

PATHWAYS AFTER SERVICE

Education and Career Outcomes of Service Year Alumni

Burning Glass Technologies and Service Year Alliance

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A Better You.
A Greater Us.

AUTHOR CREDITS

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EXECUTIVE SUMMARY

Over the last two decades, service year programs have expanded as a powerful way to tackle the world's pressing challenges, and these programs satisfy both the call to service and the desire for meaningful work felt by those who participate. Service year programs such as AmeriCorps, Peace Corps, YouthBuild, Teach for America, and VISTA operate in local community organizations through schools, nonprofits, community centers, or other civic institutions, and participants engage in service to advance the mission of the partner organization. Service year alumni report high levels of satisfaction, and the programs attract many participants. As many as 66,000 Americans each year enroll in one of these full-time service year programs.

One goal of service year programs is to shape the next generation of leaders and prepare participants for success in a broad range of careers. However, limited large-scale research exists on how service year alumni progress through their careers. What are the education and employment pathways that service year alumni go on to achieve following their service?

Burning Glass Technologies and Service Year Alliance have partnered to address this question by analyzing the resumes of tens of thousands of service year alumni. Burning Glass has developed a database of more than 80 million resumes and 800 million job postings, and from this, identified over 70,000 resumes of service year alumni and a comparison group of 100,000 otherwise similar peer resumes. Burning Glass looked at how often service year alumni return to school to complete a bachelor's degree, what career areas they enter into after service, where they are working well after service, and what skills they cultivate throughout that journey.

The study revealed distinct patterns that differentiate service year alumni from their peers, both in the careers they forge and in the skills they develop. The following key findings emerged:

- **Service year alumni go on to complete bachelor's degrees at higher rates** than their peers. **Almost a quarter (24%) of service year alumni who do not have a bachelor's degree during their service go on to earn a bachelor's degree**, compared to 11% of the peer group who complete a bachelor's degree after two years of full-time work experience. Of those who earn their degrees, 75% complete the full four-year degree program after finishing their service year, suggesting they had little to no college experience before the service year.
- **Service year alumni are more likely than their peers to work in education, and community and social services occupations.** Following service, 31% of service year alumni begin their careers in these fields compared to 8% of their peers. After ten years, 23% of service year alumni remain in education and community and social services compared to 7% of their peers.
- **Service year alumni are more likely than their peers to advertise skills related to leadership and organization**, which are commonly developed in service year programs. Research as a skill is cited on 40% of service year resumes and 25% of peer resumes. Organizational skills; 40% compared to 24%. Planning; 25% compared to 23%. Service year alumni also advertise leadership and mentoring skills more frequently than their peers: 14% compared to 13% for leadership, and 9% compared to 5% for mentoring.

INTRODUCTION

Service year programs are a powerful way to tackle the pressing challenges of our nation and the world. Program participants engage meaningfully with causes like education, sustainability, public health, housing, economic development, and more. Service year programs are also grounded in local communities. Service year programs place participants with local organizations such as schools, nonprofits, or community centers, and participants serve alongside the partner organization to carry out its mission. Programs typically last between 10 months and two years, and the participant receives a living stipend for the duration of the program. Some of the largest service year programs are:

- AmeriCorps State and National: Participants serve across a large portfolio of national and community-based private and public organizations to meet community needs in a variety of issue areas—most often education, disaster relief and recovery, economic opportunity, and the environment.
- Peace Corps: Participants are immersed in communities abroad, where they provide technical assistance in a range of issue areas and promote mutual understanding between Americans and the populations served.
- YouthBuild: Participants—intentionally recruited from the population of young adults who are unemployed and without a high-school degree—alternate between time in an academic classroom, where they work toward their high school diplomas or equivalency credentials, and time learning the construction trade by building houses in their own communities.

For participants, service year programs provide an opportunity to answer the call to service while gaining meaningful work experience—and service year programs appear to be delivering on that promise. Service year alumni report high levels of satisfaction with their experiences,¹ and the programs attract more applicants than positions available. Since its founding in 1994, AmeriCorps, the largest national service program, has supported more than 1 million service year members.² Across AmeriCorps, Peace Corps, YouthBuild, youth corps, and other service year programs, there are as many as 66,000 active, full-time corps members each year.³ Service year programs value the work of these individuals, and they feel valued by their partners in turn.

Another aim of service year programs extends beyond service itself: service year programs aspire to shape the next generation of leaders and to prepare participants for success in a broad range

¹ For example, a report on AmeriCorps alumni outcomes found that 87% of AmeriCorps State and National, NCCC, and VISTA participants were satisfied or very satisfied with their service experience:
https://www.nationalservice.gov/sites/default/files/evidenceexchange/FR_CNCS_Alumni%20Outcomes%20Survey%20Report.pdf

² <https://www.nationalservice.gov/onemillion>

³ AmeriCorps: <https://www.nationalservice.gov/programs/ameri-corps/ameri-corps-programs>
Peace Corps: https://files.peacecorps.gov/multimedia/pdf/about/pc_facts.pdf
YouthBuild: <https://www.youthbuild.org/our-impact>

of careers in the social sector and private enterprise. Unlike evaluating impact and job satisfaction during service, this outcome is difficult for service year programs to measure because it requires following alumni post-service as they progress through their careers. Burning Glass partnered with Service Year Alliance to shed a light on the career outcomes of service year alumni. Burning Glass identified more than 70,000 recent resumes of service year alumni and constructed a comparison group of 100,000 similar peer resumes without service year experience. The data pulled from these resumes illuminates the actual post-service career progression and educational attainment of these individuals.

