External Evaluation Report

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Final Report

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Center for Urban Initiatives and Research
University of Wisconsin-Milwaukee

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I. Summary

Overall Evaluation Design

This evaluation examines the four main components of the Public Allies program: 1) Partner Organizations (PO's), 2) Current Ally apprentices, 3) Alumni Ally apprentices and 4) Site Directors. A mixed-methods approach was utilized, employing both qualitative and quantitative data collection techniques such as surveying, secondary data analysis, and key informant interviews.

The evaluation of Public Allies placed a special focus on between-group comparisons of four types of Allies: 1) non-degreed, economically disadvantaged Allies; 2) non-degreed, non-economically disadvantaged Allies; 3) degreed, economically disadvantaged Allies; and 4) degreed, non-economically disadvantaged Allies. However, due to an insufficient number of cases in each group, categories were collapsed into dichotomous groups for comparison purposes. The three groups representing diverse and uncommon Allies; 1) non-degreed, economically disadvantaged Allies, 2) non-degreed, non-economically disadvantaged Allies, and 3) degreed, economically disadvantaged Allies, were combined to form a single group representing of disconnected Allies and adults which will furthermore be referred to as "disconnected Allies" in this report. The comparison group was comprised of degreed, non-economically disadvantaged Allies and adults who are referred to as "connected Allies."

Evaluation Purpose

The evaluation is designed to provide quantitative evidence of the impact of the program. The goal of the evaluation is to provide empirical evidence of impact at the partner organization and individual Ally level, thereby demonstrating that the program is a valid intervention to effect community problems. In addition, the evaluation, which includes both impact and process measures, will serve as a vehicle to examine the Allies program more closely in order to inform PA leadership around program improvements.

Major Findings and Recommendations

Partner Organizations

Technical Capacity
1. Overall, the evaluation found that Allies as a whole were most successful when their service fell into either the *Program Development, Delivery, and Evaluation* or *Community Engagement / Interface* category and was related to helping Partner Organizations expand their reach by

creating new programs, building upon existing programs or reaching out and engaging with the communities served by the PO's.

2. Connected Allies were most successful affecting positive capacity increases in activity areas within the *Program Development, Delivery, and Evaluation* category where their projects were focused on developing new programming or expanding existing programming and related activities such as developing new materials and outreach related to new/expanded programming.

3. Disconnected Allies exhibited the most success increasing capacity in activity areas within the *Community Engagement/Interface* category. Projects in this category were focused on engaging the community to determine their needs and utilizing that information to improve PO programming.

4. The majority of technical change scores for both connected Allies and disconnected Allies are positive indicating increased capacity in nearly every activity category regardless of Ally type.

Adaptive Capacity
1. Over two-thirds (66.7%) of PO supervisors working with connected Allies strongly agreed or agreed that their notions of what constitutes a qualified employee had expanded. Among PO supervisors working with disconnected Allies, 67.5% reported agreeing or strongly agreeing.

2. A comparison of responses of supervisors of connected and disconnected Allies and found no statistically significant differences indicating supervisors responses did not differ based on the type of Ally they supervised.

Current Ally Apprentices

1. For all current Allies, the reported results indicate statistically significant growth for all short-term 21st Century skill outcomes.

2. The results indicate that the impact of the Public Allies program on the 21st century skills outcome indicators does not differ between connected and disconnected Allies.

3. Public Allies program participation increases interest in higher educstion for both connected and disconnected Allies.

PA Alumni

1. Public Allies has no differential impacts on Alumni that were degreed and non-economically disadvantaged in comparison to those that were not degreed or considered economically disadvantaged at the time of participation on the short-term and intermediate 21st century skill outcomes.

2. When discussing the outcomes of the Alumni, the results indicate statistically significant growth for Collaboration, Controversy with Civility, Resilience, Transformational Leadership, Self- confidence, and Civic Engagement.

3. When examining Alumni career situations post participation, a larger proportion of connected Allies experience an increase in wages at their current employment, while a larger proportion of disconnected Allies are employed within non-profit organizations versus other public entities

Recommendations

1. Identify additional indicators of potential positive impacts Allies may have on PO's and the broader community.

2. Track Ally projects beyond the initial year.

3. Compare capacity changes between PO's that host a single Ally against those that host multiple Allies.

4. Streamline data collection requirements.

Evaluation limitations

1. Complete data for all Partner Organizations and supervisors was not available at the time of analysis.

2. Sample sizes limited options for statistical testing in some areas including individual activity areas of partner organization technical capacity and the Alumni survey.

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II.   Background

The following presents the results of an external impact evaluation for Public Allies (PA) AmeriCorps program, which is funded by the Corporation for National and Community Service. The over-arching goal of the evaluation is to provide empirical evidence to determine the short-term impact of the Public Allies program on developing AmeriCorps Allies' leadership abilities while helping nonprofit organizations build capacity to deliver services to the communities they serve. Intermediate level outcome indicators corresponding to program Alumni were also included in the analysis to examine whether anticipated changes associated with participation in the Public Allies program were sustained over time.

The Center for Urban Initiatives and Research (CUIR), an evaluation and applied research center located at the University of Wisconsin – Milwaukee (UWM), conducted this assessment. The evaluation was intended to provide a clear description of the Public Allies program by reviewing data collected from a variety of sources, such as original surveys and semi-structured interviews developed by CUIR and existing data collected by the Public Allies program following indicators and objectives set forth in the external evaluation plan, detailing progress as well as challenges in its development[1].

Evaluation Team

About the Center

The Center for Urban Initiatives and Research (CUIR) is an applied research center at the University of Wisconsin-Milwaukee with a primary focus on evaluation research. For over 25 years, CUIR has supported community based nonprofit and public organizations and initiatives by providing a range of services from simple outcome monitoring to quasi-experimental evaluation to assistance with theory of change-driven logic modeling and setting up data collection systems. The center employs five evaluation practitioners, three of whom would support this project. Collectively CUIR researchers have worked on dozens of evaluation projects over the years, including those in a variety of public health areas such as youth physical activity and behavioral and emotional health, domestic violence, tobacco prevention, and healthy aging. Our partners have included the

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[1] The following report was made using the data provided by current Public Allies apprentices, Public Allies Alumni apprentices, Public Ally Site Directors and Partner Organization (PO) Supervisors. It is based on data collected as of August 31, 2015.

Wisconsin Department of Health Services, Milwaukee Public Schools, Healthier Wisconsin, and the Violence Prevention Initiative.

In addition to our research staff's extensive evaluation experience and skills, the center has other resources to support a range of applied research projects. This includes a database programmer who is exceptionally skilled at merging, transforming and manipulating large databases. CUIR staff design and conduct mail, online and telephone surveys through our Survey Center, which houses a 15-station computer-assisted telephone interview (CATI) system for conducting cell and hard line telephone interviews. Recently, the Survey Center completed a police satisfaction survey of Milwaukee citizens that included a random sample large enough to stratify by seven police districts. The university's secure web-based Qualtrics system is used for online surveying, and quantitative analysis is conducted by researchers at CUIR using the *Statistical Package for the Social Sciences (IBM-SPSS)*.

The following are the bios of the primary researchers who conducted this evaluation.

Josh Lang, M.A., Associate Researcher

Josh Lang received his master's degree in Sociology from the University of Wisconsin-Milwaukee (UWM). Josh also holds a graduate certificate in applied gerontology and is currently a Doctoral candidate in the Urban Studies Program at UWM. A recent addition to CUIR, he comes in with extensive prior experience conducting and supporting multifaceted, applied research projects. As an Assistant Researcher in the Office of Applied Gerontology at UWM, Josh was a member of research teams on several large-scale research and evaluation projects. These include a study of the impact of an intervention for informal caregivers being served by the states of Georgia and Washington and several for-profit and non-profit caregiver support service providers across the country; a network analysis of the dementia support network in Wisconsin funded by the Alzheimer's Association of Wisconsin; and a study of best practices for end-of-life care funded by the Milwaukee County Department of Family Care. He has been co-author on peer-reviewed articles published in *The Gerontologist, Research on Aging,* and *Activities, Adaptation, & Aging*. Josh possesses a wide array of research skills including survey instrument development, data collection and management, sampling, cross-cultural research techniques, technical writing, translational research, leading focus groups, conducting key informant interviews, and other quantitative and qualitative research methodologies. He is also adept with several research-based software packages including SPSS (statistical analysis), NVivo (qualitative analysis) and Ucinet (network analysis).

Atiera Coleman, M.A.,

Atiera holds a Bachelor's degree in Sociology from Beloit College, and a Master's degree in Sociology from the University of Wisconsin-Milwaukee (UWM). Atiera is currently a Doctoral candidate in the Sociology program at UWM, with concentrations in education and inequality. Her research focal points are aligned in residential segregation, school level inequality, and the racial achievement gap. In addition to research, Atiera is also a program assistant for the University of Wisconsin-Milwaukee Upward Bound program, and has numerous other roles in several student services programs at the University of Wisconsin- Milwaukee.

What is Public Allies?

According to their website, Public Allies is a national movement grounded in the conviction that everyone has the ability to be a leader in their community, can make a difference, work to inspire more citizens to believe in themselves, step up, and act. The Public Allies model argues that throughout our nation's history, lasting social change has always resulted from the courageous acts of many, not just the inspiration of the few.

As an example, Public Allies points to The Civil Rights movement, which resulted from thousands of individuals throughout communities taking action as much because of the leadership of Martin Luther King and President Lyndon Baines Johnson as because of Rosa Parks. Parks was a seamstress and a volunteer with the NAACP who attended training on nonviolent civil disobedience at The Highlander School before the fateful day she chose to spark a movement. Today, more citizens need to be engaged, skilled, and prepared to lead in order to solve our most pressing problems. Public Allies believes the leadership that's needed for this is already resident in communities -- it's only a matter of finding, cultivating, and connecting these leaders[2].

Ten-Month Apprenticeship Program

Public Allies' mission is to create a just and equitable society and the diverse leadership to sustain it. The organization aims to change the face and the practice of leadership in 23 communities across the U.S. by cultivating talented, diverse, "home-grown" leaders – which they call "Allies" -- and preparing them for lives and careers devoted to social change. The vast majority of Allies are

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[2]   http://www.publicAllies.org/site/c.liKUL3PNLvF/b.2775807/k.C8B5/About_Us.htm

from the communities in which they serve and have a passion for, and connection to, the social issues that their placement organizations address -- qualities which make them outstanding and necessary change agents.

The organization's signature program is the 10-month apprenticeship, a 23-year partnership with AmeriCorps, in which diverse and uncommon leaders are given the opportunity to serve their communities to create more impactful and sustainable solutions. During the apprenticeship, Allies build their leadership through a model which combines classroom learning, application through service delivery, reflection and community building. For example, Allies participate in a 200-hour leadership development curriculum which encompasses how to build capacity in nonprofit organizations; job/career readiness; local government systems and structures; movement building; group dynamics, conflict resolution, and cultural competence; and analysis of, and reflection on, the dynamics of power, privilege, and oppression. Classroom learning is reinforced through regular coaching and mentoring opportunities and through the feedback of the cohort. In addition, smaller teams of Allies immerse themselves in a local neighborhood, map its assets, and develop and implement a 6-month project designed to have lasting community impact.

Public Allies reports that since 1992, about 6,000 Allies have completed the program with more than.80% continuing careers in nonprofit and public service. The program has a track record of results and impacts have led to recognition and honors from the Pew Partnership for Civic Change, The Bridgespan Group, McKinsey & Co, *Fast Company*, and others.

Program Reach

Public Allies currently serves 23 communities across the country, each of which offers the flagship ten-month AmeriCorps program as a strategy toward sustainable community-level results. Core to the Public Allies model is the notion that creating opportunities for diverse and uncommon leaders to tap their potential is the key to helping communities create more impactful and sustainable solutions. In 2014-15, the Public Allies cohort started out with 674 Ally apprentices, of which 574 completed the program. Out of those 574 Ally apprentices were approximately 75% people of color, 66% women, and 12% identified as LGBTQ. Furthermore, 36% of the class grew up in homes that received government assistance, and 29% were the first in their family to attend college.

Areas served by Public Allies include:

- Arizona
- Central Florida
- Chicago, IL
- Cincinnati, OH
- Connecticut
- Delaware
- Detroit (Metro), MI
- Eagle Rock, CO
- Iowa
- Indianapolis, IN
- Los Angeles, CA
- Maryland
- Miami, FL
- Milwaukee, WI
- New Mexico
- New York
- North Carolina
- Pittsburgh, PA
- San Antonio, TX
- Silicon Valley / San Francisco, CA
- Twin Cities, MN
- Washington, D.C.

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III. Evaluation Description

Purpose of Evaluation

This evaluation is designed to provide quantitative evidence of the impact of the Public Allies program. The goal of the evaluation is to provide empirical evidence of impact at the partner organization and individual Ally apprentice level. The evaluation centers around two primary research hypotheses:

H[1]: The experience of having a Public Ally will increase the capacity of Partner Organizations

H[2]: The experience of serving at a community organization will have a positive impact on the Allies themselves.

In addition, the evaluation, which includes both impact and process measures, serves as a vehicle to examine the Allies program more closely in order to inform PA leadership around program improvements. This includes suggestions on ways to improve current data collection tools and practices.

Overall Evaluation Design

This evaluation examines the four main components of the Public Allies program: 1) Partner Organizations, 2) Current Ally apprentices, 3) Alumni Ally apprentices, and 4) Public Allies Site Directors. A mixed-methods approach was utilized, employing both qualitative and quantitative data collection techniques such as surveying, secondary data analysis, and key informant interviews. *IBM SPSS Statistics 20* was used to analyze quantitative data; including descriptive analyses such as variable frequencies, and statistical analyses with test of significance such as chi-square cross tabulations, paired *t*-tests, and independent samples *t*-tests. Qualitative data was collected through key informant interviews and analyzed utilizing a Grounded Theory approach to identify and categorize data into themes and concepts.

The evaluation of Public Allies placed a special focus on between-group comparisons of four types of Allies: 1) non-degreed, economically disadvantaged Allies; 2) non-degreed, non-economically disadvantaged Allies; 3) degreed, economically disadvantaged Allies; and 4) degreed, non-economically disadvantaged Allies. However, due to an insufficient number of cases in each group,

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categories were collapsed into dichotomous groups for comparison purposes. The three groups representing diverse and uncommon Allies: 1) non-degreed, economically disadvantaged Allies; 2) non-degreed, non-economically disadvantaged Allies; and 3) degreed, economically disadvantaged Allies; were combined to form a single group representing disconnected youth and adults which will furthermore be referred to as "disconnected Allies" in this report. The comparison group was comprised of degreed, non-economically disadvantaged youth and adults who are referred to as "connected Allies." The purpose of including between-group comparison groups was to assess differences in outcome achievement of Allies across these groups, as well as perceptions of increased capacity of organizations based on the type of Ally placed within Partner Organizations.

For the purposes of this evaluation, the term "degreed" refers to Allies that have received an associates, bachelors, or graduate degree. Furthermore, the term "economically disadvantaged" refers to the Corporation for National and Community Service (CNCS) definition, which applies if Allies are currently receiving or qualified for government assistance. Based on information collected on Allies, there are multiple ways in which Public Allies can define an Ally as economically disadvantaged that is beyond the CNCS definition.

To ensure that there were no major outcome differences between the two definitions, an independent samples *t*-test analysis was conducted on the seven major program outcomes between Allies that are defined as economically disadvantaged using the CNCS definition, and Allies that are defined as economically disadvantaged based on if the Ally replied 'yes' to one or more of the economic questions. Results from these tests can be found in Appendix A.

Evaluation Questions

Several key research questions related to both impact and process measures were addressed in the evaluation. Research questions for each component of the evaluation are listed below along with an indication of whether the question examined impact or process measures.

Partner Organizations

1. What changes are evident in Partner Organizations' technical capacity at the end of the program and one year after participating in the program? (impact)
2. What are the types of projects chosen for organizations and their Allies that hold the most promise for sustainability? (process)

Current Ally Apprentices

1. What impact does serving as a Public Ally have on current program participants' education and career intentions and choices? (impact)

   a. Do these differ by Ally demographics, including socioeconomic factors?

2. What impact does serving as a Public Ally have on current program participants' self-confidence and 21st Century skills? (impact)

   a. Do these changes differ by Ally demographics, including socioeconomic factors?

   b. Do these changes differ by site? Do they differ by support provided by sites? (process)

Alumni Apprentices

1. Is there a change in Alumni's self-confidence and 21st Century skills one year after the program? (impact)

   a. Do these differ by Alumni demographics, including socioeconomic factors?

2. What impact does serving as a Public Ally have on Alumni's civic engagement, and education and career intentions and choices one year after program completion? (impact)

   a. Do these differ by Alumni demographics, including socioeconomic factors?

Public Allies Site Directors

1. What are the perceptions of Public Allies Site Directors on quality of placements that affect Allies' outcome achievement? (process)

IV.   Evaluation Components

Partner Organizations

The evaluation of Partner Organizations centers on the Partner Organization Theory of Change (Appendix B) which posits that Public Allies improves the ability of Partner Organizations (PO's) to meet their missions by becoming more inclusive, collaborative and effective, resulting in resilient, healthy, safe, and engaged communities. This is reflected in the first evaluation hypothesis which broadly states:

H[1]: The experience of having a Public Ally will increase the capacity of Partner Organizations.

Short-term outcomes focused on evaluating increased technical capacity of Partner Organizations are the primary focus of this evaluation. Outcomes associated with "adaptive" capacity, short-term changes regarding supervisor attitudes toward the value of the experiences provided by disconnected Ally apprentices, were also examined. Available data did not allow for the evaluation of intermediate outcomes, however suggestions regarding future data collection and analysis are provided to assist Public Allies in positioning the organization to be able to evaluate intermediate outcomes in the future.

As previously noted, the following two research questions were posed to address Hypothesis 1:

1. What changes are evident in Partner Organizations' technical capacity at the end of the program and one year after participating in the program? (impact)

2. What are the types of projects chosen for organizations and their Allies that hold the most promise for sustainability? (process)

To answer the above research questions and evaluate changes in Partner Organizations technical and adaptive capacity, two outcome measures, which are explained in greater detail below, were analyzed.

Partner Organization Outcome Measures

Outcome Measure1: Improved technical capacity to deliver services: "technical capacity" is directly related to the Capacity Building projects implemented by Public Allies in collaboration with Partner Organizations.

Improved Technical Capacity**.** Improved technical capacity was measured by comparing Partner Organizations self-reported capacity scores in each of 16 individual activity areas at the pre-assessment (prior to the Ally beginning their apprenticeship) to self-reported capacity scores at the post assessment (at the conclusion of the Ally's apprenticeship). Each activity area is included in one of the following three activity area categories: *Program Development, Delivery, and Evaluation*; *Community Engagement/Interface*; and *Organizational Infrastructure & Resources.* Activity areas refer to the specific type of service Ally apprentices performed within the Partner Organization they were assigned. A complete description of each activity area can be found in the

Capacity Self-Assessment for Partner Organizations (version 26) located in Appendix C. Differences in technical capacity between pre- and post - assessments are examined using paired *t*-tests.

Capacity Change Scores. Capacity change scores were created for each individual activity area and for each of the three activity area categories to examine differences in Partner Organization capacity before and after the introduction of Ally apprentices. Change scores were computed by subtracting capacity scores at the post-assessment from capacity scores at the pre-assessment. Positive change scores indicate an increase in capacity while negative change scores indicate a decrease in capacity. No change in capacity would be indicated by a change score of zero. Independent samples *t*-tests are used to examine differences between the change scores of disconnected Allies and connected Allies.

Outcome Measure 2: Increased "adaptive capacity," particularly for organizations hosting diverse, uncommon leaders (including disconnected Allies)

Adaptive capacity. Question 16 on the *Supervisor End of Year Survey* was used as a proxy variable to examine Partner Organizations "adaptive capacity." The items states, "*Public Allies has helped me/my organization expand our notion of how to identify qualified volunteers and employees from diverse backgrounds.*" Respondents indicate the extent to which they agreed with the statement by choosing one of four response categories (Strongly Disagree, Disagree, Agree, Strongly Agree). Surveys were completed by Ally apprentice Supervisors at the conclusion of the Allies apprenticeship. Descriptive statistics were used to examine differences in adaptive capacity.

Data Collection Instruments

Public Allies existing data collection instruments were used to collect data to examine Partner Organizations short and intermediate outcomes. The pre- and post- *Capacity Self-Assessment for Partner Organizations (version 26)* and the post-only *Supervisor End of Year Survey* on increased organizational capacity were completed by Partner Organization supervisors and analyzed to determine changes in technical capacity in activity areas and adaptive capacity. Both the *Capacity Self-Assessment for Partner Organizations* and *Supervisor End of Year Survey* were utilized to gain deeper understanding of the types of projects that hold the most promise for future sustainability.

Data Collection Procedures

As a requirement of participation in the Public Allies program, Partner Organizations complete a pre- and post - *Capacity Self-Assessment for Partner Organizations (version 26)* online using the Public Allies Personal Impact System Documentation (PISD) system. The post-only *Supervisor End of Year Survey* on increased organizational capacity was completed using the online survey tool Survey Monkey. Data from both the *Capacity Self-Assessment for Partner Organizations (version 26)* and *Supervisor End of Year Survey* were provided to CUIR research staff in Microsoft Excel format. Data were then converted and saved into *IBM SPSS Statistics 20* format for analysis. Data were then merged with Ally apprentice demographic data to allow for comparisons on outcomes between connected and disconnected Allies.

Results

Sample Size. As of the time of this report, complete technical capacity change data (demographic, pre-assessment capacity scores, and post-assessment capacity scores) were available for 395 Allies and included in the analysis. The *Supervisor End of Year Survey* was completed by 315 PO supervisors. Of these, 302 had complete data for Question 16 and were included in the adaptive capacity analysis. Description of each activity area are presented in Table 3 along with overall sample sizes for both the technical capacity and adaptive capacity evaluation. It should be noted that the number of cases varies for each activity area of technical capacity based on what activities Allies were engaged in.

