benchmark tests, which varied by year and by school district.

CST-ELA results indicated that a greater proportion of participants than non-participants were reading proficient in the second and third grade, although this difference was not statistically significant. Additionally, almost two-thirds of participants sustained reading proficiency from the second into the third grade. Moreover, a higher proportion of participants sustained reading proficiency when compared to non-participants – although again, this difference is not statistically significant. Participants did, however, have significantly higher rates of school attendance than non-participants. Overall, the study provides preliminary evidence for these findings.

1472 Policy Studies Associates, Inc. (2009). *Evaluation of New Jersey After 3: Reaching and Engaging New Jersey’s Youth Through After School Programs, 2005-2008*. New Brunswick, NJ.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
New Jersey After 3	New Jersey After 3	ASN	Karen P. Walking Eagle Tiffany D. Miller North Cooc Jennifer LaFleur Elizabeth R. Reisner Policy Studies Associates, Inc	New Jersey
<p>Policy Studies Associates, Inc., conducted a comprehensive evaluation of <i>New Jersey After 3</i>, a statewide afterschool initiative. The report, based on data collected in program year 2007-08, assessed the extent to which the initiative was making progress toward achievement of the following goals: (1) Expanding the availability of afterschool services in New Jersey; (2) Enhancing the quality of afterschool services; (3) Creating sustainable local programs that are financially stable and of high quality; and (4) Promoting the health and the emotional, social, and intellectual development of New Jersey’s children. In 2007-08, data was collected through the following activities, all of which had also been employed in prior years of the study: (1) Data from <i>NJ After 3’s</i> management information system; (2) Surveys of executive directors; (3) Surveys of site coordinators; and (4) Surveys of student participants. From a sample of programs that began operations in 2004-05 (known as the in-depth study sample), additional data was collected in the form of surveys of teachers, as well as interview and observation data.</p> <p>Survey data from 955 youth participants (72% of 1,326 total), who were majority African American and Hispanic and from low socioeconomic homes, indicated students who participated in the program for three years versus one year demonstrated higher gains on an academic benefits scale. Recommendations for the future included: (a) encouraging sites to share resources, (b) continuing to help sites tap community resources, (c) continuing to build systems for nurturing relationships between programs and school, and (d) taking additional steps to increase interest in and access to professional development among staff who work directly with youth. Overall, this study provides preliminary evidence of these findings.</p>				

1526 LPC Consulting Associates, Inc. (2009). *Youth Investment Center AmeriCorps evaluation report: Program years 2007-2009*. Report prepared by Sacramento, CA: Child Abuse Prevention Council of Sacramento, Inc.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Youth Investment Center (YIC)	Child Abuse Prevention Council of Sacramento, Inc.	ASN	LPC Consulting Associated, Inc. Sacramento, CA	Sacramento, CA

The evaluation of the *Youth Investment Center (YIC)* Program addressed two measures of change: (1) improved life skills, and (2) promotion and/or graduation. Since FY 07/08, *YIC* Program has been using the Ansell Casey Life Skills Assessment (ACLSA), with its online data entry feature and reporting capabilities. The participants in the *YIC* Program complete the ACLSA at baseline as an integral component of the intake process shortly after enrollment and at intervals after they meet the criteria for being a core participant. For foster youth, the definition of "core participant" was 30 days of participation with at least three hours of life skills activities per day. For non-foster youth, the core participant had 30 days of participation with at least two hours of life skills activities each day.

The evaluator obtained school promotion and graduation data from the participating schools (via the Districts) at the end of each school year, most often in June or July. At the end of the school year, the *YIC* Project Manager provided a roster of all students who have participated in the *YIC* Program to the evaluator, who in turn submitted a request to the school districts for attendance, behavior incidents reporting, and grade promotion and graduation outcomes for the core participants in the *YIC*. The number of students included in recorded data varied, but overall, among the sample participating students, there were demonstrated increases in measured life skills, school attendance, decreases in behavioral outcomes, and 96 percent of participants were promoted to the next grade level. Overall, this study provides preliminary evidence for these findings.