Table 1. Sample size for Capacity Change Analyses

		Connected Allies	Disconnected Allies	Total
Overall Technical Capacity		136 (34.4%)	259 (65.6%)	395 (100%)
Activity Area	**Activity Area Description**			
Program Development and Delivery A (expand/create programming)	Is the organization able to improve, expand, or create new programming?	84 (33.2%)	169 (66.8%)	253 (100%)
Program Development and Delivery B (respond to constituent needs)	Is the program delivery model effective in responding to constituent needs?	82 (32.5%)	170 (67.5%)	252 (100%)
Outreach	Is the organization able to effectively reach the populations that can benefit from programming?	31 (29.5%)	74 (70.5%)	105 (100%)
Materials Development	Does the program have the appropriate materials/tools to effectively deliver programming?	12 (22.2%)	42 (77.8%)	54 (100%)
Performance Measurement A (assess impact)	Is the organization able to assess the impact of its programming on the constituency served?	26 (48.1%)	28 (51.9%)	54 (100%)
Performance Measurement B (use performance data)	Does the organization use performance data to improve program offerings?	14 (34.1%)	27 (65.9%)	41 (100%)
Overall Program Development, Delivery, and Evaluation		117 (34.4%)	223 (65.6%)	340 (100%)
Community Assessment A (understand community needs/assets)	Does the organization understand the community needs to be addressed, community context, and the assets available?	2 (8.7%)	21 (91.3%)	23 (100%)
Community Assessment B (community needs drives programming)	Does an understanding of the community being served drive program development and delivery modeling?	2 (9.5%)	19 (90.5%)	21 (100%)
Community Awareness and Engagement	Is community aware of organization's services such that services are utilized by target audience?	35 (35.4%)	64 (64.6%)	99 (100%)
Partnerships and Collaborations	Does the organization collaborate with others to help improve or expand programming and help reduce or improve fragmentation of services?	40 (44.4%)	50 (55.6%)	90 (100%)
Overall Community Engagement / Interface		59 (35.3%)	108 (64.7%)	167 (100%)

Technology Use A (website in place)	Does the organization have a website in place that supports and promote its program(s)?	5 (33.3%)	10 (66.6%)	15 (100%)
Technology Use B (technology improves efficiency)	Are there technological systems in place that help improve organizational efficiency and effectiveness?	7 (35%)	13 (65%)	20 (100%)
Volunteer Generation	Does the organization have the adequate support of community volunteers to help assist in the delivery of service?	31 (41.9%)	43 (58.1%)	74 (100%)
Organizational Management and Operation A (internal management policies)	Does the organization have the policies and systems for effective management, staff development, and internal communications?	9 (26.5%)	25 (73.5%)	34 (100%)
Organizational Management and Operation B (process of project coordination)	Does the organization have a process for program and/or project coordination?	9 (26.5%)	25 (73.5%)	34 (100%)
Financial Resources	Does the organization have a sufficient and diversified funding stream to support its efforts?	8 (53.3%)	7 (46.7%)	15 (100%)
Overall Organizational Infrastructure & Resources		47 (39.5%)	72 (60.5%)	119 (100%)
Adaptive Capacity		NA	NA	302 (100%)

Table 2. Overall Mean Change between Pre- and post - Capacity Assessment by Ally Type

Activity Area	Connected Allies			Disconnected Allies			All Allies		
	Pre	Post	t score	Pre	Post	t score	Pre	Post	t score
Program Development and Delivery A (expand/create programming)	3.018	3.196	**-2.279****	2.988	3.021	-.495	3.00	3.08	-1.585
Program Development and Delivery B (respond to constituent needs)	3.037	3.183	**-1.744***	2.947	3.029	-1.237	2.98	3.08	**-1.965***
Outreach	2.839	3.081	**-1.767***	2.818	2.939	-1.175	2.82	2.98	**-1.888***
Materials Development	2.750	3.125	**-2.462***	2.667	3.012	**-2.770****	2.69	3.04	**-3.447*****
Performance Measurement A (assess impact)	2.865	2.923	-0.345	2.589	2.696	-.732	2.72	2.81	-.760
Performance Measurement B (use performance data)	2.571	2.929	**-1.859***	2.370	2.796	**-2.442****	2.44	3.02	**-3.074****
Overall Program Development, Delivery, and Evaluation	2.871	3.091	**3.643*****	2.880	2.984	**-2.222****	2.88	3.02	-3.871***
Community Assessment A (understand community needs/assets)	2.750	3.000	-1.000	2.595	3.119	**-2.796****	2.69	3.11	**-2.904****
Community Assessment B (community needs drives programming)	2.750	3.000	-1.000	2.789	3.211	**-1.804***	2.79	3.19	-1.913*
Community Awareness and Engagement	2.767	3.083	**-2.129***	2.710	2.935	**-2.656****	2.73	2.98	**-3.418*****
Partnerships and Collaborations	3.042	3.167	-0.988	3.054	3.033	.159	3.05	3.09	-.452
Overall Community Engagement / Interface	3.000	3.130	-1.424	2.904	3.023	-1.553	2.94	3.06	**-2.082***
Technology Use A (website in place)	3.000	2.800	0.492	3.000	3.100	-.281	3.00	3.00	0.000
Technology Use B (technology improves efficiency)	3.071	3.000	0.162	2.731	3.000	-1.133	2.85	3.00	-.698
Volunteer Generation	2.532	2.806	**-1.675***	2.570	2.663	-.667	2.55	2.72	-1.594
Organizational Management and Operation A (internal management policies)	2.556	3.167	-1.609	2.600	2.900	**-1.867***	2.59	2.97	**-2.487****
Organizational Management and Operation B (process of project coordination)	2.556	2.944	-1.257	2.800	3.060	**-1.762***	2.74	3.03	**-2.200***
Financial Resources	2.188	2.125	0.424	2.717	2.500	.493	2.43	2.30	.636
Overall Organizational Infrastructure and Resources	2.635	2.797	-1.179	2.722	2.812	-.901	2.69	2.81	-1.465

***p<.001, **p<.01, *p<.05

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Improved Technical Capacity. Table 2 displays Partner Organizations average mean scores on pre- and post - capacity assessments as well as *t*-statistics for all 16 individual activity areas and three categories of activity areas. The *t* statistic is a statistical examination of two population means to determine whether changes in mean scores between pre- and post - assessments are statistically significant, or the product of random chance. Means and *t*-scores are provided for the complete population and both Ally types. Statistically significant differences are noted in bold and display an asterisk indicating the significance level. Figure 1 displays a Venn diagram of activity areas where statistically significant increases in capacity were reported for disconnected and connected Allies.

<u>All Allies</u>

Examining the mean technical capacity scores for all Allies reveals increases in technical capacity among every activity area, with the exception of *Program Development and Delivery A (expand/create programming)* where capacity remained the same, and *Financial Resources* where a slight decrease in capacity was reported.

 Statistically significant increases in capacity were found overall for the *Program Development, Delivery, and Evaluation* category. Within that category the following individual activity areas were also found to have statistically significant increases: *Program Development and Delivery B (respond to constituent needs), Outreach, Materials Development,* and *Performance Measurement B (use performance data)*. Increases between pre- and post - assessments were also significant for the *Community Engagement / Interface* category. Within that category, *Community Assessment A (understand community needs/assets), Community Assessment B (community needs drive programming)*, and *Community Awareness and Engagement* were also statistically significant. The *Organizational Infrastructure & Resources* category was not significant; however, the individual activity areas *Organizational Management and Operation A (internal management policies)* and *Organizational Management and Operation B (process of project coordination)* were found to be statistically significant.

Overall, the evaluation found that Allies as a whole were most successful when their service fell into either the *Program Development, Delivery, and Evaluation* or *Community Engagement / Interface* category and related to helping Partner Organizations expand their reach by creating new programs, building upon existing programs or reaching out and engaging with the communities served by the PO's.

Figure 1. Activity Areas with Significant Increases in Capacity by Ally Type.

Connected Allies

Disconnected Allies

Program Development and Delivery A (expand/create programming)

Program Development and Delivery B (respond to constituent needs)

Outreach

Volunteer Generation

Materials Development

Performance Measurement B (use performance data)

Community Awareness and Engagement

Community Assessment A (understand community needs/assets)

Community Assessment B (community needs drive programming)

Organizational Management and Operation A (internal management policies)

Organizational Management and Operation B (process of project coordination)

<u>Connected Allies</u>

Focus on projects completed by connected Allies indicates that capacity increases were found in every activity area with the exception of *Technology Use A (website in place), Technology Use B (technology improves efficiency)*, and *Financial Resources* which all decreased (Table 4). Data on Partner Organizations indicated that the category *Program Development, Delivery, and Evaluation* experienced statistically significant capacity increases along with each associated activity area except *Performance Measurement A (assess impact)*. Only two additional capacity increases were found to be significant: *Community Awareness and Engagement* and *Volunteer Generation*. Based on the data, connected Allies were most successful affecting positive capacity increases in activity areas within the *Program Development, Delivery, and Evaluation* category where their projects were focused on developing new programming or expanding existing programming and related activities, such as developing new materials and outreach related to new/expanded programming.

<u>Disconnected Allies</u>

Partner Organizations reported capacity increases in all activity areas served by disconnected Allies except *Partnerships and Collaborations* and *Financial Resources* (Table 2). Statistically significant increases were found in the *Program Development, Delivery, and Evaluation* category and associated activity areas *Materials Development* and *Performance Measurement B (use performance data)* as well as *Community Assessment A (understand community needs/assets)*, *Community Assessment B (community needs drive programming)*, and *Community Awareness and Engagement*. Overall, the disconnected Allies exhibited the most success increasing capacity in activity areas within the *Community Engagement/Interface* category. Projects in this category were focused on engaging the community to determine their needs and utilizing that information to improve PO programming.
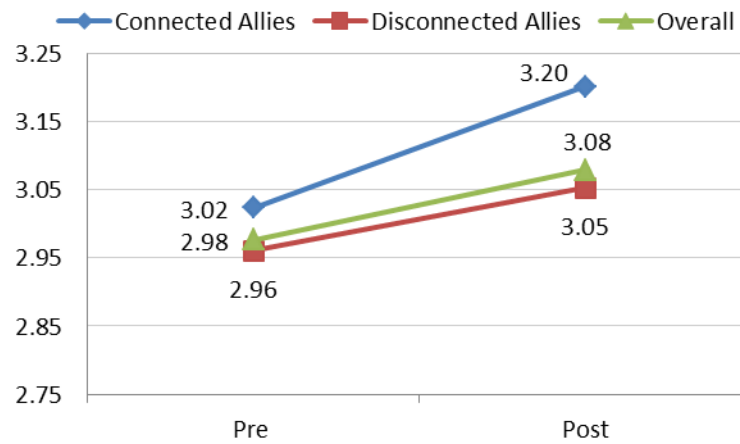
Figures 2 through 20 display technical capacity changes for the pre- and post - assessment for all three activity area categories and 16 individual activity areas. Overall mean scores are displayed as well as mean scores of connected Allies and disconnected Allies. Trends in the direction and magnitude of the change in mean capacity scores between pre- and post - assessment are also presented in each Figure.
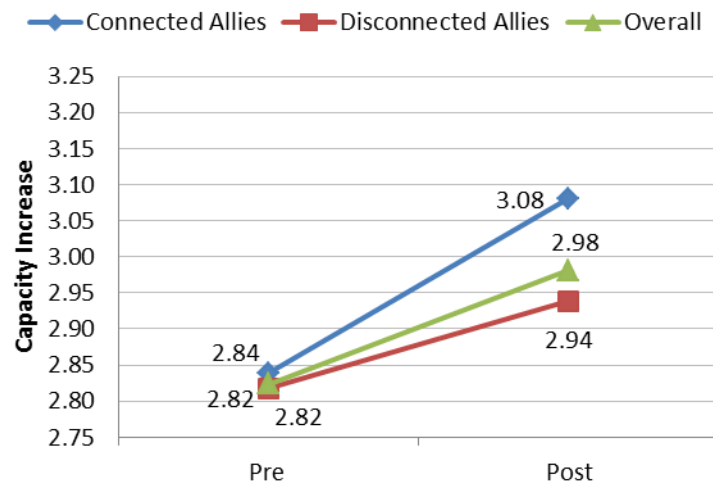
All Program Development, Delivery, and Evaluation

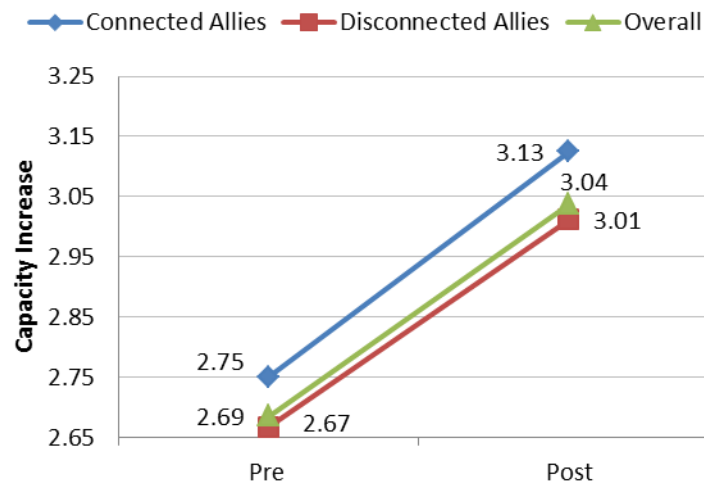## Figure 2. Program Development and Delivery A (expand/create programming)
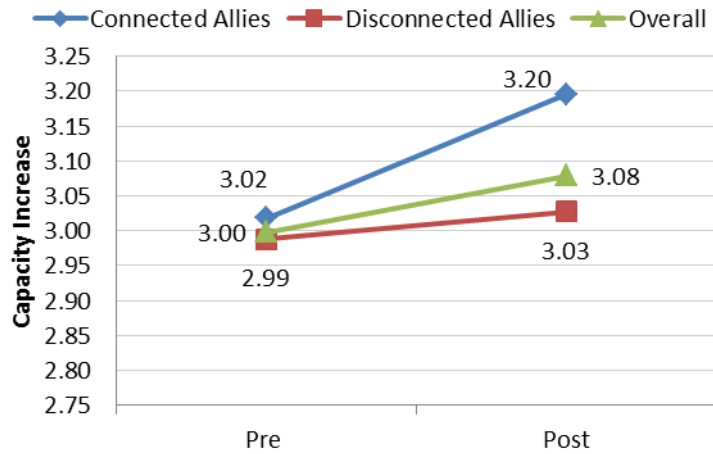
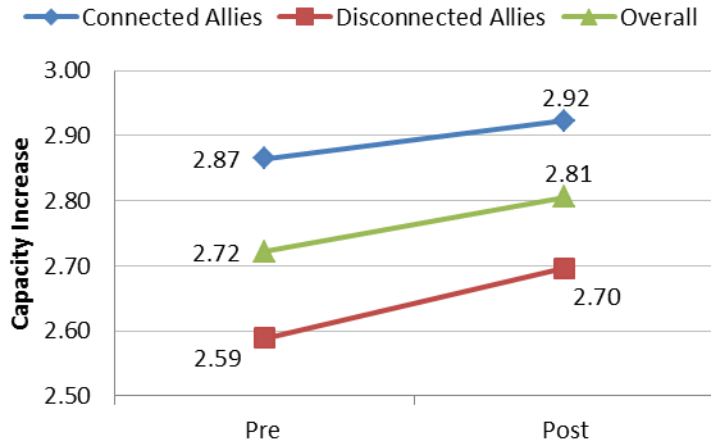## Figure 3. Program Development and Delivery B (respond to constituent needs)
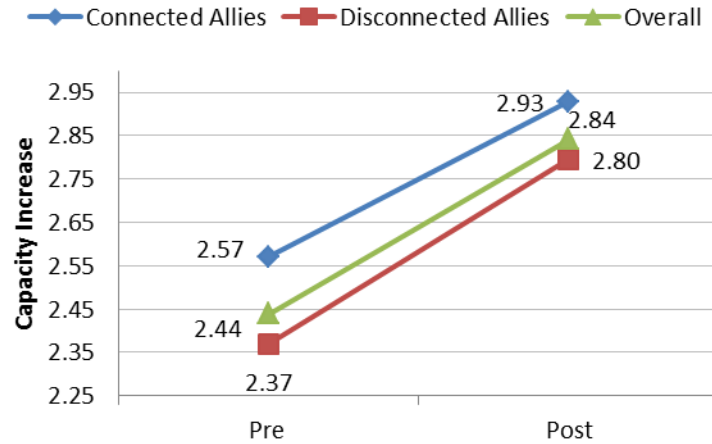

Figure 4. Outreach

Figure 5. Materials Development

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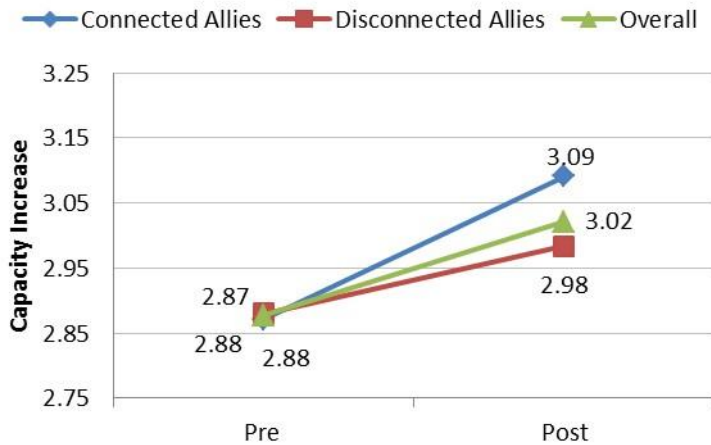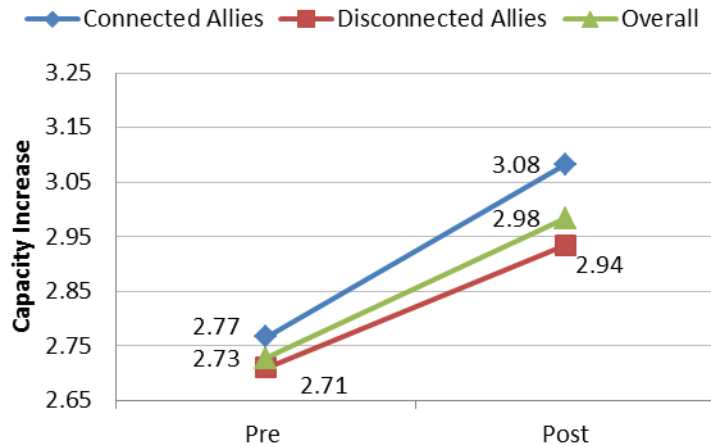*Prepared by University of Wisconsin – Milwaukee Center for Urban Initiatives and Research*

Figure 6. Performance Measurement A (assess impact)

Legend: Connected Allies, Disconnected Allies, Overall

Connected Allies: Pre 2.87, Post 2.92
Overall: Pre 2.72, Post 2.81
Disconnected Allies: Pre 2.59, Post 2.70

Y-axis: Capacity Increase (2.50 to 3.00)
X-axis: Pre, Post

Figure 7. Performance Measurement B (use performance data)

Legend: Connected Allies, Disconnected Allies, Overall

Connected Allies: Pre 2.57, Post 2.93
Overall: Pre 2.44, Post 2.84
Disconnected Allies: Pre 2.37, Post 2.80

Y-axis: Capacity Increase (2.25 to 2.95)
X-axis: Pre, Post

Figure 8. Overall Program Development, Delivery, and Evaluation

Legend: Connected Allies, Disconnected Allies, Overall

Connected Allies: Pre 2.88, Post 3.09
Overall: Pre 2.87, Post 3.02
Disconnected Allies: Pre 2.88, Post 2.98

Y-axis: Capacity Increase (2.75 to 3.25)
X-axis: Pre, Post

Community Engagement / Interface

Figure 9. Community Assessment A (understand community needs/assets)

Legend: Connected Allies — Disconnected Allies — Overall

Pre: 2.75, 2.69, 2.60
Post: 3.12, 3.11, 3.00
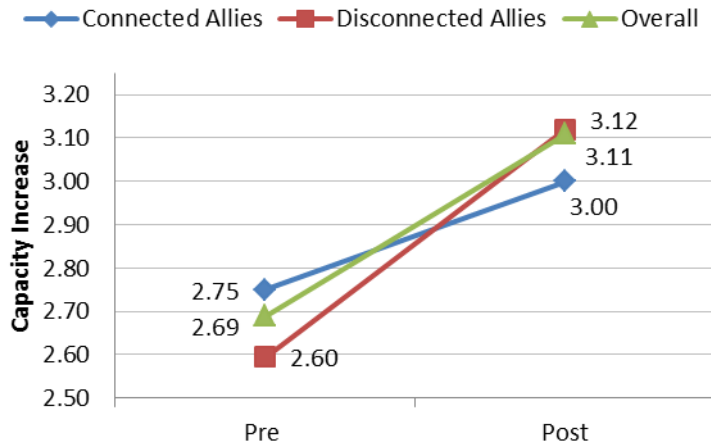
Figure 10. Community Assessment B (community needs drive programming

Legend: Connected Allies — Disconnected Allies — Overall

Pre: 2.79, 2.75
Post: 3.21, 3.19, 3.00
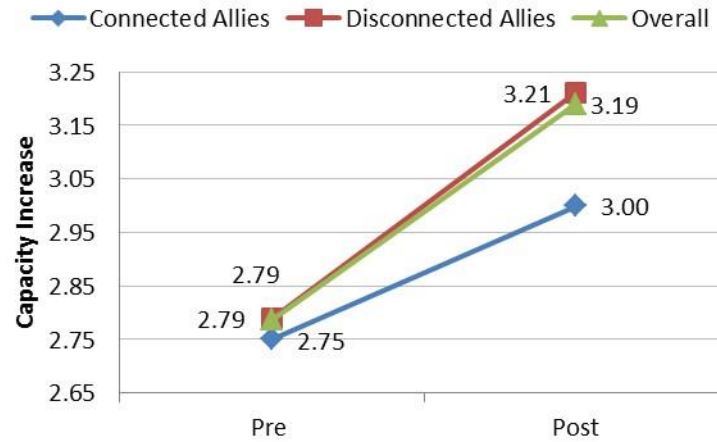
Figure 11. Community Awareness and Engagement

Legend: Connected Allies — Disconnected Allies — Overall

Pre: 2.77, 2.73, 2.71
Post: 3.08, 2.98, 2.94

Figure 12. Partnerships and Collaborations

Legend: Connected Allies — Disconnected Allies — Overall

Pre: 3.05, 3.04, 3.05
Post: 3.17, 3.09, 3.03
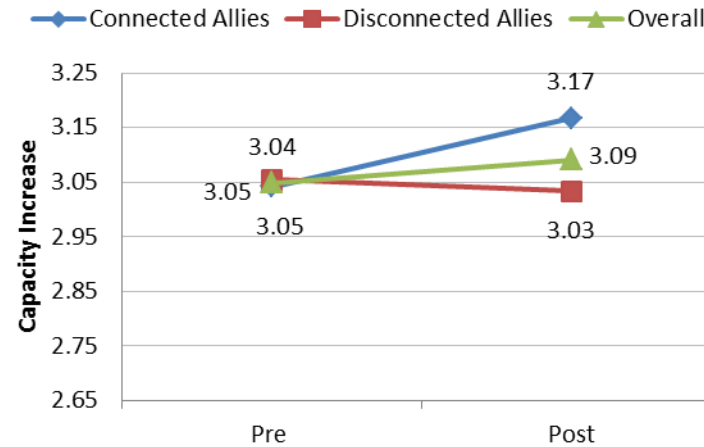
Figure 13. Overall Community Engagement / Interface

Connected Allies — Disconnected Allies — Overall

Capacity Increase

Pre — Post

3.13
3.06
3.00
2.94
2.90
3.02
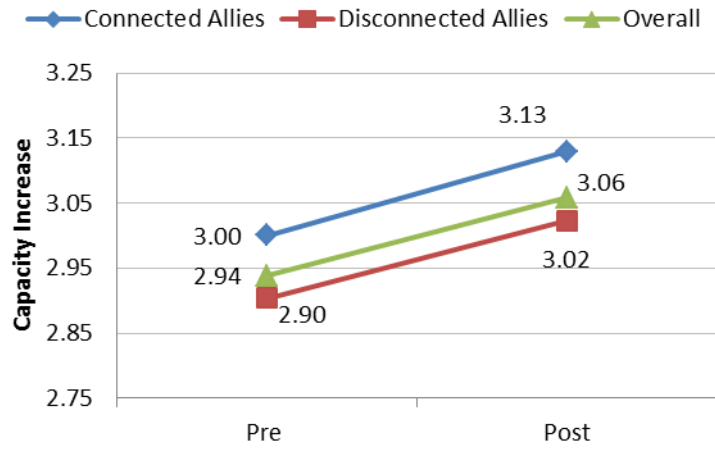
Organizational Infrastructure & Resources

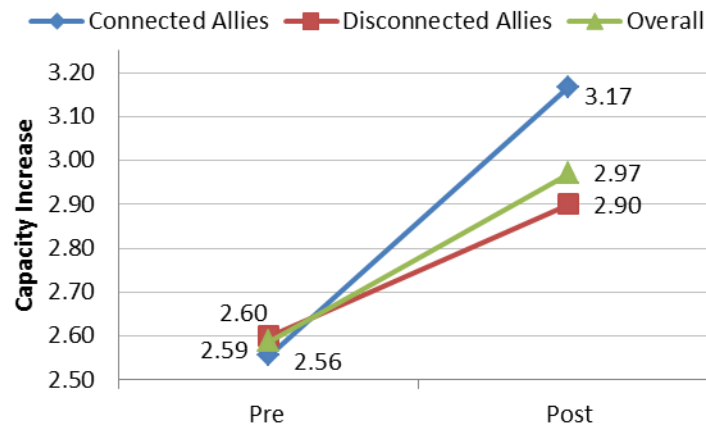### Figure 14. Technology Use A (website in place)
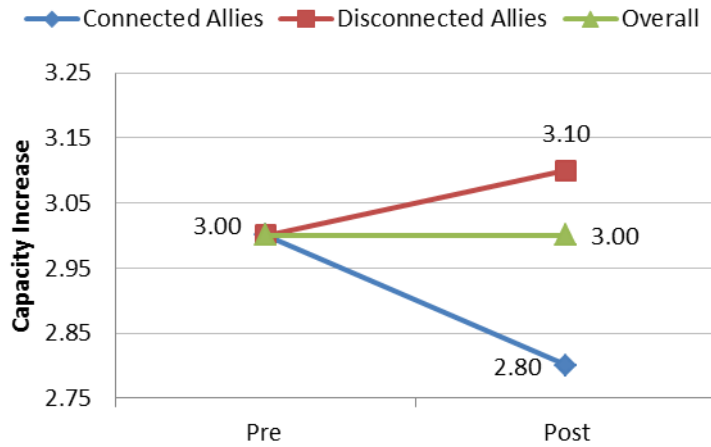
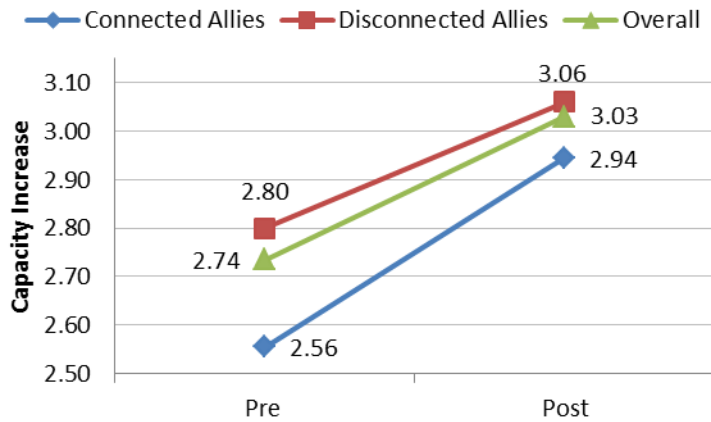### Figure 15. Technology Use B (technology improves efficiency
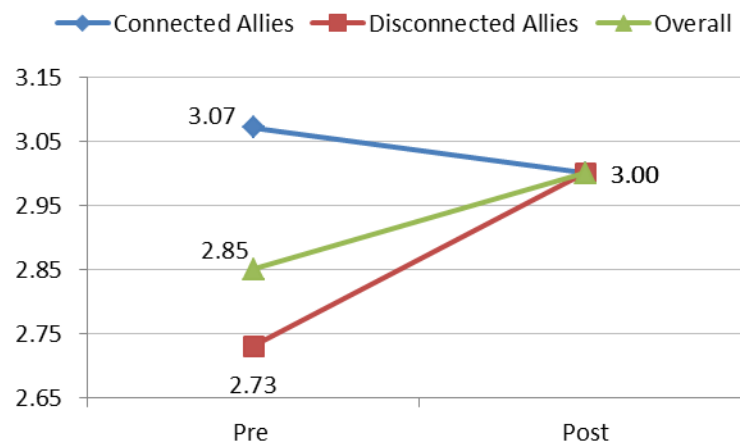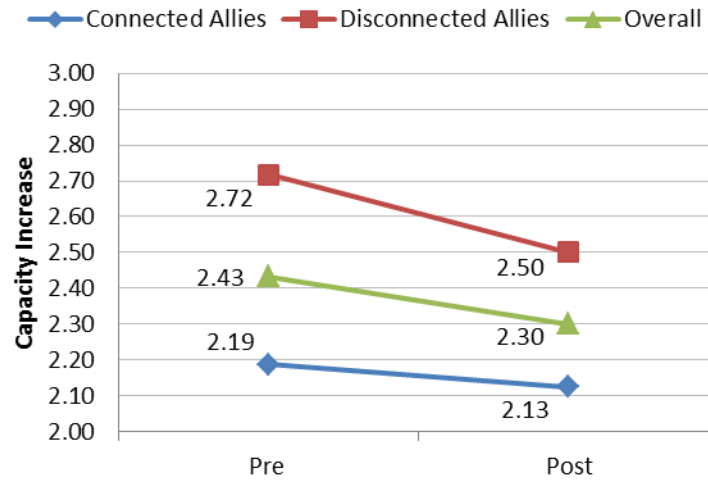

Figure 16. Volunteer Generation
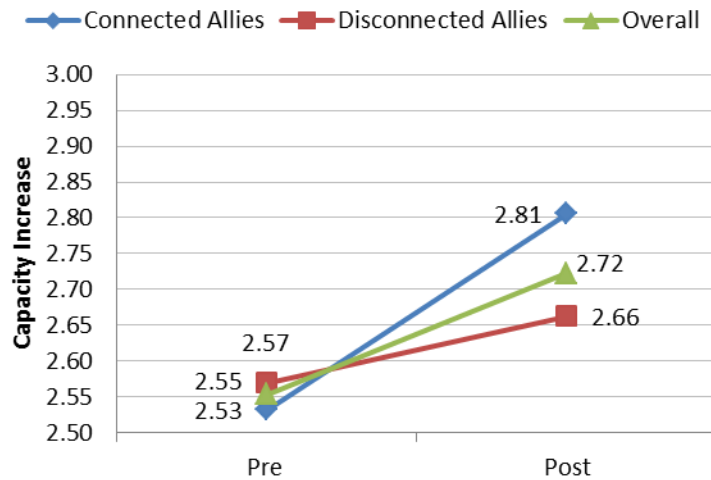
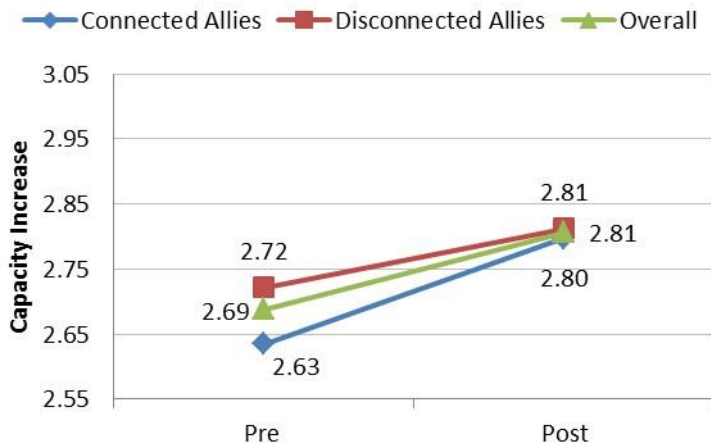### Figure 17. Organizational Management and Operation A (internal management policies)

Figure 18. Organizational Management and Operation B (process of coordination)

Figure 19. Financial Resources

Figure 20. Organizational Infrastructure & Resources

Capacity Change Scores. Differences in capacity scores between connected Allies and disconnected Allies are presented in Table 5. Mean change scores as well as *t*-statistics for all 16 individual activity areas and three categories of activity areas are reported. The independent samples *t*-test is used to determine the probability that two populations are the same with respect to the variable tested. In this evaluation, the change scores of connected Allies are being compared to those of disconnected Allies to determine if there is a statistically significant difference in the level of capacity change reported by Partner Organizations based on Ally type. In other words, is the magnitude of capacity change being reported larger or smaller between the two groups of Allies? Is one group of Allies impacting capacity to a greater extent than the other group?

Data found in Table 3 shows that the majority of change scores for both connected Allies and disconnected Allies are positive indicating increased capacity in nearly every activity category. The exceptions among connected Allies where negative capacity change scores are reported were *Technology Use A (website in place)*, *Technology Use B (technology improves efficiency)*, and *Financial Resources*. Disconnected Allies displayed negative change scores for *Partnerships and Collaborations* and *Financial Resources*. <u>However, it should be noted that independent samples *t*-tests reveal no statistically significant differences in scores between connected Allies and disconnected Allies</u>, indicating that the magnitude of capacity change in each activity area did not differ by Ally type.

Table 3. Capacity change scores by Ally Type

	Connected Allies	Disconnected Allies	*t* score
Program Development and Delivery A (expand/create programming)	0.179	0.033	1.348
Program Development and Delivery B (respond to constituent needs)	0.146	0.082	0.570
Outreach	0.242	0.122	0.658
Materials Development	0.375	0.315	0.120
Performance Measurement A (assess impact)	0.058	0.107	-0.223
Performance Measurement B (use performance data)	0.357	0.426	-0.246
Program Development, Delivery, and Evaluation	0.220	0.105	1.474

	Connected Allies	Disconnected Allies	*t* score
Community Assessment A (understand community needs/assets)	0.250	0.524	-0.440
Community Assessment B (community needs drives programming)	0.250	0.421	-0.232
Community Awareness and Engagement	0.317	0.226	0.568
Partnerships and Collaborations	0.125	-0.022	0.770
Community Engagement / Interface	0.128	0.118	0.080

|	Connected Allies	Disconnected Allies	*t* score
Technology Use A (website in place)	-0.200	0.100	-0.515
Technology Use B (technology improves efficiency)	-0.071	0.269	-0.747
Volunteer Generation	0.274	0.093	0.842
Organizational Management and Operation A (internal management policies)	0.611	0.300	0.890
Organizational Management and Operation B (process of project management)	0.389	0.260	0.420
Financial Resources	-0.063	-0.214	0.350
Organizational Infrastructure & Resources	0.163	0.090	0.439

Adaptive Capacity. Partner Organization supervisors' responses to the survey statement "Public Allies has helped me/my organization expand our notion of how to identify qualified volunteers and employees from diverse backgrounds" are presented in Figures 21 and 22 for connected and disconnected Allies, respectively. Analysis of the descriptive statistics showed that over two-thirds (66.7%) of PO supervisors working with connected Allies strongly agreed or agreed that their notions of what constitutes a qualified employee had expanded. Among PO supervisors working with disconnected Allies, 67.5% reported agreeing or strongly agreeing. These findings indicate that PO supervisors' experiences as participants in the Public Allies program had broadened their perspective about the characteristics and skills that future volunteers, employees and community leaders must possess in order to positively influence their organizations and the community. Conversely, 21.7% of PO supervisors of connected Allies and 23.3% of PO supervisors of disconnected Allies strongly disagreed or disagreed with this statement indicating that hosting an Ally did not change their thoughts regarding the qualifications they feel are necessary to identify successful employees. An additional 11.6% of connected Allies' PO supervisors and 9.3% of disconnected Allies' supervisors stated they did not know if their notions had been altered. A Chi-square test of significance was utilized to compare responses of supervisors of connected and disconnected Allies and found no statistically significant differences ($\chi^2(4, N=189) = .320$, $p=.988$.), indicating supervisors responses did not differ based on the type of Ally they supervised

It should be noted that supervisor responses covered all Allies they managed during the year. This means that regardless if a supervisor was responsible for one or multiple Allies, they still only completed one survey. For supervisors with more than one Ally, responses reflect an overall rating of their experiences with all of their Allies rather than any one individual. As a result, supervisors with more than one Ally were excluded from this analysis. Moving forward it is suggested that PO supervisors complete the *End of Year Supervisor Survey* for each individual Ally to allow analyses of whether expansion of PO supervisors' notions of how to identify qualified employees differed by the type of Ally they hosted.

Figure 21. Connected Allies: "Public Allies has helped me/my organization expands our notion of how to identify qualified volunteers and employees from diverse backgrounds."
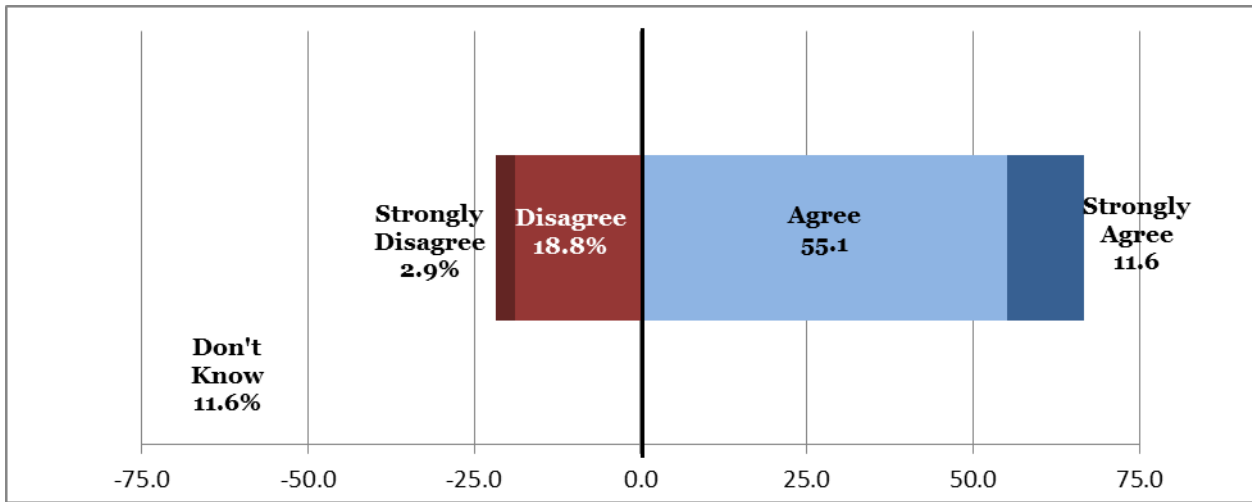
Figure 22. Disconnected Allies: "Public Allies has helped me/my organization expands our notion of how to identify qualified volunteers and employees from diverse backgrounds."
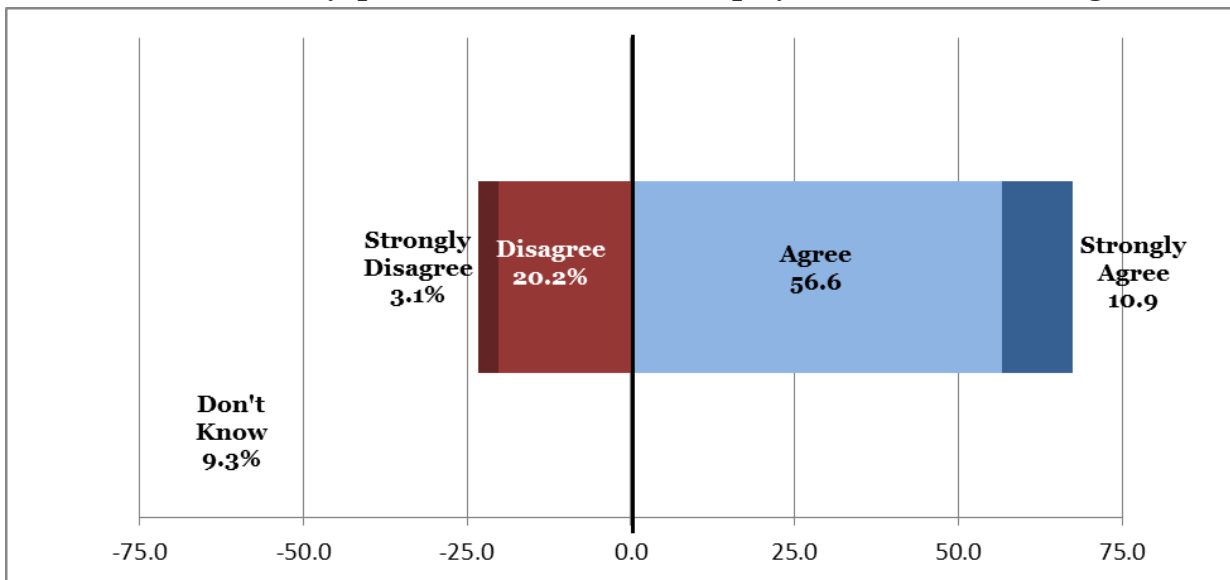
Implications

The Partner Organization component of the evaluation centered on the hypothesis that "the experience of having a Public Ally will increase the capacity of Partner Organizations." Evaluation results provide evidence that support this hypothesis. Analysis of Partner Organizations technical and adaptive capacity produced three main findings: 1) Overall, the data suggests that Partner Organizations experienced technical capacity increases in nearly all activity areas in which Allies worked, regardless of whether they hosted a connected or disconnected Ally; 2) differences in the magnitude of capacity change between connected Allies and disconnected Allies were not statistically significant, suggesting that both groups of Allies were equally successful in helping PO's build capacity in their respective activity areas and 3) the percentage of PO's who reported that hosting an Ally had opened their mind to the value of the diverse skills and experiences each individual Ally brings to the table did not differ between those hosting connected versus disconnected Allies.

As noted previously, comparison of pre- and post - capacity assessment data shows increases in technical capacity for nearly all activity areas. Overall, evidence suggests that Allies are most able to positively impact PO capacity in activity areas related to *Program Development, Delivery and Evaluation* and *Community Engagement/Interface*. While both groups of Allies have assisted organizations in increasing their capacity in a variety of activity areas, the data suggests that connected Allies are able to affect change in more individual activity areas for *Program Development, Delivery and Evaluation* related activities while disconnected Allies have had the most success increasing capacity for *Community Engagement/Interface* activity areas (Figure 1). Activities classified as *Organizational Infrastructure and Resources* experienced the least amount of capacity increase overall for both Ally types and it was the only category in which capacity decreases were reported for individual activity areas.

Differences in capacity changes scores between connected Allies and disconnected Allies were not found in this evaluation. This suggests that the magnitude of capacity change does not differ by Ally type. Both types of Allies were equally effective in assisting to spur capacity increases within Partner Organizations. This finding is important to note and indicates that regardless of the skills and/or background, by the completion of the Public Allies program both Ally types had assisted in increasing capacity within their Partner Organizations by approximately the same level.

While the concept of adaptive capacity was noted to be largely theoretical at the time of the

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evaluation plan, the data does provide clues as to how PO supervisors perceive changes in their organizations adaptive capacity as a result of hosting an Ally. With over two-thirds of PO supervisors indicating that working with their Ally/Allies has expanded their notions of what constitutes a qualified volunteer or employee, the implication is that involvement in the Public Allies program can help breakdown prejudices and biases about the skill sets and traits individuals need in order to be successful in the non-profit or governmental sectors. This supports one of the tenets of the Public Allies program that when given the opportunity, disconnected Allies/adults with diverse and/or disconnected backgrounds can positively contribute in meaningful ways to community-based organizations and the neighborhoods and communities they operate within.

Recommendations

Specific recommendations regarding future data collection procedures, data analysis, and outcome measurement for Partner Organizations are as follows:

1. **Suggestions for Future Research.** This evaluation serves as a starting point for assessing the impact Public Allies have on Partner Organizations and the individual Allies. However, the limited scope does not allow for a broader evaluation of Public Allies impact on PO's and the communities they serve. It is recommended that Public Allies identify additional indicators of potential positive impacts Allies may have on PO's and the broader community, keeping in mind that a wide range of factors outside of the program can impact community wide outcomes. Examples of potential questions include:
   a. In addition to building technical and adaptive capacity, what other potential indicators would show a "successful" partnership with Partner Organizations that lasts beyond the program year?
   b. What insights could Partner Organizations provide regarding how the strengths of disconnected Allies benefited their organization?

2. **Track Ally projects beyond the initial year.** Current data collection does not support a long term analysis of the sustainability of individual projects beyond the year of an Ally's apprenticeship. To examine whether capacity changes attributed to Allies remained after the Ally exited the program, tracking would need to be developed for individual projects so that follow up could be conducted one year after the Ally completed their apprenticeship. Potential follow up questions could include whether the specific projects, or results of those projects were still in existence; if supervisors felt the capacity gains achieved through said project were

maintained one year later; and if capacity was not maintained, what the potential reasons may have been.

3. **Require all PO supervisors to complete the *End of Year Survey* for each individual Ally.** This data can then be used to further examine differences in supervisor perceptions based on the type of Ally they host. Data from technical capacity assessments could then be matched and merged with supervisor *End of Year survey* responses to create dynamic maps of the intersection of technical capacity and adaptive capacity. Individual activity areas could then be identified for their potential to produce greater increases in both technical and adaptive capacity.

4. **Compare capacity changes between PO's that host a single Ally against those that host multiple Allies.** Public Allies could benefit from an analysis comparing PO technical and adaptive capacity increases among organizations with more than one Ally to those who host a single Ally.

5. **Streamline data collection requirements.** Eliminate unused data collection instruments and focus on those data elements that are going to be regularly analyzed and used to help Public Allies program staff make decisions about program directions and effectiveness of targeted outcomes. Eliminating non-essential areas of data collection can improve the quality and validity of the data that is collected by allowing supervisors more time to thoroughly answer the questions posed to them rather than rapidly completing stacks of surveys and assessments in an effort to get them all completed on time. Public Allies requests a significant amount of data from Partner Organizations, much of which is never utilized in a meaningful way. Public Allies should re-evaluate which data collection tools or items are essential to tracking and measuring Ally and PO outcomes and phase out unneeded survey and assessment instruments.

Limitations

As with any evaluation, there are some limitations that need to be noted regarding data collection, analysis and interpretation. The limitations impacting this evaluation are as follows:

1. **Incomplete data.** Complete data for all Partner Organizations and supervisors was not available at the time of analyses. Data completed by August 31, 2015 was included for analyses in this evaluation. While it is unlikely, it is possible PO's and supervisors that did not have

completed data could have significantly changed the results and interpretation of the analyses.

2. **Small sample size.** Sample sizes among some individual activity areas were small. While studies have shown that the *t*-test is robust enough to handle very small sample sizes[3], interpretation and attributing statistical power in those activity areas should be done with caution.

Current Ally Apprentices

The evaluation of Current Allies and Public Allies Alumni centers on the Ally-focused Theory of Change (Appendix D), which posits that Public Allies provides uncommon and diverse individuals with guided opportunities to develop and apply leadership and 21st Century skills through a 10-month apprenticeship in a community-serving nonprofit, which increases a community's number and quality of civic-minded citizens and leaders. Consequently, individuals participating in Public Allies improve the long-term conditions of their own lives and the communities around them. This is reflected in the second evaluation hypothesis which broadly states:

H2: The experience of serving at a community based organization will have a positive impact on Allies.

Short-term outcomes focused on evaluating the short-term and intermediate impacts that the Public Allies apprenticeship program had on current Allies and Alumni Allies. Between-group differences in impact between Allies and Alumni based on their levels of education and economic backgrounds (already connected Allies vs disconnected Allies), are also examined. "Level of education" is defined as whether Allies have an advanced degree, including bachelor, associate and technical degrees. Whether an Ally is "economically disadvantaged" as defined according to the guidelines set forth by CNCS. For a more detailed description of the method through which Allies were defined as "already connected Allies" or "disconnected Allies," refer to the Overall Evaluation Design section of this report (p. 6).

Specifically, the Ally apprentice component of the evaluation examined the differences in outcomes for current Allies in 21st Century skills (including leadership), self-confidence, civic knowledge, and

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[3] de Winter, J. C. (2013). Using the Student's *t*-test with extremely small sample sizes. *Practical Assessment, Research & Evaluation*, *18*(10), 1-12.

education and career goals. Outcomes of Alumni Allies included 21st Century skills (including leadership), self-confidence, civic engagement activities, and the success in the pursuit of education and career goals. Comparisons were also made on outcome measures between connected Allies and disconnected Allies. For both current and Alumni Allies, changes were measured at one time point using a post-retrospective questionnaire design.