Post-secondary Preparation and Prospects for Success

2526 Avery, Christopher (2013). *Evaluation of the College Possible Program: Results from a Randomized Controlled Trial* Cambridge, MA: National Bureau of Economic Research.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
College Possible	College Possible	ASN	Christopher Avery Harvard Kennedy School of Government	Minneapolis and St. Paul Minnesota
<p>This randomized controlled trial assessed the effectiveness of the <i>College Possible</i> program in increasing students’ applications and enrollments to post-secondary institutions. The <i>College Possible</i> program provided two years of college preparatory work for high school juniors and seniors, including SAT and ACT test preparation services, college admission and financial aid consulting, and guidance in the transition to college. The study included 239 students from eight high schools</p> <p>Students applied to participate in the program in their sophomore year. Since the program had only 800 places and 900 qualified applicants, the last 101 were admitted to the program on a randomized group-by-group basis designed to admit a predetermined number from each high school. The remaining students were placed on a wait list, and 33 were admitted from this waitlist in a separate randomization procedure to fill new spots. There were slight differences between the first and second treatment groups in terms of household income and program participation. The majority of the overall sample was female (60%) and Hmong (60%). <i>College Possible</i> attendees were not significantly more likely to enroll in college, but were 15 percent more likely to enroll in four-year colleges than control group members. Overall, this study provides strong evidence for these findings.</p>				

2442 Evaluation and Assessment Solutions for Education, LLC (2013). *National College Advising Corps 2011-2012 Evaluation Report. Module 1: The NCAC Difference*. Chapel Hill, NC: The University of North Carolina at Chapel Hill.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
National College Advising Corps	National College Advising Corps	SIF & ASN	Eric Bettinger, Antonio L. Antonio, Brent Evans, Jesse Foster, Brian Holzman, Hoori Satikian, Stanford University Eileen Homg, EASE – Evaluation and Assessment Solutions for Education	Nationwide
<p>This quasi-experimental study examined the differences between post-secondary preparation in students who visited <i>National College Advising Corps (NCAC)</i> advisers and a non-equivalent comparison group of students who did not, according to a self-reported survey. Of the 72,883 students nationwide who were invited to participate in the survey, 30,546 (42%) responded. These responses represented 168 schools across nine states and 13 partner institutions. Slightly more than half of the respondents were female, and 76 percent were first-generation college goers. Overall, 72 percent of the sample came from an underrepresented minority group (i.e., Black, Hispanic, Other, or Multicultural), including 38 percent identifying as Hispanic. The survey primarily targeted seniors who were making college decisions. Students were surveyed in April and May of 2012, and were asked about their college plans, their academic preparation, and sources of information they received about college.</p> <p>Results indicated that when compared to those who have not met with the <i>NCAC</i> adviser at their school, seniors who had met with the <i>NCAC</i> adviser were: 42 percent more likely to apply to a college/university; 73 percent more likely to apply to a four-year institution of higher education; 67 percent more likely to be accepted to a college/university; and 84 percent more likely to be accepted to a four-year institution of higher education. Additional positive outcomes were found in attitudes and behaviors related to post-secondary preparation and success. There were greater effects for first-generation college students who met with an <i>NCAC</i> advisor than others. Since this study used non-equivalent comparisons, causality cannot be determined, as student characteristics likely contributed to differences in outcomes. Overall, this study provides preliminary evidence for these findings.</p>				

1350 Bay Area Youth Agency Consortium. (2010). *Analysis of AmeriCorps member and youth outcomes*. Richmond, CA.

Intervention name	Operating program/ organization name	Relationship to national service/CNCS	Evaluator or evaluating organization name	Location(s) of the study
Bay Area Youth Agency Consortium (BAYAC)	CNCS and California Volunteers	ASN	Public Profit	California, Bay Area
<p>The <i>Bay Area Youth Agency Consortium (BAYAC)</i> is an intermediary organization that collaborates with over 40 community service organizations to serve youth and families in all six counties of the San Francisco Bay Area. Programs included in this report are funded by two grant sources. The study included AmeriCorps Member and participant data from both grants during 2010. Participant characteristics were gathered through the Youth Development Asset Scale, a 20-item scale comprised of <i>Asset</i> and <i>Support</i> scales completed three times per program year by Members for 4,710 participants. The major evaluation question was: "How do youth change while participating in BAYAC programs?"</p> <p>Findings revealed youth participants who were initially rated as "Proficient" or "Advanced" on the Youth Development Asset Scale had comparable scores in the mid-year and end-of year ratings, suggesting that these youth sustained high levels of assets and supports while in the program. Participants who initially scored "Developing" or lower on the Youth Development Asset Scale made consistent improvements throughout the program year. The average Round 1 score for this group was 2.51. By Round 2, the average for this group was 3.09, rising to 3-49 by Round 3. When inter-Round scores were disaggregated based on participants' initial score, it was found that improvements in Scales among youth initially rated low were driving the overall results. Overall, this study provides preliminary evidence for these findings.</p>				