As previously noted, the following research questions were posed to address Hypothesis 2:

1. What impact does serving as a Public Ally have on current program participants' education and career intentions and choices? (impact)
   a. Do these differ by Ally demographics, including socioeconomic factors?
2. What impact does serving as a Public Ally have on current program participants' self-confidence and 21st Century skills? (impact)
   c. Do these changes differ by Ally demographics, including socioeconomic factors?
   d. Do these changes differ by site? Do they differ by support provided by sites? (process)
3. Is there a change in Alumni's self-confidence and 21st Century skills one year after the program? (impact)
   a. Do these differ by Alumni demographics, including socioeconomic factors?
4. What impact does serving as a Public Ally have on Alumni's civic engagement, and education and career intentions and choices one year after program completion? (impact)
   a. Do these differ by Alumni demographics, including socioeconomic factors?

To answer the above research questions, changes in the following outcome indicators were examined: 21st Century skills (including leadership), self-confidence, civic knowledge, and education and career goals and Alumni Allies' 21st Century skills (including leadership), self-confidence, civic engagement activities, and the success in the pursuit of education and career goals short the following outcomes measures, which are explained in greater detail below, were analyzed.

Current Ally Retrospective and Post Ally Survey Outcome Measures

Outcome Measure 1: Increased 21st Century Skills, including leadership

Socially Responsible Leadership Scale (SRLS-R2) . Several scales were used to capture Ally competence in 21st Century skills. The scales used to capture "collaboration" and "controversy with civility" were developed as part of the larger Socially Responsible Leadership Scale (SRLS-R2) which itself was based on the Social Change Model of Leadership (SCM). This SRLS-is composed of

68 items, separated into eight statistically valid and reliable scales in 6-9 Likert format questions. Individual subscales are explained in greater detail below.

Collaboration. For the outcome collaboration, participants were asked to self-report on 8 items that measured their skills with developing human relationships to achieve common goals, share responsibilities, authority, and accountability[4]. The answer options consisted of a five-point scale, where *1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree.*

Controversy with Civility. To measure controversy and civility skills, participants were asked to self-report on 11 items that measured their ability to handle differences in viewpoints, and remain respectful and courteous in the workplace[5]. The answer options were consistent with the previous five-point scale where *1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree.*

Leadership. The Global Transformational Leadership scale developed by Carless, Wearing, and Mann[6] measures an individual's ability to be self-aware, act in accordance with personal values and beliefs, invest time and energy in activities the individual deems as important, serve in diverse settings to accomplish common goals, have a sense of civic and social responsibility, and desires to make the world a better place[7]. Response options were adapted for this evaluation in order to capture Allies' self-perceptions on each of the seven items that measured their leadership for social change. The answer options consisted of a five-point scale, where *1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree.*

Self Confidence. The Career Engagement Scale was used to measure Allies' self-confidence. *Career Engagement* is defined as the degree to which somebody is proactively developing his or her career as expressed by diverse career behaviors. *Career Engagement* refers not to attitudes or desired aspirations, but instead to the specific career behaviors someone exhibits to enhance his or her career development. The Career Engagement Scale is a brief self-report that "directly measures the general degree of engagement in self-directed career

[4] Astin, H. S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.
[5] Astin, H. S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.
[6] Carless, S. A., Wearing, A. J., & Mann, L. (2000). A short measure of transformational leadership. *Journal of Business and Psychology*, *14*(3), 389-405.
[7] Tyree, T. M. (1998). Designing an instrument to measure socially responsible leadership using the social change model of leadership development. *Dissertation Abstracts International, 59*(06), 1945. (UMI No. 9836493) & Astin, H. S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.

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management behaviors[8]"(p. 576). Allies indicated their level of confidence with the each statement regarding various proactive career behaviors using a scale from 1 (*no confidence at all*) to 5 (*complete confidence*). Higher scores indicated higher levels of confidence.

Resilience. The two item version of the Connor-Davidson Resilience Scale (CD-RISC) was used in the evaluation. This scale was measured by asking participants to self-report on a two item condensed version of the scale (CD-RISC2), and asses their ability to handle stress, cope in certain situations, and be resilient[9]. The answer options consisted of a five-point scale, where *1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree*.

Outcome Measure 2: Increased Civic Knowledge

Civic Knowledge. A competence for civic action scale was used to explore Allies civic behaviors. The 9-item measure contains several items drawn from the California Civic Index (Kahne, Middaugh, and Schutjer-Mance, 2005) and one item adapted from the Civic Engagement Questionnaire (Keeter, Zukin, Andolina, and Jenkins, 2012). Participants were asked to self-report on their ability to engage in a range of civic-minded activities (various community and political activities). Participants answered each of the questions using a five-point scale, where 1=*I Definitely Can't*, 2=*I Probably Can't*, 3=*Maybe*, 4= *I Probably Can*, and 5= *I Definitely Can*.

Outcome Measure 3: Increased Interest in Higher Education.

Interest in Higher Education. The CUIR research team worked with Public Allies staff to create a series of questions to examine Allies level of interest in pursuing higher education. Questions reflected whether Allies intended to pursue higher education options within the next six months to a year. If Allies indicated they would be pursuing higher education they were asked a follow up question regarding the type of degree they planned to pursue. Allies were also asked a series of five questions regarding their knowledge about various ways they could gather information about their options in pursuing higher education. Response categories on these questions ranged from 1 (*no confidence at all*) to 5 (*complete confidence*).

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[8] Hirschi, A., Freund, P. A., & Herrmann, A. (2014). The Career Engagement Scale Development and Validation of a Measure of Proactive Career Behaviors.*Journal of Career Assessment*, *22*(4), 575-594.

[9] Vaishnavi, S., Connor, K., & Davidson, J. R. (2007). An abbreviated version of the Connor-Davidson Resilience Scale (CD-RISC), the CD-RISC2: Psychometric properties and applications in psychopharmacological trials. *Psychiatry research*, *152*(2), 293-297.

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Data Collection Instruments

A post-test and retrospective pre-test survey (Appendix E) was designed by the CUIR research team to collect data on changes in current Allies short-term and intermediate outcomes. An extensive literature review was conducted to identify valid and reliable scales to measure each outcome. Survey questions measured changes in current Allies' 21st Century skills, leadership, civic knowledge, self-confidence and interest in higher education.

Data Collection Procedures

Surveys were designed using Qualtrics, a web-based survey platform, and were distributed to current Ally apprentices via email. Lists of eligible Allies were provided by the Public Allies national office. Data collection was completed in August 2015 for post-test/retrospective surveys.

Results

Current Allies Sample. Table 4 gives an overview of all of the current Allies' demographics. Information was received for 574 Allies. The evaluation and analysis were conducted on the Allies that completed both the retrospective and post surveys. Statistical tests were conducted to ensure that there were not any statistically significant differences in the two sample groups. On demographic variables, this indicates that those who completed both the retrospective and post survey are representative of the full 574 sample.

Of the Allies that completed both the retrospective and post survey, just over 70% were female, the three most prevalent races/ethnicities were Black or African American (34.2%), White or Caucasian (30.2%), and Hispanic or Latino (18.3%), and over half (58.9%) obtained a Bachelor's degree. When asked if the Ally identifies as LGBTQ, 45% stated that they do not. The vast majority of Allies do not identify as having a disability or as being a veteran. When asked if the Ally's parents graduated from college, almost 50% stated that they had. This indicates that 41.6% of the Allies are defined as first-generation. Almost 60% of Allies qualify for or receive government assistance, while 32.2% had previously applied for it, and 36.6% come from families where their parent or guardian received government assistance.

Table 4. Current Ally Demographics

	Retrospective & Post Survey (N=321)	All Allies (N=574)
	N (%)	**N (%)**
Gender		
Male	103 (32.1%)	185 (32.2%)
Female	214 (66.7%)	381 (66.4%)
Transgender	1 (0.3%)	3 (0.5%)
Race [10]		
American Indian or Alaska Native	2 (0.6%)	3 (.5%)
Asian	20 (6.2%)	29 (5.1%)
Black or African American	116 (36.1%)	221 (38.5%)
Hispanic or Latino	69 (21.5%)	108 (18.8%)
Native Hawaiian/ Pacific Islander	0 (0%)	1 (.2%)
White or Caucasian	89 (27.7%)	142 (24.7%)
Two or more race/ethnicity	16 (4.9%)	35 (6.0%)
Education		
GED	3 (0.9%)	5 (.9%)
High school graduate	54 (16.9%)	110 (19.2%)
Associates degree	15 (4.7%)	24 (4.2%)
Technical school/apprenticeship'	3 (0.9%)	5 (.9%)
Some college	64 (20.0%)	109 (19%)
College graduate	164 (51.2%)	294 (51.3%)
Some graduate school	6 (1.9%)	10 (1.7%)
Graduate degree	11 (3.4%)	16 (2.8%)
Ally self-identified as LGBTQ		
Yes	37 (11.5%)	66 (11.5%)
No	141 (43.9%)	237 (41.3%)
Aly disability status		
Disability status	9 (2.8%)	24 (4.2%)
Non disability status	312 (97.2%)	550 (95.8%)

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[10] Race categories were collapsed into 'two or more race/ethnicity' if the participant selected more than one race/ethnicity category.

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Ally military Veteran status		
Military Veteran	7 (2.2%)	10 (1.7%)
Nonmilitary Veteran	312 (97.2%)	559 (97.4%)
Ally parents/guardians graduated from college		
Yes	130 (40.5%)	228 (39.7%)
No	138 (43.0%)	229 (39.9%)
Ally member currently qualifies/receives gov. assistance		
Yes	185 (57.6%)	323 (56.3%)
No	46 (14.3%)	89 (15.5%)
Ally member previously applied for gov. assistance		
Yes	105 (32.7%)	179 (31.2%)
No	91 (28.3%)	174 (30.3%)
Ally parents/guardians received gov. assistance		
Yes	114 (35.5%)	206 (35.9%)
No	107 (33.3%)	185 (32.2%)

Current Ally Outcomes. The retrospective survey consisted of several questions that asked the current Allies to choose a response that best fit them prior to joining the Public Allies program. This survey is representative of the 321 Allies that completed both the retrospective and post surveys. The survey was split into several sections that consisted of questions that fit into the following short-term outcomes categories: Collaboration, Controversy with Civility, Self-confidence, Civic Knowledge, Resilience, Transformational Leadership, and Increased Interest in Higher Education. The individual questions for each section can be found in Appendix E. The responses from each of the questions were converted into scale scores in order to more completely capture each outcome. Indicator comparisons between disconnected Allies and connected Allies on all seven sections of the survey were conducted.

The Posttest survey was administered toward the end of the Allies' participation in the program, and reflects the Allies responses after participating in the Public Allies Program. Consistent with the retrospective survey, the test survey consisted of several scales: Collaboration, Controversy with Civility, Resilience, Transformational Leadership, Self- confidence, Civic Knowledge, and Increased Interest in Higher Education Scale. Responses were converted into scale scores in order to fully capture how each ally scored under each section.

Table 5 demonstrates the means for the retrospective and post surveys. It shows differences in outcome indicators from how Allies responded prior to participating in the program to after participation in Public Allies. All seven outcome indicators are statistically significant, indicating that current Allies report growth in all outcome indicators.

Table 5. Current Ally Outcomes

Outcomes	Retrospective Survey Scale Score Mean (N=321)	Post Survey Scale Score Mean (N=321)	Range of Scale
Collaboration	30.64**	34.92**	0-40
Controversy with Civility	37.03**	43.78**	0-55
Resilience	7.81**	8.61**	0-10
Transformational Leadership	25.97**	29.82**	0-35
Self-confidence	20.69**	27.77**	0-45
Civic Knowledge	21.40**	29.10**	0-45
Increased Interest in Higher Education	14.73**	17.71**	0-25

(*) A statistically significant difference at $p < .05$
(**) A statistically significant difference at $p < .001$

Current Ally, Retrospective Survey Between-group Outcomes Comparison. As noted previously, the term "connected" refers to Allies that possess a degree and are not considered economically disadvantaged. "Disconnected" refers to Allies that do not have a degree or/and are economically disadvantaged. Table 6 demonstrates that the means for both disconnected Allies and connected Allies are very similar. To test significance a series of *t*-tests were conducted to determine whether there were any significant differences between the means for the disconnected Allies and the connected Allies. There is one statistically significant difference among the outcomes: the results indicate that disconnected Allies have a higher controversy and civility score than connected Allies prior to participating in the program. This indicates that disconnected Allies report having an increased ability to handle differences in viewpoints, and remain respectful and courteous in the workplace. No other significant differences between the characteristics of disconnected Allies and connected Allies were found on the retrospective survey.

Table 6. Retrospective Survey Outcomes Comparison

Outcomes	Disconnected Allies Scale Score Mean (N=199)	Connected Allies Scale Score Mean (N=103)	Range of Scale
Collaboration	30.86	30.25	0-40
Controversy with Civility	**37.26***	**36.73***	0-55
Resilience	7.97	7.57	0-10
Transformational Leadership	26.35	25.39	0-35
Self-confidence	21.11	20.17	0-45
Civic Knowledge	21.62	21.31	0-45
Increased Interest in Higher Education	14.33	15.89	0-25

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

<u>Current Ally, Post Survey Between-group Outcomes Comparison.</u> The test survey was administered toward the end of the Allies' participation in the program, and reflects the Allies responses after participating in the Public Allies Program. Consistent with the retrospective survey, the test survey consisted of several scales: Collaboration, Controversy with Civility, Resilience, Transformational Leadership, Self- confidence, Civic Knowledge, and Increased Interest in Higher Education Scale. Responses were converted into scale scores in order to fully capture how each Ally scored under each section. Comparisons between disconnected Allies and connected Allies on all seven sections of the survey were conducted.

Table 7 exhibits the means for each outcome measure for both the disconnected and connected Allies. Results indicate that the overall outcomes of participating in the Public Allies program do not differ between disconnected Allies and connected Allies on six of the seven outcome indicators. The results do indicate that connected Allies report having a greater increased interest in higher education compared to disconnected Allies.

Table 7. Post Survey Outcomes Comparison

	Disconnected Allies Scale Score Mean (N=199)	Connected Allies Scale Score Mean (N=103)	Range of Scale
Collaboration	34.8	34.39	0-40
Controversy with Civility	43.6	43.37	0-55
Resilience	8.6	8.36	0-10
Transformational Leadership	29.8	29.34	0-35
Self-confidence	28.17	26.44	0-45
Civic Knowledge	29.04	27.62	0-45
Increased Interest in Higher Education	**17.8***	**18.26***	0-25

(*) A statistically significant difference at p<.05, (**) A statistically significant difference at p<.001

<u>Current Allies: Disconnected Allies Outcome Comparison.</u> To analyze growth in disconnected Allies during the duration of the Public Allies program, a series of paired *t*-tests were conducted to examine statistically significant changes in Ally responses between the retrospective survey and the post survey. Table 8 shows that for all of the sections there was an increase in means. All seven outcome indicators were statistically significant within these sections of the survey. The largest of the differences are with the *Civic Knowledge* outcome. The overall mean score in the retrospective survey was 21.62, yet the overall mean increased by 7.42 points in the post survey to an overall post mean of 29.04. These results indicate that the Public Allies program has a significant positive impact on all outcomes for disconnected Allies.

Table 8. Disconnected Allies Outcomes

	Retrospective Disconnected Allies Scale Score Mean (N=199)	Post Disconnected Allies Scale Score Mean (N=199)	Gain Score	Range of Scale
Collaboration	**30.86****	**34.8****	4.27	0-40
Controversy with Civility	**37.26****	**43.6****	6.8	0-55
Resilience	**7.97****	**8.6****	0.7	0-10
Transformational Leadership	**26.35****	**29.8****	3.7	0-35
Self-confidence	**21.11****	**28.17****	7.2	0-45
Civic Knowledge	**21.62****	**29.04****	8.0	0-45
Increased Interest in Higher Education	**14.33****	**17.8****	3.3	0-25

(*) A statistically significant difference at p<.05, (**) A statistically significant difference at p<.001

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Current Ally, Connected Ally Outcome Comparison. Table 9 demonstrates that connected Allies also reported statistically significant increases in means for all outcome indicator scores. The greatest increase reported is on *Civic Knowledge*. In the retrospective survey the overall mean was 20.5, but increased by 7 points in the post survey. This indicates that connected Allies also reported positive impacts during their participation in the Public Allies program. All Allies, regardless of education and economic status, reported growth in these key areas.

Table 9. Connected Allies Outcomes

	Retrospective Connected Allies Scale Score Mean (N=103)	Post Connected Allies Scale Score Mean (N=103)	Gain Score	Range of Scale
Collaboration	**30.25****	**34.39****	4.1	0-40
Controversy with Civility	**36.73****	**43.37****	6.7	0-55
Resilience Scale	**7.57****	**8.36****	0.8	0-10
Transformational Leadership	**25.39****	**29.34****	3.9	0-35
Self-confidence	**20.17****	**26.44****	6.3	0-45
Civic Knowledge	**21.31****	**27.62****	6.5	0-45
Increased Interest in Higher Education	**15.89****	**18.26****	2.3	0-25

(*) A statistically significant difference at p<.05, (**) A statistically significant difference at p<.001

Current Ally Interest in Higher Education

When examining current Allies interest in higher education (Table 10), the reported results indicate that connected and disconnected Allies have statistically significant differences. Tables 10 and 11 demonstrate that prior to joining the program, over half of disconnected Allies planned on obtaining a degree, in comparison to only 23.3% of connected Allies. This result is expected considering that all connected Allies entered the program with a degree. This further explains why there are statistically significant differences in the types of degrees that Allies planned to obtain. The majority (75%) of connected Allies who planned on obtaining a degree were seeking a graduate degree (Table 11).

Table 10. Retrospective Survey: Prior to the program, were you planning on obtaining your degree or completing a college course contributing toward a college degree?

	Disconnected Allies (N=199)	Connected Allies (N=103)	All Allies N=262
No, I didn't plan on attending college	14 (7.0%)**	0 (0%)**	14 (4.4%)
No, I already had a degree	58 (29.1%)**	79 (76.7%)**	143 (44.5%)
Yes, I was planning on attending college	127 (63.8%)**	24 (23.3%)**	164 (51.1%)

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

Table 11. Retrospective Survey: What type of degree are you interested in obtaining?

	Disconnected Allies (N=199)	Connected Allies (N=103)	All Allies N=262
Vocational/technical	3 (2.4%)**	0 (0%)**	3 (1.8%)
2 year college	16 (12.6%)**	0 (0%)**	19 (11.6%)
4 year college	67 (52.8%)**	5 (20.8%)**	81 (49.4%)
Graduate school	34(26.8%)**	18 (75%)**	53 (32.3%)
Unsure	7 (5.5%)**	1 (4.2%)**	8 (4.9%)

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

Tables 12 and 13 demonstrate that the post survey results follow the same trend as the retrospective survey results. All of the results are statistically significant as a result of the majority of connected Allies already possessing a degree prior to participating in the Public Allies program. In comparison to the retrospective survey, a higher percentage of disconnected Allies are interested in obtaining after participation in the program than they did prior to participation. Only 63.8% of disconnected Allies stated that they wanted to obtain a degree prior to joining Public Allies, however, after participation, 74.2% of disconnected Allies were interested in obtaining a degree. When examining connected Allies, prior to joining the program, 23.5% of Allies stated that they were interested in obtaining a degree, however, in the post survey 37.8% stated that they were interested in obtaining a degree.

Table 12. Post Survey: Are you interested in obtaining a degree or completing a college course contributing to a degree?

	Disconnected Allies (N=199)	**Connected Allies (N=103)**	**All Allies N=262**
No, I didn't plan on attending college	**5 (2.5%)****	**0 (0%)****	6 (1.9%)
Yes, within 6 months	**49 (24.7%)****	**9 (8.7%)****	65 (20.3%)
Yes, within the next year	**62 (31.3%)****	**21 (20.4%)****	87 (27.2%)
Yes, but not within the next year	**36 (18.2%)****	**9 (8.7%)****	49 (15.3%)
No, I already had a degree	**46 (23.2%)****	**64 (62.1%)****	113 (35.3%)

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

Table 13. Post Survey: What type of degree are you interested in obtaining?

	Disconnected Allies (N=199)	**Connected Allies (N=103)**	**All Allies N=262**
Vocational/technical	**1 (.7%)****	**0 (0%)****	1 (.5%)
2 year college	**12 (8.2%)****	**0 (0%)****	14 (7%)
4 year college	**69 (46.9%)****	**3 (7.7%)****	81 (40.3%)
Graduate school	**55 (37.4%)****	**33 (84.6%)****	90 (44.8%)
Unsure	**10 (6.8%)****	**3 (7.7%)****	15 (7.5%)

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

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Figure 23. Collaboration
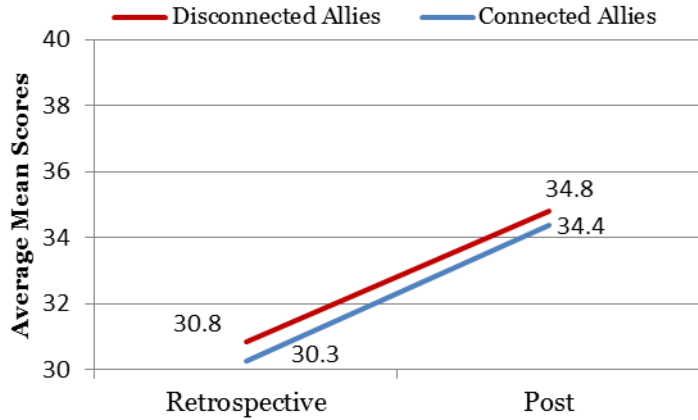
Figure 24. Controversy with Civility
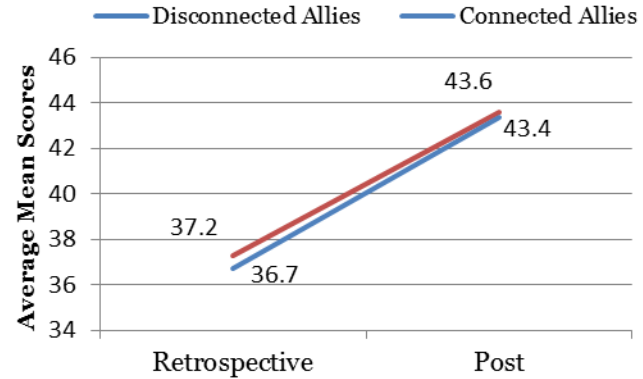
Figure 25. Resilience
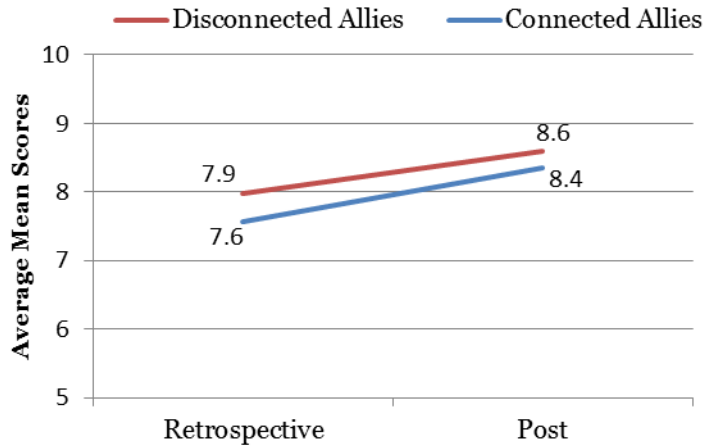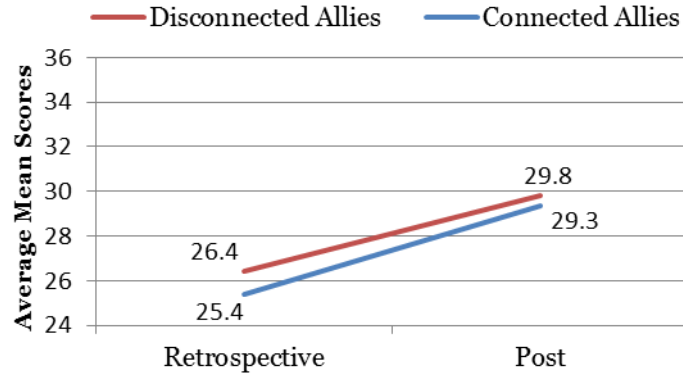
Figure 26. Transformational Leadership

Figure 26. Transformational Leadership

Legend: Disconnected Allies (red), Connected Allies (blue)

Y-axis: Average Mean Scores (24–36)
Retrospective: 26.4, 25.4
Post: 29.8, 29.3
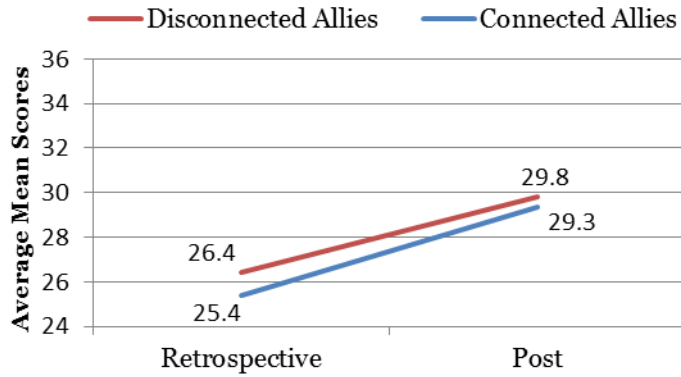
Figure 28. Civic Knowledge

Legend: Disconnected Allies (blue), Connected Allies (red)

Y-axis: Average Mean Scores (20–30)
Retrospective: 21.3
Post: 29.0, 27.6
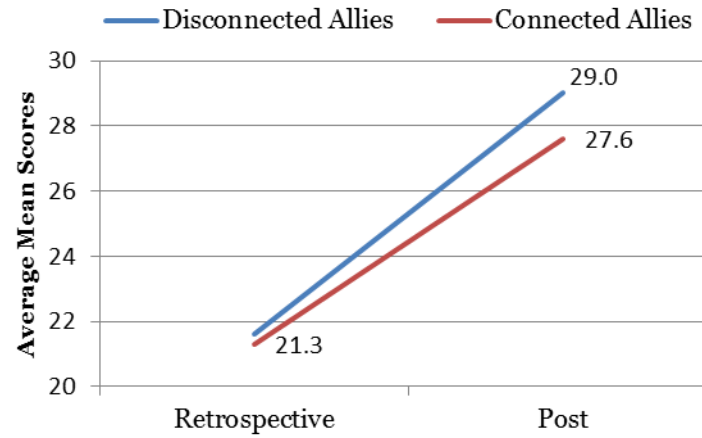
Figure 29. Increased Interest in Higher Education Scale

Legend: Disconnected Allies (blue), Connected Allies (red)

Y-axis: Average Mean Scores (10–20)
Retrospective: 15.9, 14.3
Post: 18.3, 17.8
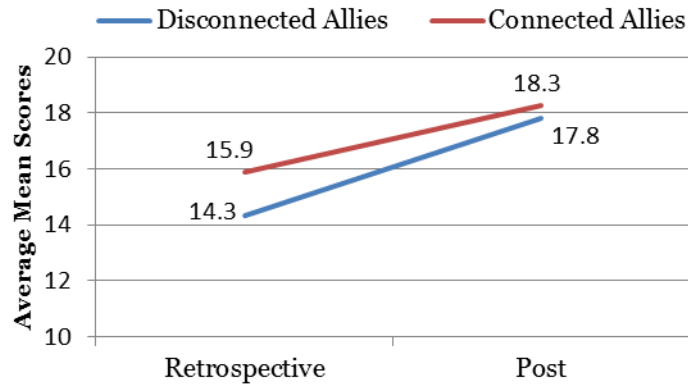
Implications

The results indicate that when examing the impact of the Public Allies program on the short-term 21st Century Skills outcome indicators, Allies' participation results in growth on all seven outcome indicators. The analysis also suggests growth does not differ by being degreed or economically disadvantaged. When comparing disconnected Allies to connected Allies, there are small differences in the overall means for the outcomes, yet, the statistical tests indicate there are only two statistically significant differences. The findings indicate that disconnected Allies have a higher C*ontroversy with Civility* score when compared to connected Allies prior to participating in the program. This indicates that disconnected Allies report coming into the program with an increased ability to handle differences in viewpoints, and remain respectful and courteous in the workplace. The second reported significant result suggests that connected Allies report having a greater increase in *Interest in Higher Education* compared to disconnected Allies after participating in the program. This indicates that Allies that are degreed and not economically disadvantaged at the time of participation have an increased interest in pursuing additional education after participating in Public Allies. No other significant differences between the characteristic of disconnected Allies and connected Allies were found. This suggests that Allies gain skills in all seven outcome areas regardless of being disconnected or connected.

For both connected and disconnected Allies the reported results indicate statistically significant growth for *Collaboration, Controversy with Civility, Resilience, Transformational Leadership, Self-confidence, Civic Knowledge*, and *Increased Interest in Higher Education*. This indicates that current Allies increased thier ability in *Collaboration* throughout participation in the Public Allies program, meaning that their ability to develop human relationships to achieve common goals, share responsibilities, authority, and accountability increased[11]. Allies increased their *Controversy with Civility* skills, indicating an improvement in their ability to handle differences in viewpoints, and remain respectful and courteous in the workplace[12]. Allies experienced an increase in *Self-confidence*, which is demonstrated through their ability to proactively develop his or her career as expressed by diverse career behaviors. *Leadership* was also increased, which means Allies increased their ability to be self-aware, act in accordance with personal values and beliefs, invest time and energy in activities the individual deems as important, work in diverse settings to accomplish common goals, have a sense of civic and social responsibility, and desires to make the world a better place[13]. Allies increased their *Resiliency*, and their ability to handle stress, and cope

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[11] Astin, H. S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.

[12] Astin, H.S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.

[13] Tyree, T. M. (1998). Designing an instrument to measure socially responsible leadership using the social change model of leadership development. *Dissertation Abstracts International, 59*(06),

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in certain situations[14]. And finally there was a statistically significant increase in Allies *Interest in Higher Education*, meaning that participation in the Public Allies program increased Allies interest in pursuing higher education upon exiting the program.

When examining the current Allies interest in higher education, chi-square test results indicate that there are statistically significant differences between connected and disconnected Allies. The bulk of these differences are a result of all connected Allies possessing a degree prior to participation in Public Allies. As stated previously, 63.8% of disconnected Allies stated that they wanted to obtain a degree prior to joining Public Allies, yet after participation 74.2% of disconnected Allies were interested in obtaining a degree. When examining connected Allies, prior to joining the program, 23.5% stated that they were interested in obtaining a degree, and in the post survey 37.8% stated that they were interested in obtaining a degree. This suggests that Public Allies increases the interest in obtaining a degree for both connected and disconnected Allies. While both connected and disconnected Allies' interest in higher education increased, Table 7 demonstrates that connected Allies experience more interest over the course of participation in Public Allies. It must be noted that the majority of interest for connected Allies post participation is for a graduate degree, while the majority of disconnected Allies have an interest in pursuing a two or four year undergraduate degree.

The reported results also indicate some room for improvement with some of the outcome indicators. For instance, on the *Self-confidence scale, Civic Knowledge, and Controversy and Civility*, while the Allies experienced significant growth, they are all over 10 points below the highest level of profiency. Other outside factors may be impacting these low scale scores, such as age and lack of skills prior to the program, but these results should be noted. Despite low score ranges for some of the outcomes, the results of these surveys conclude that participating in the Public Allies program positively impacts participants self-confidence and other short-term 21st century skills.

Current Ally Outcomes by Site. Tables 14 and 15 provide the overall retrospective and post survey outcome means for all 23 national Public Allies sites. The small sample sizes for each individual site hinder the ability to perform a statistical test to identify any significant outliers, yet one can examine and compare mean scores to locate differences.

1945. (UMI No. 9836493) & Astin, H. S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.
[14] Vaishnavi, S., Connor, K., & Davidson, J. R. (2007). An abbreviated version of the Connor-Davidson Resilience Scale (CD-RISC), the CD-RISC2: Psychometric properties and applications in psychopharmacological trials. *Psychiatry research*, *152*(2), 293-297.

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Table 14. Retrospective Survey Outcome Measure Means by Site

Site	N	Collaboration	Controversy with Civility	Resilience	Transformational Leadership	Self-confidence	Civic Knowledge	Increased Interest in Higher Education
Arizona	28	31.21	37.25	7.70	25.32	19.21	21.42	15.71
Central Florida	11	33.72	38.18	8.45	27.63	21.36	23.54	15.81
Chicago	31	31.96	39.40	7.86	28.10	22.17	22.58	14.50
Cincinnati	17	27.94	36.17	7.35	24.81	18.94	18.00	14.58
Connecticut	15	33.66	37.53	7.90	26.26	19.13	18.66	13.13
Delaware	16	27.68	34.93	7.62	24.75	18.93	20.81	14.87
Detroit	14	32.07	40.21	8.71	26.92	24.71	23.76	15.92
Eagle Rock	7	31.28	36.28	8.00	29.00	22.85	26.28	18.28
Indianapolis	17	31.00	37.05	7.64	26.58	21.35	24.47	15.23
Iowa	12	28.75	36.41	7.25	25.25	19.66	21.00	15.33
Los Angeles	25	29.08	33.56	7.60	24.92	19.60	19.64	14.44
Maryland	11	29.81	33.10	7.27	25.72	19.45	22.18	16.09
Miami	7	34.14	37.50	8.28	28.00	22.14	26.14	16.57
Milwaukee	25	29.24	35.24	7.60	24.04	20.04	19.40	13.16
New Mexico	13	30.41	39.30	7.61	27.53	23.84	24.25	13.92
New York	24	29.86	37.70	7.95	26.34	21.91	22.33	14.08
North Carolina	3	37.66	42.66	7.66	28.00	15.66	20.00	13.66
Pittsburgh	7	28.42	35.71	8.85	24.71	18.00	19.00	15.00
San Antonio	7	27.85	32.85	8.14	23.85	20.28	17.71	11.42
Silicon Valley	11	31.72	36.81	7.45	24.81	17.81	17.00	13.90
Twin Cities	10	31.00	39.10	7.60	24.90	20.30	19.60	13.55
Washington D.C	10	33.50	41.50	8.60	26.90	26.00	26.20	17.20

Table 15. Post Survey Outcome Measure Means by Site

Site	N	Collaboration	Controversy with Civility	Resilience	Transformational Leadership	Self-confidence	Civic Knowledge	Increased Interest in Higher Education
Arizona	28	34.67	42.92	8.96	29.35	27.67	27.57	18.14
Central Florida	11	36.72	44.63	8.63	30.36	28.81	29.18	18.70
Chicago	31	34.74	42.72	8.06	29.33	26.53	28.43	16.40
Cincinnati	17	33.58	44.58	8.29	29.29	26.88	26.87	17.94
Connecticut	15	36.53	44.80	8.70	31.00	28.20	29.53	18.40
Delaware	16	37.06	45.56	9.06	30.81	29.56	31.00	19.12
Detroit	14	34.28	43.28	8.71	29.71	29.35	29.14	16.42
Eagle Rock	7	32.00	42.00	8.14	27.71	23.83	27.66	17.14
Indianapolis	17	34.82	44.58	8.94	30.70	29.82	29.23	17.58
Iowa	12	34.58	44.00	8.33	29.66	28.50	31.08	17.58
Los Angeles	25	34.72	42.32	8.28	28.60	25.96	28.80	17.96
Maryland	11	35.18	40.00	8.54	29.63	26.90	28.81	17.90
Miami	7	34.57	45.00	8.14	32.00	31.71	31.28	18.71
Milwaukee	25	34.92	44.72	8.72	29.84	28.32	30.56	17.60
New Mexico	13	33.76	45.30	9.00	30.69	27.46	31.53	16.76
New York	24	34.60	43.17	8.41	30.04	28.25	30.25	17.37
North Carolina	3	37.33	45.33	9.00	31.33	28.00	22.66	19.33
Pittsburgh	7	33.57	45.42	9.14	28.85	26.28	28.42	19.57
San Antonio	7	34.57	44.00	9.00	29.42	28.00	28.57	17.00
Silicon Valley	11	35.72	43.00	8.36	29.54	25.81	25.09	17.50
Twin Cities	10	34.50	43.10	8.60	28.40	24.90	26.90	16.60
Washington D.C	10	36.70	46.70	9.50	32.30	30.90	32.70	19.00

Public Allies Alumni

Alumni Ally Outcome Measures

Outcome measures for increased 21st Century skills and self-confidence were identical to the measure described in the current Allies section above. Those that are different are described below.

Outcome Measure 1: Civic engagement

Civic Engagement. The civic engagement scale was created from scales developed during a National Evaluation of Youth Corps. The creation of each construct identifies the participant's strength, abilities, and connection to community[15]. Participants were asked to self-report on their community based activism after participating in the Public Allies Program. This scale consisted of 6 items where the answer options consisted of a five-point scale, where *1=Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Always.*

Outcome Measure 2: Increased Employment in Family Sustaining Careers

Increased Employment. The CUIR research team worked with Public Allies staff to create a series of questions to examine Alumni Allies current employment situation. Alumni were asked to compare their current employment to their employment prior to participating in the Public Allies program. If the Alumni reported they were currently employed, they were also asked how characteristics of their current job (wages, health insurance, etc.) compared to their previous job, and whether they were currently employed by a non-profit or government entity.

Outcome Measure 3: Increased Pursuit of Higher Education

Pursuit of Higher Education. The CUIR research team worked with Public Allies staff to create a series of questions to examine whether Alumni Allies had pursued higher education after leaving the Public Allies program. Questions reflected whether Allies had obtained a degree or were currently working on completing a degree. If Allies indicated they had a obtained or were working to obtain a degree they were asked a follow up question regarding the type of degree they had received or planned to receive.

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[15] Jastrzab, J. (1996). Evaluation of National and Community Service Programs. Impacts of Service: Final Report on the Evaluation of American Conservation and Youth Service Corps.

Data Collection Instruments

Following a literature review of established and valid measures that reflect the outcomes of interest, a post-test and retrospective pre-test survey (Appendix F) was designed by the CUIR research team to collect data on changes in short-term and intermediate outcomes and distributed via email to Alumni Allies from both the 2012-2013 and 2013-2014 cohorts. Data collection was completed in August 2015. Survey questions measured changes in each Ally apprentice's current 21st Century skills, leadership, civic engagement activities, self-confidence, pursuit of higher education, and employment in family-sustaining careers.

Data Collection Procedures

The Alumni survey was administered to Alumni participants of the Public Allies program who were active Allies from 2012-2014. Surveys were administered via Qualtrics, a web-based survey platform, to Alumni Ally apprentices via email. Data collection was completed in August 2015 for post-test/retrospective surveys.

Alumni Allies Sample. Table 16 gives an overview of the Alumni demographics. Surveys were distributed to 977 Alumni, yet only 261 (27%) of Alumni Allies completed both the retrospective and post survey. Of the Allies that completed both surveys, the majority (69.7%) were female. The three most prevalent races/ethnicities are Black or African American (36%), White or Caucasian (29.5%), and Hispanic or Latino (14.6%). Over 65% of the Alumni were college graduates. Additionally, 9.2%) of Alumni did identify as LGBTQ, 3.8% had a disability, and .8% were a military veteran. Finally, among the Alumni that completed both surveys, 22.2% were first generation college attendants.

Table 16. Alumni Demographics

	Completed Retrospective & Post Survey (N=261)	All Public Ally Alumni (N=983)
Gender		
Male	76 (29.2%)	300 (30.5%)
Female	182 (69.7%)	669 (68.1%)
Prefer Not to Respond	3 (1.1%)	13 (1.3%)
Race		
American Indian or Alaska Native	4 (1.5%)	16 (1.6%)
Asian	18 (6.9%)	61 (6.2%)
Black or African American	94 (36.0%)	384 (39.1%)
Hispanic or Latino	38 (14.6%)	161 (16.4%)
Native Hawaiian/ Pacific Islander	1 (0.4%)	2 (0.2%)
White or Caucasian	77 (29.5%)	257 (26.1%)
Other race/ethnicity	4 (1.5%)	20 (2.0%)
Level of Education		
High school graduate	1 (6.1%)	88 (9.0%)
Associates/Technical Degree	13 (4.9%)	55 (5.6%)
Some college	42 (16.1%)	180 (18.3%)
College graduate	163 (62.5%)	573 (58.3%)
Some Graduate School	6 (2.3%)	17 (1.7)
Graduate degree	21 (8.0%)	54 (5.5%)
Ally self-identified as LGBTQ		
Yes	24 (9.2%)	107 (10.9%)
Ally disability status		
Yes	10 (3.8%)	29 (3.0%)
Ally military Veteran status		
Military Veteran	2 (.8%)	10 (1.0%)
Ally first member of family to attend college		
Yes	58 (22.2%)	221 (22.5%)

Results

Alumni Ally Outcome Comparison. Table 17 demonstrates that Alumni of the Public Allies program reported statistically significant growth in all six outcome categories. While all outcomes were statistically significant, the largest difference was seen in *Self-confidence.* Questions about self-confidence measured a participant's level of confidence with actions such as actively seeking to design their professional future, undertaking things to achieve their career goals, and assume duties or positions that will help them progress professionally. The overall mean for Alumni in the retrospective survey was 18.5, yet this increased by 8.5 points in the post survey.

Table 17. Alumni Outcomes-All Allies

	Alumni Retrospective Survey	Alumni Post Survey	Range
Collaboration	30.4**	34.8**	0-40
Controversy with Civility	37.8**	40.4**	0-55
Resilience	7.6**	8.7**	0-10
Transformational Leadership	25.4**	29.4**	0-35
Self- confidence	18.5**	27**	0-45
Civic Engagement	8.4**	12**	0-30

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

Definitions of how Allies qualify as economically disadvantaged have changed over time. To keep the analysis consistent with the available demographic information, Alumni who are not degreed, or are degreed but had directly received government assistance or had their family receive government assistance prior to participating in Public Allies, are defined as disconnected. Allies who were degreed and not economically disadvantaged when they participated in the program are defined as connected. Tables 18 and 19 demonstrate the Alumni outcome indicators as well as the comparison between disconnected Allies and connected Allies. There are no statistically significant differences between the outcome measure means when comparing disconnected Allies to connected Allies.

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Table 18. Alumni Disconnected During the Program and Connected Allies Retrospective Survey Comparison

	Alumni Disconnected During Program Retrospective Survey	Alumni Connected During Program Retrospective Survey	Range
Collaboration	30.4	30.3	0-40
Controversy with Civility	37.8	37.6	0-55
Resilience	7.5	7.5	0-10
Transformational Leadership	25.3	25.7	0-35
Self-confidence	18.2	19.5	0-45
Civic Engagement	8.9	8.2	0-30

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

Table 19. Alumni Disconnected During the Program and Connected Alumni Post- Survey Comparison

	Alumni Disconnected During Program Post Survey	Alumni Connected During Program Post Survey	Range
Collaboration	34.9	34.5	0-40
Controversy with Civility	40.2	40.3	0-55
Resilience	8.7	8.4	0-10
Transformational Leadership	29.6	28.8	0-35
Self- confidence	27.1	26.9	0-45
Civic Knowledge	12.8	11.2	0-30

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

Alumni Allies, Disconnected During the Program Outcome Comparison. To analyze differences between the retrospective and post surveys, a series of *t*-tests were conducted to examine statistically significant changes in Ally responses. Table 20 shows that there was an increase in means on all of the outcome sections. All seven outcomes were statistically significant within these sections of the survey.

The largest of the differences is with the outcome *Self-confidence*. The overall mean score in the retrospective survey was 18.2, yet the overall mean increased by 8.4 points in the post survey to an overall post mean of 27.1. These results indicate that the Public Allies program has a significant positive impact on all outcomes for disconnected Allies.

Table 20. Outcomes for Alumni who were Disconnected Allies

	Disconnected Allies Alumni Retrospective Survey	Disconnected Allies Alumni Post Survey	Gain Score	Range
Collaboration**	30.4	34.9	4.5	0-40
Controversy with Civility**	37.8	40.2	2.4	0-55
Resilience**	7.5	8.7	1.2	0-10
Transformational Leadership**	25.3	29.6	4.3	0-35
Self- confidence**	18.2	27.1	8.9	0-45
Civic Engagement**	8.9	12.8	3.9	0-30

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p <.001

Alumni Allies, Connected Ally Outcome Comparison. Connected Allies also reported statistically significant increases in means for all outcomes (Table 21), with the greatest differences reported on *Self-confidence*. In the retrospective survey, the overall mean was 19.5 but increased to 26.9 in the post survey.

This indicates that connected Allies also experienced positive impacts on these outcome indicators during their participation in the Public Allies program. All Alumni, regardless of education and economic disadvantage status reported experiencing growth in these key areas.

Table 21. Alumni Connected Allies Outcomes

	Connected Alumni Retrospective Survey	Connected Alumni Post Survey	Gain Score	Range
Collaboration	30.3	34.5	4.2	0-40
Controversy with Civility	37.6	40.3	2.7	0-55
Resilience	7.5	8.4	.9	0-10
Transformational Leadership	25.7	28.8	3.1	0-35
Self- confidence	19.5	26.9	7.4	0-45
Civic Engagement	8.2	11.2	3.0	0-30

(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

Alumni Pursuit of Higher Education. In the retrospective survey, Alumni were asked questions regarding their educational plans prior to participating in the program – whether they were planning to obtain a degree or complete a college course to contribute towards a college degree. Table 22 demonstrates that the majority (69.5%) had no plans to obtain a degree because they

already possessed one. Among Alumni with no degree, 24.3% were planning on attending college, while only 6.2% stated that they had no plans on attending college.

When comparing the disconnected Allies Alumni to the disconnected Alumni, there are statistically significant differences in who obtained a degree prior participating in Public Allies. (This result is expected considering the definition of disconnect Allies includes not possessing a degree.)

Table 22. Prior to the program, were you planning on obtaining your degree or completing a college course contributing toward a college degree?

	Disconnected Allies Alumni N=101	Connected Alumni N=76	All Alumni N=177
No, I didn't plan on attending college	10 (9.9%)	1 (1.3%)	11 (6.2%)
No, I already had a degree	56 (55.4%)	67 (88.2%)	123 (69.5%)
Yes, I was planning on attending college	35 (34.7%)	8 (10.5%)	43 (24.3%)

Table 23 displays the type of degrees that the Alumni were trying to obtain. Over half of the Alumni were attempting to obtain a degree from a 4 year college, while an additional 25.6% were attempting to obtain an advance graduate degree.

Table 23. What type of degree were you planning on obtaining?

	Disconnected Allies Alumni N=35	Connected Alumni N=8	All Alumni N=43
Vocational/technical	2 (5.7%)	0 (0%)	(4.7%)
2 year college	7 (20.0%)	0 (0%)	7 (16.3%)
4 year college	19 (54.3%)	3 (37.5%)	22 (51.2%)
Graduate school	6 (17.1%)	5 (62.5%)	11 (25.6%)
Unsure	1 (2.9%)	0 (0%)	1 (2.3%)

Since leaving the Public Allies program, 11.1% of Alumni reported they have completed a degree, and an additional 16.1% are currently completing a degree. Of the degrees obtained or in the process of being obtained, 34.7% are from 4 year colleges, while 44.9% are advanced graduate degrees.

Table 24. Since leaving the program, have you obtained your degree or completed a college course contributing toward a degree?

	Disconnected Allies Alumni N=104	Connected Alumni N=76	All Alumni N=180
No, I don't plan on attending college	4 (3.8%)	0 (0%)	4 (2.2%)
Yes, I have completed my degree	8 (7.7%)	12 (15.8%)	20 (11.1%)
Yes, I am currently working on my degree	23 (22.1%)	6 (7.9%)	29 (16.1%)
No, I had a degree prior to leaving Public Allies	52 (50.0%)	57 (75.0%)	109 (60.6%)
No, but still I still plan on attending college	17 (16.3%)	1 (1.3%)	18 (10.0%)

Table 25. What type of degree have you obtained or are you obtaining?

	Disconnected Allies Alumni N=31	Connected Alumni N=18	All Alumni N=49
Vocational/technical	2 (6.5%)	0 (0%)	2 (4.1%)
2 year college	8 (25.8%)	0 (0%)	8 (16.3%)
4 year college	13 (41.9%)	4 (22.2%)	17 (34.7%)
Graduate school	8 (25.8%)	18 (77.8%)	22 (44.9%)

Alumni Increased Employment. Of the Alumni that filled out the survey, 84.2% of them were employed at the time the survey was administered. In comparison to previous jobs, the majority of Alumni's current employment provided more responsibilities, higher wages, increased access to health insurance, and was a stepping stone that helped the Alumni move towards their desired career.

When comparing disconnected Alumni and connected Alumni both groups are employed at similar rates; however, a statistically significant larger percentage of connected Alumni see an increase in wages in their current employment in comparison to the disconnected Alumni. Table 26 demonstrates that 73.6% of disconnected Alumni saw a wage increase in their current position, yet over 85% of connected Allies saw an increase in wages. A similar trend is reported with connected Alumni reporting higher increases in access to health insurance, and a larger proportion reported being on a pathway towards their desired career.

Table 26. Are you employed?

	Disconnected Alumni N=104	Connected Alumni N=76	All Alumni N=180
Yes	87 (83.7%)	64 (84.2%)	151 (83.9%)
No	17 (15.8%)	12 (15.8%)	29 (16.1%)

Table 27 Connected and Disconnected Alumni Current Employment Comparison

	Disconnected Alumni (N=71)	Connected Alumni (N=55)	All Alumni (N=122)
Job responsibilities increased	71 (81.6%)	51 (79.7%)	122 (80.8%)
Wages increased	64 (73.6%)	55 (85.9%)	119 (78.8%)
Access to health insurance increased	54 (62.1%)	44 (68.8%)	98 (64.9%)
On a pathway towards desired career	65 (74.7%)	52 (81.2%)	117 (77.5%)

Of the Alumni that were employed at the time this survey was administered, 72.8% worked for a non-profit organization, while 19.9% were employed by a public entity. When comparing the disconnected Alumni to the connected Alumni, there is a statistically significant difference in Alumni who are employed by non-profit organizations. Table 28 demonstrates that 77% of disconnected Alumni are employed by a non-profit organization, while 67.2% of connected Alumni are employed by a non-profit organization.

Table 28. Connected and Disconnected organization comparison

	Disconnected Alumni (N=111)	Connected Alumni (N=115)	All Alumni (N=262)
Employed by a non-profit organization	67 (77%)	43 (67.2%)	110 (72.8%)
Employed by a public entity	18 (20.71%)	12 (18.8%)	30 (19.9%)

Columns may not add up to 100% due to missing categories not displayed
(*) A statistically significant difference at p<.05
(**) A statistically significant difference at p<.001

Implications

The *t*-tests conducted for this analysis indicate that there are no statistically significant differences in outcome indicator scores when comparing Alumni that were disconnected at the time of participation to connected Alumni. While means may vary by each group, these small differences are not statistically significant. This indicates that the outcomes of the program did not differ depending on whether the Alumni was degreed and economically disadvantaged.

When discussing the outcomes of the Alumni, the results indicate that the Public Allies program had a positive impact on all outcome indicators. This indicates statistically significant growth for *Collaboration, Controversy with Civility, Resilience, Transformational Leadership, Self-confidence*, and *Civic Engagement*. Alumni increased their ability in collaboration throughout participation in the Public Allies program, meaning that their ability to develop human relationships to achieve common goals, share responsibilities, authority, and accountability

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increased[16]. Alumni increased their *Controversy with Civility* skills, indicating an improvement in their ability to handle differences in viewpoints, and remain respectful and courteous in the workplace[17]. Alumni experienced an increase in *Self-confidence*, which is demonstrated through their ability to proactively develop his or her career as expressed by diverse career behaviors. *Leadership* was increased, which means Alumni increased their ability to be self-aware, act in accordance with personal values and beliefs, invest time and energy in activities the individual deems as important, work in diverse settings to accomplish common goals, have a sense of civic and social responsibility, and desires to make the world a better place[18]. Alumni increased their *Resiliency*, and their ability to handle stress, cope is certain situations, and be resilient[19]. And finally, Alumni reported growth in *Civic Engagement*, indicating that they strengthened their abilities to create a connection to communities[20].

Within these findings the means for disconnected and connected Alumni vary for the retrospective and post survey, making it appear as though connected Alumni experienced greater gains. However, when comparing the gain scores found in Tables 18 and 19, the *t*-tests indicate that there are no statistically significant differences. This suggests that at the time of participation, disconnected and connected Allies experienced similar levels of growth. This all leads to the implication that Public Allies has no differential impacts on Alumni that were degreed and non-economically disadvantaged and those that were not degreed or considered economically disadvantaged on the short-term and intermediate 21st Century skill outcomes.

When analyzing their current education and career situations, several chi-square tests were conducted, the results indicated that there were no statistically significant differences in Alumni who were connected in comparison to Alumni who were disconnected at the time of participation. However, there were descriptive differences in the results that should be noted in relation to a larger proportion of connected Alumni possessing a degree, a larger proportion of connected Alumni having higher wages at their current employment, and a larger proportion of disconnected Alumni being employed within non-profit organizations.

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[16] Astin, H.S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.

[17] Astin, H.S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.

[18] Tyree, T. M. (1998). Designing an instrument to measure socially responsible leadership using the social change model of leadership development. *Dissertation Abstracts International, 59*(06), 1945. (UMI No. 9836493) & Astin, H. S. (1996). Leadership for social change. *About Campus*, *1*(3), 4-10.

[19] Vaishnavi, S., Connor, K., & Davidson, J. R. (2007). An abbreviated version of the Connor-Davidson Resilience Scale (CD-RISC), the CD-RISC2: Psychometric properties and applications in psychopharmacological trials. *Psychiatry research*, *152*(2), 293-297.

[20] Jastrzab, J. (1996). Evaluation of National and Community Service Programs. Impacts of Service: Final Report on the Evaluation of American Conservation and Youth Service Corps.

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The majority of connected Alumni possessing a degree is indicative of the fact that a degree is one of the main factors in identifying an Alumni as 'connected'. One would expect this reported result in the findings. The results also indicated that both connected Alumni and Alumni that were disconnected at the time of participation experienced higher responsibility in their employment after Public Allies participation. However, while 85.9% of connected Alumni saw an increase in wages, only 73.6% of disconnected Allies saw an increased in wages. This would suggest that while participating in Public Allies does impact an Alumni's job responsibilities, a higher proportion of connected Alumni are benefiting financially. This may speak to the impact that having a degree has for connected Alumni. Finally, the results show that while 67.2% of connected Alumni go on to work as a non-profit organization, over 77% of disconnected Alumni are employed by a non-profit organization. This suggests that Alumni that are disconnected at the time of participation in Public Allies are more prone to stay employed in the social sector.

Limitations

1. One limitation that should be noted is the use of a retrospective survey in the place of a connected pre-test survey. The retrospective survey was administered with the post survey, and Alumni were asked to choose a response that best fit them prior to joining the Public Allies program. Literature suggests that retrospective pre-test administration yields comparable results to connectedly administered pre-tests.[21]

2. An additional limitation is the collapsing of the three types of disconnected Allies. For the purposes of analysis during this evaluation, the three types of disconnected Allies, which consists of, non-degreed, economically disadvantaged Allies, non-degreed, non-economically disadvantaged Allies, and degreed, economically disadvantaged Allies were all collapsed into one category labeled disconnected Allies. There may be statistical differences among the three types of Allies, but that examination was beyond the scope of this evaluation.

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[21] Howard, G. S., Ralph, K. M., Gulanick, N. A., Maxwell, S. E., Nance, D. W., & Gerber, S. K. (1979). Internal invalidity in pretest-posttest self-report evaluations and a re-evaluation of retrospective pretests. *Applied Psychological Measurement*, *3*(1), 1-23.

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Public Allies Site Directors

While Partner Organizations and Ally apprentices were the primary focus of this evaluation, an analysis of Public Allies Site Directors perceptions of the factors that contribute to successful placements was also conducted. Each of the 23 Public Allies locations is headed by a Site Director who is responsible for overseeing each sites partnerships, Ally recruitment, and Ally training activities. While there was no overarching hypothesis driving the evaluation of Public Allies Site Directors or specific outcomes to evaluate, the evaluation did seek to address the following research question:

1.   What are the perceptions of Public Allies Site Directors on quality of placements that affect Allies' outcome achievement?

The steps undertaken to evaluate this research question as well as the results are presented below.

Data Collection Instruments and Procedures

Unlike Partner Organizations and Ally apprentices, the Public Allies program does not regularly collect formal data from Site Directors. For the purposes or this analysis, the CUIR research team designed two data collection instruments: 1) key informant semi-structured interviews, and 2.) a brief online survey.

Semi-structured interviews. Semi-structured interview questions were designed in conjunction with Public Allies staff and administered to four Public Allies Site Directors, chosen by Public Allies staff due to their familiarity with the program, and the varied experiences each of their sites represented. The goal of the interviews was twofold: first, to gain contextual information used to inform the construction of a brief online survey and second; to collect more nuanced details regarding Site Directors perceptions of quality Ally placements that cannot be gathered from a brief survey. Interview responses were entered into a Microsoft Excel spreadsheet, examined for patterns and themes, and coded separately by two members of the CUIR research team. Coding differences were resolved through discussion until a single code could be agreed upon. Coded themes were then quantified and analyzed, and used to create categories of Partner Organization characteristics that are key to successful Ally placements for use in the online survey.

Online Survey. A brief online survey was created using information gathered during the semi-structured interviews and in consultation with Public Allies staff. Surveys were designed in and administered via Qualtrics, a web-based survey platform, and were distributed to all 23 Site Directors via email. Three follow up emails were sent to Site Directors encouraging their participation. Data collection was closed mid-September 2015.

Results

Sample Size. Online surveys were completed by 11 out of 23 Site Directors (48%). Of these eleven, 10 completed the ranking of support services question. Demographic information about Site Directors was not available.

Ranking of Top Three Support Services for Ally Success. Site Directors were asked to rank nine categories of site specific supports provided to Allies in order of their importance in supporting Ally development with one (1) being the most important, and nine (9) being the least important. Respondents also had the option to write in up to three more of their own categories and rank them along with the other nine. While several Site Directors did add additional categories, none was ranked in the top five in terms of importance. Figure 31 displays the percentage of Site Directors who ranked each category in their top three in terms of importance.

The categories chosen most often as the most important Ally support were *Training and Learning* (40%), *Mentoring* (20%), *Partnership Development* (20%), *Marketing PA Mission* (10%) and *Working with PO Supervisors*. When combining the percentage of categories that were ranked first, second or third, *Partnership Development* was ranked the most important overall (60%). *Alumni Engagement* was not ranked in the top three by any Site Directors and only two ranked *Coaching* third.

Figure 31. Ranking of Top Support Services for Ally Success
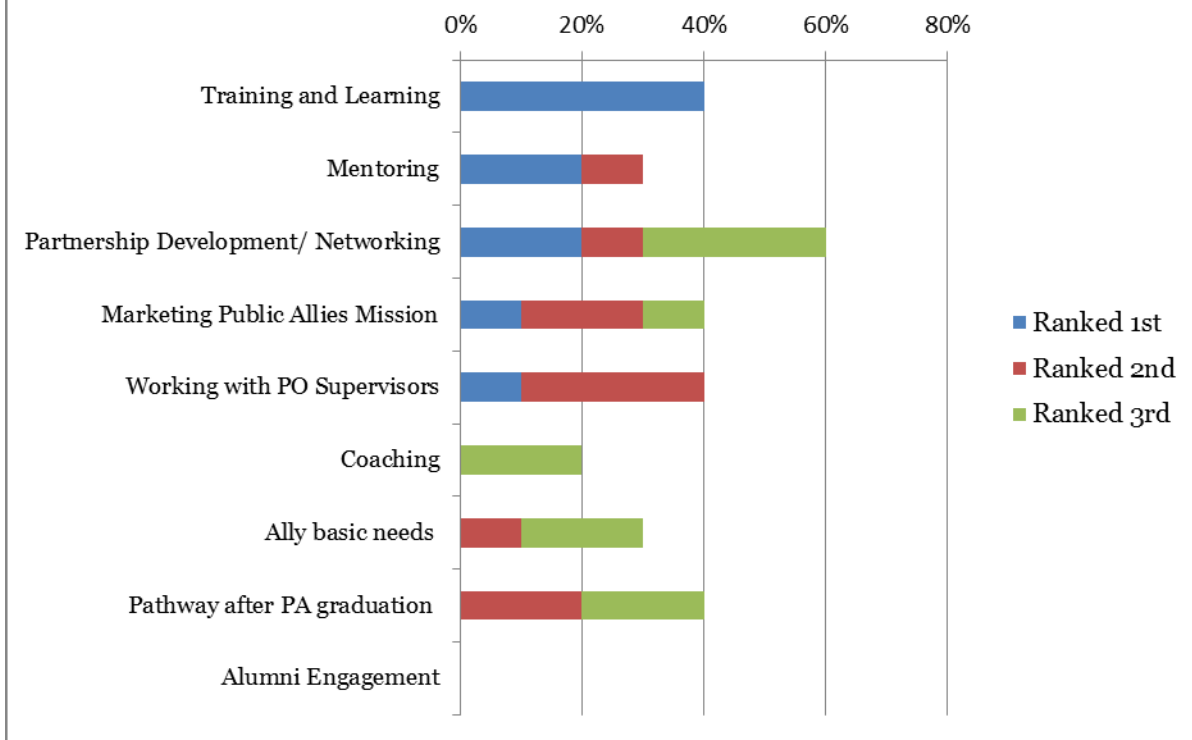
Importance of PO Characteristics for Ally Success. Site Directors were asked to indicate the level of importance of 15 potential Partner Organization characteristics in terms of how they impact the success of Ally placements. They were encouraged to respond to the statement keeping in mind that the focus was not necessarily on the overall success of the organization itself, but rather on the organization characteristics that help to foster and grow a successful partnership with the Public Allies program. Response categories ranged from "Not at all Important" (1) to "Extremely Important" (7) and included a "Neither Important nor Unimportant" (4) as a neutral midpoint. For the purposes of this evaluation, the two response categories on each side of the spectrum were combined (Not at all or Not Very Important) and (Very or Extremely Important) to identify the characteristics that were deemed by Site Directors to be the most or least important for Ally success. Results are presented in Figure 36.

Examining Figure 32 illustrates that 100% of Site Directors responded that they felt *PO Accountability* and whether PO's *Value being a mentor* were "Very or Extremely Important" PO characteristics that can impact Allies' success. Another 80% or more reported that *Clear Expectations (*of Ally skill level and responsibilities*), PO Stability,* and *Supervisor Accessibility* were Very or Extremely Important PO characteristics. Conversely, looking at *Focus of PO* and

whether the PO had *Previous PA Experience* there were an equal amount of Site Directors who reported that those characteristics were "Not at all or Not Very Important" as reported that they were "Very or Extremely Important." Other categories, such as *Risk Acceptance, PO Adding New Capacity, and Size of PO* also were reported to be "Not at all or Not Very Important," however more Site Directors felt they were in fact "Very or Extremely Important."

Figure 32. Importance of PO Characteristics to Ally Success
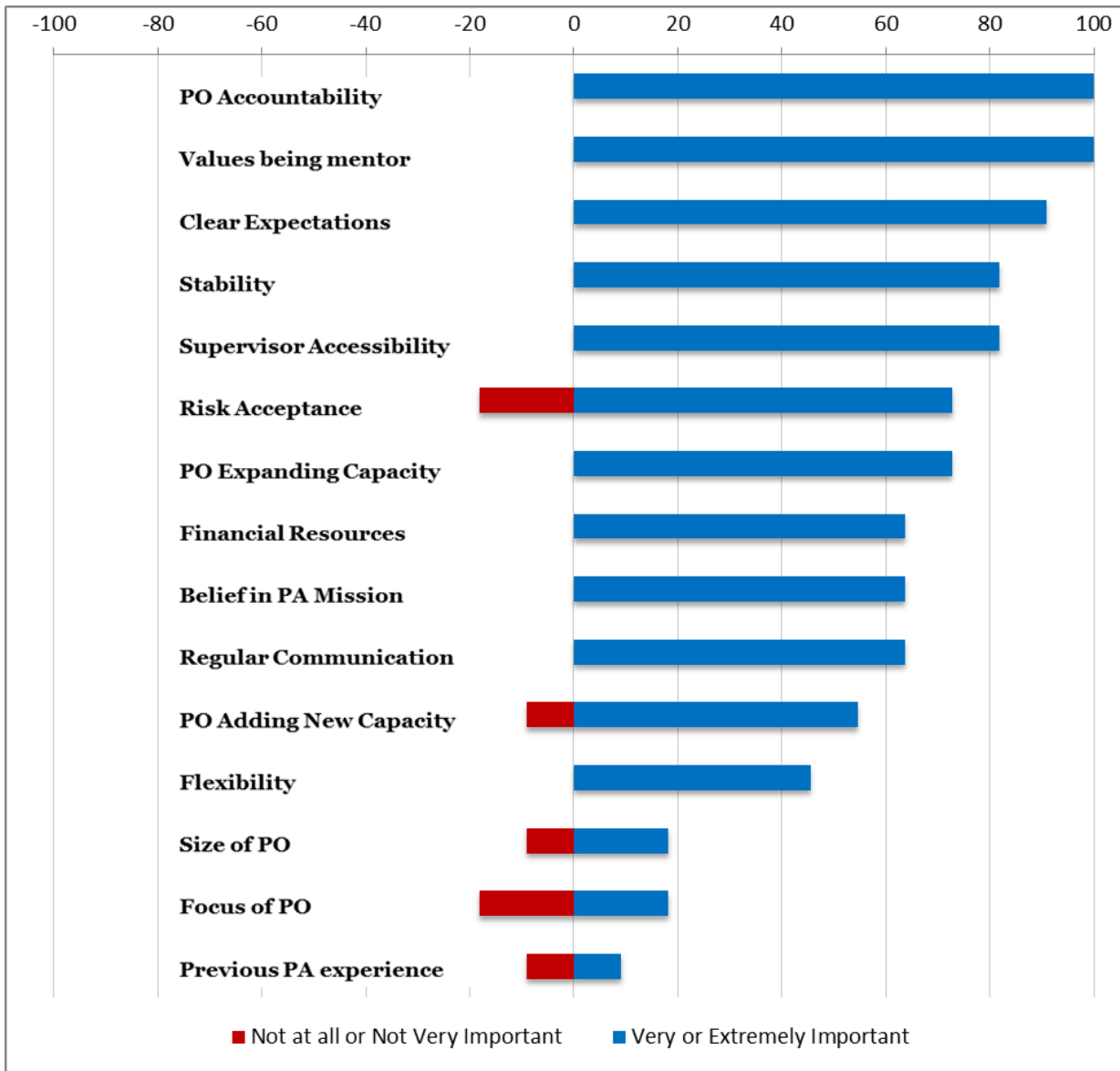
Open Ended Survey Responses. In addition to the quantitative survey responses, Site Directors were also given the option to answer two open ended questions focused on current challenges in creating new/maintaining existing partnerships and ideas on changing current practices to address these challenges. Responses to each question are provided in their entirety below.

Q6. Are there any other insights you would like to add regarding current challenges in forming successful partnerships with Partner Organizations?

1. Melding AmeriCorps needs with Community organization needs. There is often a tension, especially as performance measures shift frequently

2. PA is competing with other free or lower cost capacity building human capital solutions.

3. Prohibited activities are becoming more of a barrier especially the limitations in marketing and advocacy

4. The only challenge I face is lack of staff capacity locally. With only 2 individuals, one including myself running the program, it is sometimes difficult to manage every single task in an effective meaningful way.

5. They have to be on board with the development part of things, if they are looking for a cheap worker... forget about it.

6. We currently don't offer them a lot of programming, resources or networking. There's lots of unlocked potential in these relationships

7. We talk about creating long term partnerships, but when we keep changing the dynamics of partnership (enrollment demographics, focus, etc.), it makes it difficult for partners to continuously rely on what it means to partner with Public Allies.

Q7. Do you have any suggestions about how current partnership development practices could be altered to assist Sites with building/strengthening partnerships with new and existing Partner Organizations?

1. I am eager to hear suggestions from other sites. It has been really helpful this year to separate PO recruitment from Ally recruitment. We were able to engage more partners and spend the necessary time building quality placements.

2. I think online seminars with PO sites would assist local sites. This also would strengthen relationships locally if National Office was more involved.

3. Include partners in larger picture vision. They must get the long-range goal and be willing to coach and train. They must believe in our values. They must be advocates for our mission.

4. Much of the challenges arise from the Allies' personal life challenges, not necessarily the partnership development practices. Ally loss has almost always been because of insecure housing, challenges with transportation leading to chronic lateness, behavioral/mental health challenges, and family financial challenges. POs and Program staff can do all they want to have a good, clear relationship, but I've never lost an Ally because of the PO/site relationship. Additionally, it would be more helpful for PAN to help us think through restructuring the program, etc. Connectedly, when site staff/Directors express challenges, PANO staff turns the question around and ask where we can find the opportunity in that particular challenge. There needs to be more shared responsibility instead of just assuming site staff will shoulder the burden and figure it out.

5. Take some of responsibilities off Program Managers so that a few can focus on building relationships.

6. There currently is little to no training offered for local site staff to help improve their ability to do partner outreach and relationship building. There is little to no marketing material that is updated or distributed to staff. Our materials often too rough around the edges. I have not seen an updated recruitment brochure in at least 6 years, nor an annual report. It may be assumed that sites all talk about PA and our mission and values in consistent ways, but that may need some exploring. Interpretation may vary from site to site, as such partnerships and partnership

quality and Ally experience will vary. Our website is outdated. Other AmeriCorps programs are passing us by in terms of marketing/outreach/staffing.

7. We need some good job descriptions that we can shop around to partners i.e. We can find you an Ally who will do ABC and D for you. Are you interested? It'd be great to get a cohort of Allies all with similar job descriptions in different orgs.

Implications

The evaluation of the online survey data and open ended responses given by Site Directors regarding their perceptions of the factors that contribute to Ally success reveals some interesting patterns. First, and not surprisingly, both the ranking of support services, and open ended responses reflect Site Directors perceptions that the proper training of Allies is critical to their success. What is equally interesting is that Site Directors also report a need for additional training for Site staff, specifically around Partnership Development (Q7, 6).

This first theme ties directly into the second theme that emerged from the evaluation; the need to invest additional time on Partner Development and Networking. Not only was Partner Development/Network ranked in the top three in importance by (60%) of site directors, but the topic was also mentioned several times in open ended responses both in terms of making sure the program is meeting PO needs, and in making sure PO's are aligned with the broader Public Allies mission to create leaders. As one Site Director stated, "They (PO's) have to be on board with the development part of things, if they are looking for a cheap worker…forget about it" (Q6, 5). Another noted that the Public Allies program should, "Include partners in the larger picture vision. They must get the long-range goal and be willing to coach and train. They must believe in our values. They must be advocates for our mission" (Q7, 3). This is also reflected in the high importance Site Directors reported for PO's to *Value being a mentor*.

Finally, it is worth noting that Site Directors also reported a desire to work more closely with the Public Allies National Office to develop new techniques, resources and capabilities as well as a consistent overall message to engage Partner Organizations. While this question was not included in the quantitative part of the survey, it was expressed repeatedly in some fashion in the open ended responses (Q6, 1; Q6, 6; Q6, 7; Q7,2; Q7, 4; Q7,5; Q7, 6; Q7,7).

Recommendations

1. Have all Site Directors complete the online survey. In ordered to gain a complete picture of Site Directors perceptions and the resources being utilized to support Ally success, the remaining 12 Site Directors should be asked to complete the survey.

2. Tap the knowledge of local sites annually. Each Public Allies Site has valuable knowledge about their local communities' strengths and weaknesses. This includes insight into the unique challenges they face working with their local Partner Organizations and Ally apprentices. , as well as ideas about how to utilize local resources and potential to carry out the PA mission of creating community leaders, and building the capacity of local community organizations

3. Gather information on Public Allies/Partner Organization partnerships. Partner Organizations are asked to complete a number of surveys and assessments regarding the experiences they have working with Ally apprentices and capacity outcomes, however they do not have to provide feedback regarding their partnership with the Public Allies organization. Likewise, Site Directors do not have a means to evaluate the PO's role in the partnership. One such tool that could be refined and used is the *Scale for High Performance Partnerships* developed by de Wall[22] which requires both sides of the partnership to rate one another on factors such as Openness in the Partnership, Equality of the Partnership, and Conflict Management in the Partnership.

Limitations

1. **Small Sample Size**. Less than half of Site Directors are included in the analyses. The experiences and perspectives of the other twelve PA Sites that did not participate in the survey are not represented and may be very different.

2. **Incomplete Inventory.** A complete inventory of support services provided at all Public Allies site could not be compiled due to incomplete Site Director Data.

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[22] André de Waal , Robert Goedegebuure , Eveline Hinfelaar , (2015) "Developing a scale for measuring high performance partnerships", Journal of Strategy and Management, Vol. 8 Iss: 1, pp.87 - 108

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Appendix A: CNCS Charts

As seen in Tables 1 and 2 in both the post and retrospective survey the means for all seven outcomes are almost identical indicating that regardless of the definition of economic disadvantages used, outcome scores did not differ significantly. None of the seven outcomes have more than a .07 difference in the overall mean and as a result the CNCS definition will be used throughout the evaluation when referencing "disconnected Allies".

Table 1. Retrospective Survey Pathway Allies Definition Comparison

	Disconnected Allies Retrospective CNCS Mean Scale Score	Disconnected Allies Retrospective Non-CNCS Mean Scale Score
Collaboration	30.80	31.84
Controversy with Civility	37.26	37.27
Resilience	7.97	7.90
Transformational Leadership	26.35	26.30
Self- confidence	21.11	21.16
Civic Knowledge	21.62	21.70
Increased Interest in Higher Education	14.33	14.50

Table 2. Post Survey Disconnected Allies Definition Comparison

	Disconnected Allies Post CNCS Mean Scale Score	Disconnected Allies Post Non-CNCS Mean Scale Score
Collaboration	35.14	35.1
Controversy with Civility	43.94	43.97
Resilience	8.71	8.71
Transformational Leadership	30.01	30.03
Self- confidence	28.3	28.37
Civic Knowledge	29.56	29.55
Increased Interest in Higher Education	17.62	17.68

A detailed description of evaluation tools associated with each of the four individual evaluation component areas (Partner Organizations, Current Ally apprentices, Alumni Ally apprentices, and Public Allies Site Directors) is included within each components' related section of the report.

Appendix B: Partner Organization Theory of Change

Program Theory of Change

Public Allies improves the ability of Partner Organizations to meet their missions, resulting in resilient, healthy, safe, and engaged communities.

Process Theory

Public Allies will work with partner organizations to devleop capacity building projects that improve the ability of Partner Organizations to provide servcies.

Impact Theory

The technical ability of organizations to meet their missions will improve, leading to healthier, safer, and more engaged communities. Organizations working with Opportunity Youth will further transform by adopting new strategies and procedures to better meet their

Resources & Participants:

Public Allies ("PA", individuals)

PO Superviosrs

PO In-Kinds (workspace, computer, etc.)

PA Organizational

Activities:

Capacity Building Projects

PO supervision of Public Ally

Process Outcomes:

Increased hours of service to PO

Improved relationships between supervisor/P

Short-term Outcomes: (Skills, learning, attitudes)

Improved technical capacity to deliver services (directly related to PA projects)

Change in staff attitudes (in POs with ecnomically disadvantaged and non-degreed PAs, "Opportunity Youth")

Intermediate Outcomes: (Behavior)

Improved or sustained technical capacity to deliver services

Increased adaptive capacity

Long-term Outcomes: (Conditions)

Increased ability to meet missions

More resilient, healthier, safer, and more engaged communities

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Appendix C: Capacity Self-Assessment for Partner Organizations (versio

Capacity Self-Assessment
For Partner Organizations
Version 26 February 2013; this page: Version 2 October 2013

Organization Name *OR* Organization + Department / Division Name

_____

Completed By (Name & Title): _____

☐ Pre-Service Assessment　　　☐ Post-Service Assessment　　　Date Completed: _____

Mark the one you'll conduct:

☐ Assessment of the Organization　　　☐ Assessment of a Department/ Division of the Organization

Welcome & Instructions

A. This tool is designed to help an organization assess its capacity to deliver better services. In assessing capacity, the users of this tool will be able to establish goals for improvement. Users can also decide the ways in which the service of AmeriCorps members may be leveraged to help improve or increase the organization's capacity to provide services that improve community conditions.

B. The assessment should be completed by at least two people within the organization who represent executive-level and program/project-level managerial perspectives. Each person should complete this tool on his/her own.

C. The assessment is in two parts and takes 10 to 15 minutes to complete.

> For each row, determine the description that most closely describes your organization and circle the corresponding point on the scale.

Part One: Self-Assess

Public Allies Partner Organization Capacity Self-Assessment

Program Development, Delivery, and Evaluation

Activity Area	Clear need for increased capacity	Basic level of capacity in place	High level of capacity in place	Exceptional level of capacity in place
1. Program Development & Delivery **(A)** Is the organization able to improve, expand, or create new programming?	**1**　　　　**1.5** No effort to evaluate possibility of expanding existing program(s) to meet needs of recipients Limited ability to expand existing program(s)	**2**　　　　**2.5** Limited effort to evaluate possibility of expanding existing program(s) Limited or no action taken to expand existing program(s)	**3**　　　　**3.5** Occasional effort to evaluate possibility of expanding existing program(s) Action taken to expand existing program(s)	**4** Frequent evaluation of possibility of expanding existing program(s) Organization is able to efficiently and effectively grow existing program(s) to meet needs of recipients
(B) Is the program delivery model effective in responding to constituent needs?	**1**　　　　**1.5** No evaluation of gaps in ability of current program(s) to meet recipient needs Limited ability to create new programs New programs created largely in response to funding	**2**　　　　**2.5** Limited evaluation of gaps in ability of existing program(s) to meet recipient needs Some ability to modify existing programs and create new programs When new programs developed, thought given to organizational strategy and mission	**3**　　　　**3.5** Occasional evaluation of gaps in ability of existing program(s) to meet recipient needs and adjustments sometimes made Demonstrated ability to modify and fine-tune existing programs and create new programs in line with organizational strategy and mission	**4** Regular evaluation of gaps in ability of existing program(s) to meet recipient needs and adjustment always made Ability and tendency to effectively create new, innovative programs to meet the needs of potential service recipients in line with strategy and mission

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2. Outreach	1 1.5	2 2.5	3 3.5	4
Is the organization able to effectively reach the populations that can benefit from programming?	No outreach to populations that can benefit from programming	Organization conducts some outreach to populations that can benefit from programming, but no outreach plan is in place	Organization conducts outreach to populations that can benefit from programming Organization is in the early stages of creating an outreach plan Some attempts to conduct outreach in various languages	Outreach is conducted to include populations speaking various languages Organization has a solid plan to effectively reach populations that can benefit from programming and conducts regular outreach to populations that can benefit from programming

Program Development, Delivery, and Evaluation

Activity Area	Clear need for increased capacity	Basic level of capacity in place	High level of capacity in place	Exceptional level of capacity in place
3. Materials Development Does the program have the appropriate materials/tools to effectively deliver programming? **Note: AmeriCorps member activity must promote the organization's programming and <u>cannot</u> promote the organization in general.**	**1 1.5** Organization has no formal materials or tools for program delivery Programs are delivered largely through individuals who share learning through word-of-mouth	**2 2.5** Organization has a few materials or tools that assist with program delivery Materials exist but are out-of-date and need to be updated Organization is in the early stages of planning to document materials/tools that can deliver effective programming	**3 3.5** Organization has a number of materials or tools that assist with program delivery Organization has some form of plan/process to document materials/tools that can deliver effective programming	**4** Organization has a high quality, comprehensive set of materials or tools that assist with program delivery Materials and tools are continually updated as needed Organization has a comprehensive plan/process for documenting materials/tools and uses these tools to consistently deliver effective programming
4. Performance Measurement (A) Is the organization able to assess the impact of its programming on the constituency served?	**1 1.5** No attempt to track program outcomes All or most evaluation based on anecdotal evidence	**2 2.5** Some attempt to track program outputs (e.g., number of children served) Limited attempt to track program outcomes (e.g., drop-out rate lowered)	**3 3.5** Program outcomes tracked regularly Tracking outcomes not integral part of organizational strategy	**4** Well-developed comprehensive system used to track program outcomes on continual basis Tracking program outcomes part of organizational strategy
(B) Does the organization use performance data to improve program offerings?	**1 1.5** Little or no analysis of program performance measurement and tracking data Data rarely used to improve program(s)	**2 2.5** Some efforts made to analyze performance measurement and tracking data Performance data used occasionally to improve program performance	**3 3.5** Effective analysis of performance measurement and tracking data, but driven largely by top management What is learned is distributed throughout organization Often used to make adjustments and improvements	**4** Comprehensive analysis of data part of the organizational culture Used by staff in target-setting and daily operations Systematic practice of making adjustments and improvements on basis of consistent analysis

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Community Engagement / Interface

Activity Area	Clear need for increased capacity	Basic level of capacity in place	High level of capacity in place	Exceptional level of capacity in place
1. Community Assessment (A) Does the organization understand the community needs to be addressed, community context, and the assets available?	**1**　　　**1.5** Organization plans new programs on an ad hoc basis with no external research New program neither necessarily based on available data nor linked to mission, vision, strategic plan No pre-thought to organization's capacity	**2**　　　**2.5** New programs planned based on some effort to do external needs assessment New programs somewhat linked to to mission, vision or strategic plan Some thought given to organization's internal capacity	**3**　　　**3.5** New programs planned after needs assessment New program linked to either mission, vision, or based on strategic plan Thought given to internal capacity	**4** Assessment made of existing programs and other community resources to meet need and reduce fragmentation & duplication of services New programs linked to mission and based on strategic plan Thought given to internal capacity and program funding
(B) Does an understanding of the community being served drive program development and delivery modeling?	**1**　　　**1.5** Minimal knowledge and understanding of other players and alternative models in program area	**2**　　　**2.5** Basic knowledge of players and alternative models in program area Limited ability to adapt decision-making based on understanding	**3**　　　**3.5** Solid knowledge of players and alternative models in program area Good ability to adapt decision-making based on acquired understanding at times	**4** Extensive knowledge of players and alternative models in program area Refined ability and systematic tendency to adapt decision-making based on understanding
2. Community Awareness and Engagement Is community aware of organization's services such that services are utilized by target audience? **Note: AmeriCorps member activity must promote the organization's programming and <u>cannot</u> promote the organization in general.**	**1**　　　**1.5** Presence of organization's program(s) either not recognized, understood, or generally not regarded as positive Few members of the community constructively involved in the organization	**2**　　　**2.5** Presence of organization's program(s) somewhat recognized, understood, or generally regarded as positive within the community Members of the community and some members of the broader community (e.g., other nonprofit leaders, academics, business leaders) engaged	**3**　　　**3.5** Organization's program(s) reasonably well known within community, and perceived as open and responsive to community needs Members of broader community (including a few prominent ones) constructively involved in organization	**4** Organization's program(s) widely known within community, and perceived as actively engaged with and extremely responsive to it Many community members and members of the broader community (including many prominent members) actively and constructively involved in organization

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Community Engagement / Interface

Activity Area	Clear need for increased capacity	Basic level of capacity in place	High level of capacity in place	Exceptional level of capacity in place
3. Partnerships and Collaboration Does the organization collaborate with others to help improve or expand programming and help reduce or improve fragmentation of services?	1 1.5 No use or very limited use of partnerships and alliances with nonprofit, government, or for-profit entities	2 2.5 Early stages of building relationships and collaborating with nonprofit, government, or for-profit entities	3 3.5 Effectively build and leverage some key relationships with a few types of relevant nonprofit, government, or for-profit entities Some relationships may not be fully "win-win" or mutually beneficial	4 Build, leverage, and maintain strong relationships with variety of relevant nonprofit, government, or for-profit entities Relationships deeply anchored in stable, long-term, mutually beneficial collaboration

Organizational Infrastructure& Resources

Activity Area	Clear need for increased capacity	Basic level of capacity in place	High level of capacity in place	Exceptional level of capacity in place
1. Technology Use (A) Does the organization have a website in place that supports and promote its <u>program(s)</u>?	**1** 1.5 Organization does not have a website for a program	**2** 2.5 Program has a website that conveys basic information about its program(s) but it is rarely updated	**3** 3.5 Organization has or is planning a website that supports program(s) Website is/will be regularly updated	**4** Organization has a regularly updated program website that is interactive and well planned Website promotes/supports the organization's program(s)
(B) Are there technological systems in place that help improve organizational efficiency and effectiveness?	**1** 1.5 No or limited systems in place for tracking contacts (e.g. clients, members, volunteers, funders, or prospects) or program activities and outcomes	**2** 2.5 Electronic databases and management reporting systems exist only in a few areas Systems perform only basic features and do not fully meet organizational needs	**3** 3.5 Electronic database and management reporting systems exist in most areas for tracking contacts and program activities/outcomes Commonly used and help increase information sharing and efficiency	**4** Sophisticated, comprehensive database management reporting systems exist for tracking contacts and program activities/outcomes Systems are widely used and essential in increasing information sharing and efficiency and data supplied by systems are used to make decisions
2. Volunteer Generation Does the organization have the adequate support of community volunteers to help assist in the delivery of service?	**1** 1.5 No or few volunteers with limited skills May be unreliable or have low commitment Volunteers are poorly managed and trained	**2** 2.5 Volunteers have good skills Mostly reliable, loyal and committed to the success of the organization and its programs Volunteers trained and managed but without standards and little accountability	**3** 3.5 Very capable set of volunteers, bring necessary skills to the organization and its programs Reliable, loyal and highly committed to organization's success and to "making things happen" Work easily with most staff, but do not generally play core roles without substantial staff supervision Volunteers are managed and contribute to the overall success of the organization	**4** Extremely capable set of volunteers, bring complementary skills to the organization and its programs Reliable, loyal, highly committed to organization's success, often go "beyond call of duty" Able to work easily with wide range of staff and play core roles without special supervision Volunteers managed very well, significantly contribute to overall success of organization, and contributions are recognized by the organization

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Organizational Infrastructure& Resources

Activity Area	Clear need for increased capacity	Basic level of capacity in place	High level of capacity in place	Exceptional level of capacity in place
3. Organizational Management and Operations (A) Does the organization have the policies and systems for effective management, staff development, and internal communications?	**1** **1.5** Limited set of processes (e.g., decision making, planning, reviews) for ensuring effective functioning of organization and its programs Use of processes is variable, or processes are seen as ad hoc requirements ("paperwork exercises") No monitoring or assessment of processes	**2** **2.5** Basic set of processes in core areas for ensuring efficient functioning of the organization and its programs Processes known, used, and truly accepted by only portion of staff Limited monitoring and assessment of processes, with few improvements made as a result	**3** **3.5** Solid, well designed set of processes in place in core areas to ensure smooth, effective functioning of the organization and its programs Processes known and accepted by many, often used and contribute to increased impact Occasional monitoring and assessment of processes, with some improvements made	**4** Lean, and well designed set of processes (e.g., decision making, planning, reviews) in place in all areas to ensure effective and efficient functioning of organization and its programs Processes are widely known, used and accepted, and are key to ensuring full impact of organization Continual assessment and systematic improvements made
(B) Does the organization have a process for program and/or project coordination?	**1** **1.5** Different programs within organization operate independently with little or no coordination between them No thought given to possible shared resources	**2** **2.5** Interactions between different programs are generally good, though coordination issues do exist Some pooling of resources	**3** **3.5** All programs within organization function together effectively with sharing of information and resources where appropriate Few coordination issues	**4** Constant and seamless integration between different programs with few coordination issues Relationships are dictated by organizational needs (rather than hierarchy or politics)
4. Financial Resources Does the organization have a sufficient and diversified funding stream to support its efforts? **Note: Limited to 10% of AmeriCorps Members' time and must be directly related to programming. Allies must not raise funds for general operations.**	**1** **1.5** Organization has no overall funding plan for its program(s) Program(s) is/are highly dependent on a few funders Largely of same type (e.g., government, foundation, corporation or private Individuals)	**2** **2.5** Organization has some overall funding plan for its program(s) Program has access to multiple funding types (e.g., government, foundations, corporations, individuals) with a few funders in each type **OR** Has many funders within only one or two types	**3** **3.5** Organization has solid overall funding plan for its program(s) Program(s) has/have solid base of funders in most types of funding sources Has developed some sustainable revenue generating activity for program(s)	**4** Organization has solid funding plan in place for its program(s) Program(s) has/have funding that is highly diversified with funding across multiple source types Organization has developed sustainable revenue generation activities for program(s)

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Part Two: Reflect

Public Allies Partner Organization Capacity Self-Assessment

Understanding Our Shared Values

- We believe that through the practice of a set of core values in our work, service, and interactions with others, we can sustainably improve community conditions.

- As we continue to deepen our understanding of your organizational capacity, we would like to know more about your organizational culture and the role values play in your organization.

- As in the previous section, read through each row and circle the point on the scale that best describes your organization.

Organizational Culture

	1	1.5	2	2.5	3	3.5	4
Shared Beliefs and Values Does the organization have a common set of basic beliefs and values that guide individual behavior and support achievement of organizational mission?	No common set of basic beliefs and values exists within the organization		A common set of basic beliefs/values exists and are written, but those beliefs are not embraced throughout the organization Written beliefs are applied only in pockets of the organization		A common set of beliefs/values are written and embraced throughout the organization Organizational values are used to help stakeholders (staff, board, collaborators, etc.) think about how to deliver programming		A common set of values guides the organization at all levels and values are consistently reflected in the operational and policy-related decisions made by staff and decision-making bodies.
Engaging Community Assets Does the organization view and engage community members, including current & potential clients, as assets that can enhance the organization's impact?	Community members are "clients" to be served. Client feedback rarely sought.		Clients and constituent community members' feedback is sought about the organization's services and used occasionally to improve services		Clients and representatives of the constituent community are routinely asked to provide feedback that is used to improve services Clients and constituents are viewed as assets and are hired and sought as volunteers		Organization highly values the perspective of its clients/ constituents; client input is given on the development of policies affecting them Clients/constituents are represented at the highest decision-making levels of the organization
Inclusiveness Are the organization's board, staff, and volunteers reflective of diverse backgrounds and experiences of the community it serves?	Staff, board and volunteers drawn from a narrow range of backgrounds and experiences No representation of the community/clients among the organization's staff, board or volunteers		Some variety of backgrounds and experiences among board, staff and volunteers Sparse community/client representation among staff, board or volunteers, primarily among volunteers		Staff, board and volunteers drawn from diverse backgrounds and experiences reflective of the community's diversity and bring a broad range of skills to the organization Community/clients represented among staff and volunteers, primarily in front-line or direct service roles with little to no influence over decision-making		Staff, board and volunteers drawn from extraordinarily diverse backgrounds and experiences and bring a broad range of skills Community/clients are represented throughout the organization, including roles with influence and decision-making authority

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Organizational Culture

Disconnected Youth	1	1.5	2	2.5	3	3.5	4
How does the organization view and engage disconnected youth (young adults, ages 16 -24, with no college degree or limited employment experience or unemployed)	Disconnected young adults are not engaged in the organization		Organization sees disconnected young adults as assets and delivers programming to this group		Organization delivers programming to address disconnected youth and attempts to engage them as interns, volunteers, employees, and committee members		Organization regularly employs formerly disconnected youth or engages them as leaders on the executive level and in highest decision-making bodies

Part Three: Choose the Focus & Finalize Scores
Public Allies Partner Organization Capacity Self-Assessment

Focusing the Partnership

1. Gather those who complete self-assessments and discuss the scores.

2. Are there differences / similarities in how you scored the items? What does that reveal?

For Part I

3. Using what you discussed, agree on an activity area or the areas that you would like to focus on for this partnership.

4. In the area or areas you chose, agree upon a final score for the area or scores for those areas. These are not grades. Rather, they are pre-assessment ratings to help develop position descriptions.

For Part II

5. For all four questions, agree upon final scores.

Appendix D: Ally-focused Theory of Change

Program Theory of Change

Providing individuals with guided opportunities to develop and apply leadership and 21st Century skills through a 10-month apprenticeship in a community-serving nonprofit will increase the number and quality of civic-minded citizens and leaders. Consequently, individuals participating in Public Allies improve the conditions of their own lives and the communities around them.

Process Theory

Public Allies will work with partner organizations to devleop capacity building projects with support from the Public Allies organization, communities and partner organziations.

Impact Theory

Public Allies will develop 21st Century skills, especially in leadership and civic domains, and will lead lives of public impact to improve their own lives and the lives of those around them.

Resources & Participants:

Public Allies (individuals)

Site Directors

Community Mentors

PO Superviosrs

PO In-Kinds (workspace, computer, etc.)

PA Planning, Assessment, and Reflection Tools

Activities:

Capacity Building Projects

Team Service Projects

PA Training

Community Mentoring

Regular Assessments and Reflections

Other Site-Specific Activities

Process Outcomes:

Increased adoption of PA org. values by individuals PAs

Increased training ansd support to PAs from PO and PA org.

Increased number of PAs meeting capacity building objectives

Short-term Outcomes: (Skills, learning, attitudes)

Increased attainment of 21st Century skills, including leadership

Increased civic knowledge

Increased interest in higher education

Increased self-confidence

Intermediate Outcomes: (Behavior)

Increased civic engagement

Increased employment in public service (nonprofit and public entities)

Increased pursuit of higher education

Long-term Outcomes: (Conditions)

Increased leaders in public service with PA values

Improved services to communities

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Appendix E - Current Public Allies Survey

This survey is part of a larger evaluation of the Public Allies program that is being conducted by the University of Wisconsin-Milwaukee's Center for Urban Initiatives and Research (UWM/CUIR). As a current Public Ally, your insights and opinions are extremely important!

As the program's external evaluators, please be assured that protecting your privacy is our highest priority at CUIR and we promise to maintain confidentiality for you at all times. At no time will we reveal your participation or personally identify you in any oral or written reports. We will be providing a final report of the evaluation findings to Public Allies, but will report answers only in aggregate, as a group.

The findings from the evaluation will be used to improve the Public Allies program and to better understand how the apprenticeship advances leaders committed to a just and equitable society. The data you provide through this survey will go directly to UWM/CUIR's secure website.

This survey should take about 15 minutes of your time to complete and your participation is voluntary, of course. However, your insights and opinions are extremely important, so thank you for agreeing to help with this important survey!

Please read each statement carefully and choose the response that best fits you.

21st Century Skills					
Q1: SRLS-R2: Collaboration	**Strongly disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly agree**
1. I am seen as someone who works well with others.	☐	☐	☐	☐	☐
2. I can make a difference when I work with others on a task.	☐	☐	☐	☐	☐
3. I actively listen to what others have to say.	☐	☐	☐	☐	☐
4. I enjoy working with others toward common goals.	☐	☐	☐	☐	☐
5. Others would describe me as a cooperative group member.	☐	☐	☐	☐	☐
6. Collaboration produces better results.	☐	☐	☐	☐	☐
7. My contributions are recognized by others in the groups I belong to.	☐	☐	☐	☐	☐
8. I am able to trust the people with whom I work.	☐	☐	☐	☐	☐

Q2: Controversy with Civility	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1. I am open to others' ideas.	☐	☐	☐	☐	☐
2. Creativity can come from conflict.	☐	☐	☐	☐	☐
3. I value differences in others.	☐	☐	☐	☐	☐
4. Hearing differences in opinions enriches my thinking.	☐	☐	☐	☐	☐
5. I struggle when group members have ideas that are different from mine.	☐ Reverse	☐	☐	☐	☐
6. Greater harmony can come out of disagreement.	☐	☐	☐	☐	☐
7. I respect opinions other than my own	☐	☐	☐	☐	☐
8. I am uncomfortable when someone disagrees with me.	☐ Reverse	☐	☐	☐	☐
9. When there is a conflict between two people, one will win and the other will lose.	☐ Reverse	☐	☐	☐	☐
10. I am comfortable with conflict.	☐	☐	☐	☐	☐
11. I share my ideas with others.	☐	☐	☐	☐	☐
Q3: Resilience Scale (CD-RISC)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I am able to adapt to change.	☐	☐	☐	☐	☐
2. I tend to bounce back after I've experienced a hardship.	☐	☐	☐	☐	☐

Transformational Leadership	Please read each statement carefully and choose the response that best fits you.				
Q4: Global Transformational Leadership Scale	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1. I communicate a clear and positive vision of the future	☐	☐	☐	☐	☐

2. I treat others as individuals and support and encourage their development	☐	☐	☐	☐	☐
3. I give encouragement and recognition to staff	☐	☐	☐	☐	☐
4. I foster trust, involvement and cooperation among team members	☐	☐	☐	☐	☐
5. I encourage thinking about problems in new ways and questions assumptions	☐	☐	☐	☐	☐
6. I am clear about my values and practices what I preach	☐	☐	☐	☐	☐
7. I instill pride and respect in others and inspire them by being highly competent	☐	☐	☐	☐	☐

Self- confidence	Thinking of your current situation, how much confidence do you have that you could accomplish the following tasks?				
Q5: Career Engagement Scale (Modified)	**No confidence at all**	**Very little confidence**	**Moderate confidence**	**Much confidence**	**Complete confidence**
1. Actively seek to design your professional future	☐	☐	☐	☐	☐
2. Undertake things to achieve your career goals	☐	☐	☐	☐	☐
3. Care for the development of your career.	☐	☐	☐	☐	☐
4. Develop plans and goals for your future career	☐	☐	☐	☐	☐
5. Sincerely think about personal values, interests, abilities, and weaknesses	☐	☐	☐	☐	☐
6. Collect information about employers, professional development opportunities, or the job market in your desired area	☐	☐	☐	☐	☐
7. Establish or maintain contacts with people who can help you professionally	☐	☐	☐	☐	☐
8. Voluntarily participate in further education, training, or other events to support your career	☐	☐	☐	☐	☐
9. Assume duties or positions that will help you progress professionally	☐	☐	☐	☐	☐

Civic Knowledge	If you found out about a problem in your community that you wanted to do something about (for example, police relations with your community are strained), how well do you think you would be able to do each of the following?				
Q6: Competence for Civic Action Scale	**I definitely can't**	**I probably can't**	**Maybe**	**I probably can**	**I definitely can**
1. Create a plan to address the problem.	☐	☐	☐	☐	☐
2. Get other people to care about the problem.	☐	☐	☐	☐	☐
3. Organize and run a meeting.	☐	☐	☐	☐	☐
4. Express your views in front of a group of people.	☐	☐	☐	☐	☐
5. Identify individuals or groups who could help you with the problem.	☐	☐	☐	☐	☐
6. Write an opinion letter to a local newspaper.	☐	☐	☐	☐	☐
7. Call someone on the phone that you had never met before to get their help with the problem.	☐	☐	☐	☐	☐
8. Contact an elected official about the problem	☐	☐	☐	☐	☐
9. Organize a Petition.	☐	☐	☐	☐	☐

Increased Interest in Higher Education					
	Yes, within 6 months	**Yes, within the next year**	**Yes, but not within the next year**	**No, I already have a degree**	**No, I don't plan on attending college**
Q7a: Are you interested in obtaining your degree or completing a college course contributing toward a college degree?	☐	☐	☐	☐	☐
	Vocational/ Technical	**2 year college**	**4 year college**	**Graduate School**	**Does not apply**
Q7b:. If yes, what type of degree are you interested in obtaining?	☐	☐	☐	☐	☐
	How confident are you in your ability to…				

	No confidence at all	Very little confidence	Moderate confidence	Much confidence	Complete confidence
Q8_1. …collect information about colleges or other educational opportunities that are available beyond high school.	☐	☐	☐	☐	☐
Q8_2. …talk to a school counselor and/or other mentors about educational options beyond high school.	☐	☐	☐	☐	☐
Q8_3. …request information (financial aid, admission requirements, and deadlines, etc) and/or applications for admission to college.	☐	☐	☐	☐	☐
Q8_4. …develop plans and goals for your educational future?	☐	☐	☐	☐	☐
Q8_5. …research academic majors that might be a good fit with your interests and goals.	☐	☐	☐	☐	☐

Retrospective items

In the following section you will be asked a series of questions that refer to yourself during the <u>time prior to when you joined the Public Allies program</u>. To the best of your ability, please think back and choose the response that best fit you <u>prior to joining the Public Allies program.</u>

21st Century Skills	**Thinking about yourself prior to joining Public Allies,** please read each statement carefully and choose the response that best fit you **at that time**.				
Q1r: SRLS-R2: Collaboration	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1. I was seen as someone who worked well with others.	☐	☐	☐	☐	☐
2. I could make a difference when I worked with others on a task.	☐	☐	☐	☐	☐
3. I actively listened to what others have to say.	☐	☐	☐	☐	☐
4. I enjoyed working with others toward common goals.	☐	☐	☐	☐	☐
5. Others described me as a cooperative group member.	☐	☐	☐	☐	☐
6. I felt collaboration produced better results.	☐	☐	☐	☐	☐

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7. My contributions were recognized by others in the groups I belonged to.	☐	☐	☐	☐	☐
8. I was able to trust the people with whom I worked.	☐	☐	☐	☐	☐

Q2r: Controversy with Civility	**Strongly disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly agree**
1. I was open to others' ideas.	☐	☐	☐	☐	☐
2. I believed creativity could come from conflict.	☐	☐	☐	☐	☐
3. I valued differences in others.	☐	☐	☐	☐	☐
4. I believed hearing differences in opinions enriched my thinking.	☐	☐	☐	☐	☐
5. I struggled when group members had ideas that were different from mine.	☐ **Reverse**	☐	☐	☐	☐
6. I felt that greater harmony could come out of disagreement.	☐	☐	☐	☐	☐
7. I respected opinions other than my own	☐	☐	☐	☐	☐
8. I was uncomfortable when someone disagreed with me.	☐ **Reverse**	☐	☐	☐	☐
9. When there was a conflict between two people, I believed one would win and the other would lose.	☐ **Reverse**	☐	☐	☐	☐
10. I was comfortable with conflict.	☐	☐	☐	☐	☐
11. I shared my ideas with others.	☐	☐	☐	☐	☐

Q3r: Resilience Scale (CD-RISC)	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
1. I was able to adapt to change.	☐	☐	☐	☐	☐
2. I tended to bounce back after I'd experienced a hardship.	☐	☐	☐	☐	☐

Transformational Leadership	**Thinking about your life <u>before </u>you joined Public Allies,** please choose the response that best fit you **<u>at that time</u>**.				
Q4r: Global Transformational Leadership Scale	**Strongly disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly agree**
1. I communicate a clear and positive vision of the future	☐	☐	☐	☐	☐
2. I treat others as individuals and support and encourage their development	☐	☐	☐	☐	☐
3. I give encouragement and recognition to staff	☐	☐	☐	☐	☐
4. I foster trust, involvement and cooperation among team members	☐	☐	☐	☐	☐
5. I encourage thinking about problems in new ways and questions assumptions	☐	☐	☐	☐	☐
6. I am clear about my values and practices what I preach	☐	☐	☐	☐	☐
7. I instill pride and respect in others and inspire them by being highly competent	☐	☐	☐	☐	☐

Civic Knowledge	**Thinking about your life <u>before </u>you joined Public Allies,** please respond how you **<u>would have reacted </u>**if you found out about a problem in your community that you wanted to do something about (for example, police relations with your community are strained), how well do you think you would have be able to do each of the following?				
Q5: Competence for Civic Action Scale	**I definitely couldn't have**	**I probably couldn't have**	**Maybe I could have**	**I probably could have**	**I definitely could have**
1. Create a plan to address the problem.	☐	☐	☐	☐	☐
2. Get other people to care about the problem.	☐	☐	☐	☐	☐
3. Organize and run a meeting.	☐	☐	☐	☐	☐
4. Express your views in front of a group of people.	☐	☐	☐	☐	☐
5. Identify individuals or groups who could help you with the problem.	☐	☐	☐	☐	☐
6. Write an opinion letter to a local newspaper.	☐	☐	☐	☐	☐

7. Call someone on the phone that you had never met before to get their help with the problem.	☐	☐	☐	☐	☐
8. Contact an elected official about the problem	☐	☐	☐	☐	☐
9. Organize a petition.	☐	☐	☐	☐	☐

Self- confidence	**Prior to joining Public Allies**, how much confidence did you have that you could:				
Q6r: Career Engagement Scale (Modified)	**No confidence at all**	**Very little confidence**	**Moderate confidence**	**Much confidence**	**Complete confidence**
1. Actively seek to design your professional future	☐	☐	☐	☐	☐
2. Undertake things to achieve your career goals	☐	☐	☐	☐	☐
3. Care for the development of your career.	☐	☐	☐	☐	☐
4. Develop plans and goals for your future career	☐	☐	☐	☐	☐
5. Sincerely think about personal values, interests, abilities, and weaknesses	☐	☐	☐	☐	☐
6. Collect information about employers, professional development opportunities, or the job market in your desired area	☐	☐	☐	☐	☐
7. Establish or maintain contacts with people who can help you professionally	☐	☐	☐	☐	☐
8. Voluntarily participate in further education, training, or other events to support your career	☐	☐	☐	☐	☐
9. Assume duties or positions that will help you progress professionally	☐	☐	☐	☐	☐

Increased Interest in Higher Education	Thinking about your life <u>before</u> you joined Public Allies, please choose the response that best fit you <u>at that time</u>.			
	Yes, I was planning on attending college	**No, I already had a degree**	**No, I didn't plan on attending college**	
Q7a: Were you interested in obtaining your degree or completing a college course contributing toward a college degree?	☐	☐	☐	

	Vocational/ Technical	**2 year college**	**4 year college**	**Graduate School**	**Does not apply**
Q7b: If yes, what type of degree were you interested in obtaining?	☐	☐	☐	☐	☐

	How confident were you in your ability to…				
	No confidence at all	**Very little confidence**	**Moderate confidence**	**Much confidence**	**Complete confidence**
Q8_1. …collect information about colleges or other educational opportunities that were available beyond high school.	☐	☐	☐	☐	☐
Q8_2. …talk to your school counselor and/or other mentors about educational options beyond high school.	☐	☐	☐	☐	☐
Q8_3. …request information (financial aid, admission requirements, and deadlines, etc) and/or applications for admission to college.	☐	☐	☐	☐	☐
Q8_4. …develop plans and goals for your educational future?	☐	☐	☐	☐	☐
Q8_5. …research academic majors that might have been a good fit with your interests and goals.	☐	☐	☐	☐	☐

Appendix F- Public Allies Alumni Survey

This survey is part of a larger evaluation of the Public Allies program that is being conducted by the University of Wisconsin-Milwaukee's Center for Urban Initiatives and Research (UWM/CUIR). As a Public Allies Alum, your insights and opinions are extremely important!

As the program's external evaluators, please be assured that protecting your privacy is our highest priority at CUIR and we promise to maintain confidentiality for you at all times. At no time will we reveal your participation or personally identify you in any oral or written reports. We will be providing a final report of the evaluation findings to Public Allies, but will report answers only in aggregate, as a group and individual responses will not be identifiable.

The findings from the evaluation will be used to improve the Public Allies program and to better understand how the apprenticeship advances leaders committed to a just and equitable society. The data you provide through this survey will go directly to UWM/CUIR's secure website.

This survey should take about 15 minutes of your time to complete and your participation is voluntary, of course. However, your insights and opinions are extremely important, so thank you for agreeing to help with this important survey!

21st Century Skills	Please read each statement carefully and choose the response that best fits you				
Q1: SRLS-R2: Collaboration	**Strongly disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly agree**
9. I am seen as someone who works well with others.	☐	☐	☐	☐	☐
10. I can make a difference when I work with others on a task.	☐	☐	☐	☐	☐
11. I actively listen to what others have to say.	☐	☐	☐	☐	☐
12. I enjoy working with others toward common goals.	☐	☐	☐	☐	☐
13. Others would describe me as a cooperative group member.	☐	☐	☐	☐	☐
14. Collaboration produces better results.	☐	☐	☐	☐	☐
15. My contributions are recognized by others in the groups I belong to.	☐	☐	☐	☐	☐
16. I am able to trust the people with whom I work.	☐	☐	☐	☐	☐

Q2: Controversy with Civility	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1. I am open to others' ideas.	☐	☐	☐	☐	☐
2. Creativity can come from conflict.	☐	☐	☐	☐	☐
3. I value differences in others.	☐	☐	☐	☐	☐
4. Hearing differences in opinions enriches my thinking.	☐	☐	☐	☐	☐
5. I struggle when group members have ideas that are different from mine.	☐	☐	☐	☐	☐
6. Greater harmony can come out of disagreement.	☐	☐	☐	☐	☐
7. I respect opinions other than my own	☐	☐	☐	☐	☐
8. I am uncomfortable when someone disagrees with me.	☐	☐	☐	☐	☐
9. When there is a conflict between two people, one will win and the other will lose.	☐	☐	☐	☐	☐
10. I am comfortable with conflict.	☐	☐	☐	☐	☐
11. I share my ideas with others.	☐	☐	☐	☐	☐
Q3: Resilience Scale (CD-RISC)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2. I am able to adapt to change.	☐	☐	☐	☐	☐
2. I tend to bounce back after I've experienced a hardship.	☐	☐	☐	☐	☐

Transformational Leadership	Please read each statement carefully and choose the response that best fits you.				
Q4: Global Transformational Leadership Scale	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
1. I communicate a clear and positive vision of the future	☐	☐	☐	☐	☐

2. I treat others as individuals and support and encourage their development	☐	☐	☐	☐	☐
3. I give encouragement and recognition to staff	☐	☐	☐	☐	☐
4. I foster trust, involvement and cooperation among others.	☐	☐	☐	☐	☐
5. I encourage thinking about problems in new ways and questions assumptions	☐	☐	☐	☐	☐
6. I am clear about my values and practices what I preach	☐	☐	☐	☐	☐
7. I instill pride and respect in others and inspire them by being highly competent	☐	☐	☐	☐	☐

Self- confidence	Thinking of your current situation, how much confidence do you have that you can:				
Q5: Career Engagement Scale (Modified)	**No confidence at all**	**Very little confidence**	**Moderate confidence**	**Much confidence**	**Complete confidence**
1. Actively seek to design your professional future	☐	☐	☐	☐	☐
2. Undertake things to achieve your career goals	☐	☐	☐	☐	☐
3. Care for the development of your career.	☐	☐	☐	☐	☐
4. Develop plans and goals for your future career	☐	☐	☐	☐	☐
5. Sincerely think about personal values, interests, abilities, and weaknesses	☐	☐	☐	☐	☐
6. Collect information about employers, professional development opportunities, or the job market in your desired area	☐	☐	☐	☐	☐
7. Establish or maintain contacts with people who can help you professionally	☐	☐	☐	☐	☐
8. Voluntarily participate in further education, training, or other events to support your career	☐	☐	☐	☐	☐
9. Assume duties or positions that will help you progress professionally	☐	☐	☐	☐	☐

Civic Engagement Activities	Since graduating from Public Allies, how often have you done the following activities?				
Q6: Community-based Activism Scale	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
1. Worked with other people in your neighborhood to fix or improve something	☐	☐	☐	☐	☐
2. Attended any public meeting where there was a discussion of community affairs.	☐	☐	☐	☐	☐
3. Attended any club or organizational meeting	☐	☐	☐	☐	☐
4. Participated in community events such as community meetings, celebrations, or activities.	☐	☐	☐	☐	☐
5. Joined organizations that support issues that are important to you.	☐	☐	☐	☐	☐
6. Wrote or emailed newspaper or organizations to voice your view on an issue.	☐	☐	☐	☐	☐

Increased Employment	Comparing your current employment to the job you had prior to joining Public Allies…			
	Yes	**No**		
Q7a: Are you currently employed?	☐	☐		
Q7b: If yes…	**Yes**	**No**	**About the same**	
1. …have your job responsibilities increased in a significant way?	☐	☐	☐	
2. …have your wages increased?	☐	☐	☐	
3. …has your access to employer sponsored health benefits (i.e. health insurance, retirement, etc.) increased?	☐	☐	☐	
4. …do you feel like you are now on a pathway towards your desired career?	☐	☐	☐	
	Yes	**No**	**Currently unemployed**	

Q8a: Are you currently employed by a non-profit organization?	☐	☐	☐		
Q8b: Are you currently employed by a public entity (i.e. city, county, state government)?	☐	☐	☐		

Increased Higher Education	**Yes, I have completed my degree**	**Yes, I am currently working on my degree.**	**No, I already had a degree**	**No, but I still plan on attending college**	**No, and I don't plan on attending college**
Q9a: Since leaving the program, have you obtained your degree or completed a college course contributing toward a college degree?	☐	☐	☐	☐	☐
	Vocational/ Technical	**2 year college**	**4 year college**	**Graduate School**	**Not at this time**
Q9b: If yes, what type of degree have you obtained or are obtaining?	☐	☐	☐	☐	☐

In the following section you will be asked a series of questions asking you reflect back to the time **before** you joined the Public Allies program. **To the best of your ability, please think back and choose the response that best fit you prior to your participation in the Public Allies program.**

Retrospective items

21st Century Skills	**Thinking about yourself prior to joining Public Allies,** please read each statement carefully and choose the response that best fit you **at that time**.				
Q1r: SRLS-R2: Collaboration	**Strongly disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly agree**
9. I was seen as someone who worked well with others.	☐	☐	☐	☐	☐
10. I could make a difference when I worked with others on a task.	☐	☐	☐	☐	☐
11. I actively listened to what others have to say.	☐	☐	☐	☐	☐
12. I enjoyed working with others toward common goals.	☐	☐	☐	☐	☐

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
13. Others described me as a cooperative group member.	☐	☐	☐	☐	☐
14. I felt collaboration produced better results.	☐	☐	☐	☐	☐
15. My contributions were recognized by others in the groups I belong to.	☐	☐	☐	☐	☐
16. I was able to trust the people with whom I worked.	☐	☐	☐	☐	☐

Q2r: Controversy with Civility	**Strongly disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly agree**
1. I was open to others' ideas.	☐	☐	☐	☐	☐
2. I believed creativity could come from conflict.	☐	☐	☐	☐	☐
3. I valued differences in others.	☐	☐	☐	☐	☐
4. I believed hearing differences in opinions enriched my thinking.	☐	☐	☐	☐	☐
5. I struggled when group members had ideas that were different from mine.	☐	☐	☐	☐	☐
6. I felt that greater harmony could come out of disagreement.	☐	☐	☐	☐	☐
7. I respected opinions other than my own	☐	☐	☐	☐	☐
8. I was uncomfortable when someone disagreed with me.	☐	☐	☐	☐	☐
9. When there was a conflict between two people, I believed one would win and the other would lose.	☐	☐	☐	☐	☐
10. I was comfortable with conflict.	☐	☐	☐	☐	☐
11. I shared my ideas with others.	☐	☐	☐	☐	☐

Q3r: Resilience Scale (CD-RISC)	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
1. I was able to adapt to change.	☐	☐	☐	☐	☐
2. I tended to bounce back after I'd experienced a hardship.	☐	☐	☐	☐	☐

Transformational Leadership	**Thinking about your life before you joined Public Allies**, please choose the response that best fit you **at that time**.				
Q4r: Global Transformational Leadership Scale	**Strongly disagree**	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly agree**
1. I communicated a clear and positive vision of the future	☐	☐	☐	☐	☐
2. I treated others as individuals and supported and encouraged their development	☐	☐	☐	☐	☐
3. I gave encouragement and recognition to others	☐	☐	☐	☐	☐
4. I fostered trust, involvement and cooperation among others.	☐	☐	☐	☐	☐
5. I encouraged thinking about problems in new ways and questioned assumptions	☐	☐	☐	☐	☐
6. I was clear about my values and practiced what I preach	☐	☐	☐	☐	☐
7.I instilled pride and respect in others and inspired them by being highly competent	☐	☐	☐	☐	☐

Self- confidence	**Prior to joining Public Allies**, how much confidence did you have that you could:				
Q5r: Career Engagement Scale (Modified)	**No confidence at all**	**Very little confidence**	**Moderate confidence**	**Much confidence**	**Complete confidence**
1. Actively seek to design your professional future	☐	☐	☐	☐	☐
2. Undertake things to achieve your career goals	☐	☐	☐	☐	☐
3. Care for the development of your career.	☐	☐	☐	☐	☐
4. Develop plans and goals for your future career	☐	☐	☐	☐	☐
5. Sincerely think about personal values, interests, abilities, and weaknesses	☐	☐	☐	☐	☐
6. Collect information about employers, professional development opportunities, or the job market in your desired area	☐	☐	☐	☐	☐
7. Establish or maintain contacts with people who can help you professionally	☐	☐	☐	☐	☐

8. Voluntarily participate in further education, training, or other events to support your career	☐	☐	☐	☐	☐
9. Assume duties or positions that will help you progress professionally	☐	☐	☐	☐	☐

Civic Engagement Activities	**Thinking back to the 12 months before you joined Public Allies**, how often did you participate in the following activities?				
Q6r: Community-based Activism Scale	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
1. Worked with other people in your neighborhood to fix or improve something	☐	☐	☐	☐	☐
2. Attended any public meeting where there was a discussion of community affairs.	☐	☐	☐	☐	☐
3. Attended any club or organizational meeting	☐	☐	☐	☐	☐
4. Participated in community events such as community meetings, celebrations, or activities.	☐	☐	☐	☐	☐
5. Joined organizations that support issues that were important to you.	☐	☐	☐	☐	☐
6. Wrote or emailed newspaper or organizations to voice your view on an issue.	☐	☐	☐	☐	☐

Increased Interest in Higher Education	**Thinking about your life before you joined Public Allies,** please choose the response that best fit you **at that time**.				
	Yes, I was planning on attending college	**No, I already had a degree**	**No, I didn't plan on attending college**	████	
Q7ar: Were you planning on obtaining your degree or completing a college course contributing toward a college degree?	☐	☐	☐		
	Vocational/ Technical	**2 year college**	**4 year college**	**Graduate School**	**Does not apply**
Q7br: If yes, what type of degree were you planning on obtaining?	☐	☐	☐	☐	☐