This report picks up where the service year ends. The report answers four primary questions related to the success of service year programs in elevating their alumni into the skilled workforce and leading them to meaningful careers:

- How many service year alumni without a bachelor's degree return to school to earn a diploma, and do they do so at a greater rate than their peers?
- In what occupations do service year alumni begin their careers immediately following service?
- In what occupations are service year alumni working well after their service years?
- What are the skills that service year alumni cultivate throughout this journey, and how do these skills differentiate service year alumni from their peers?

In the report that follows, Burning Glass addressed each of these questions. The report begins with an analysis of educational attainment post-service. The second section reviews the occupations held and career areas entered into by service year alumni following their service experience. The third section considers service year alumni two, five, and 10 years after service—where they are working, and how much they are earning. The final section details the top skills advertised on the resumes of service year alumni and describes how these skills differentiate service year alumni from their peers.

This study has important implications for service year programs and partner organizations, as well as for service year alumni and those considering participating. Service year alumni enter the workforce with valuable skills and work experience. Identifying both the common career pathways of service year alumni and the skills they develop along the way will enable service year programs to better support their alumni after service. This report demonstrates that service year programs are a talent pipeline for skills that are in high demand across many occupations and professions. Finally, this report compiles the common vocabulary that service year alumni use to describe themselves. Service year programs are not only a powerful way to tackle the world's pressing challenges but also a first office for service year participants, an onramp into the workforce, and an experience with lasting influence on how service year alumni appreciate their own potential. This report facilitates greater understanding of the doors open to those who take advantage of service year opportunities.

PART 1: EDUCATIONAL ATTAINMENT

Service year alumni seek bachelor's degree attainment more often than their peers

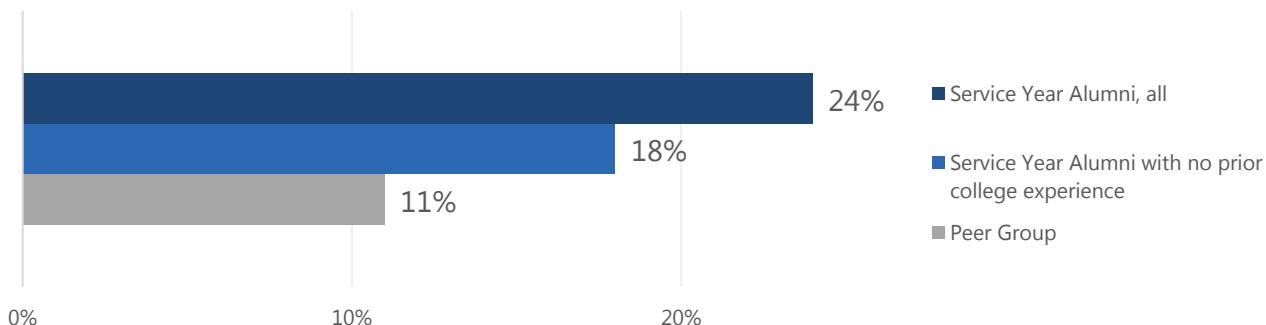
Burning Glass and Service Year Alliance were interested in the extent to which service year programs correlate with completion of a bachelor's degree.

Do service year alumni return to school at different rates than their peers?

Service year programs promote bachelor's degree attainment. Those who participate in service year programs without a bachelor's degree are more than twice as likely to go on to earn their bachelor's degrees compared to a peer group with the equivalent years of work experience. Almost a quarter (24%) of service year alumni who serve without a bachelor's degree ultimately attain that degree, while 11% of an otherwise similar peer group earn a college degree after two years of work experience without a degree.

Burning Glass calculated college completion rates both for those who entered the service year with some college experience as well as for those whose resumes suggested little to no college experience before service. Nearly a quarter of the service year alumni who go on to earn a bachelor's degree begin their service program with some college experience. For these college graduates, the service year could be an introspective gap year or a meaningful practicum meant to focus a course of study—or it could be the decisive stimulus that motivates a struggling student to finish her degree. Three-quarters of service year alumni who go on to earn a bachelor's degree have no college experience prior to their service year. Service year programs likely play an important part in the decision of these individuals to earn a degree.

Rate of Post-Service Bachelor's Degree Attainment for Participants of Service Year Programs without a college degree



PART 2: FIRST JOB AFTER SERVICE

Service year alumni begin their careers in service-oriented occupations

Service year alumni enjoy a wide range of opportunities following the completion of a service year program. For many, the service year acts as a springboard into related careers in the social sector. For others, the service year helps them to develop a broad array of tools and experiences that can be applied to careers in the private sector. For still others, as detailed above, service years are followed by a return to school, either to complete a degree program or to begin one for the first time.

Burning Glass examined the careers the service year alumni pursue in the period immediately following their service years. Service year alumni enter the workforce predominantly in the social sector, pursuing careers in education, community and social services, and health care.

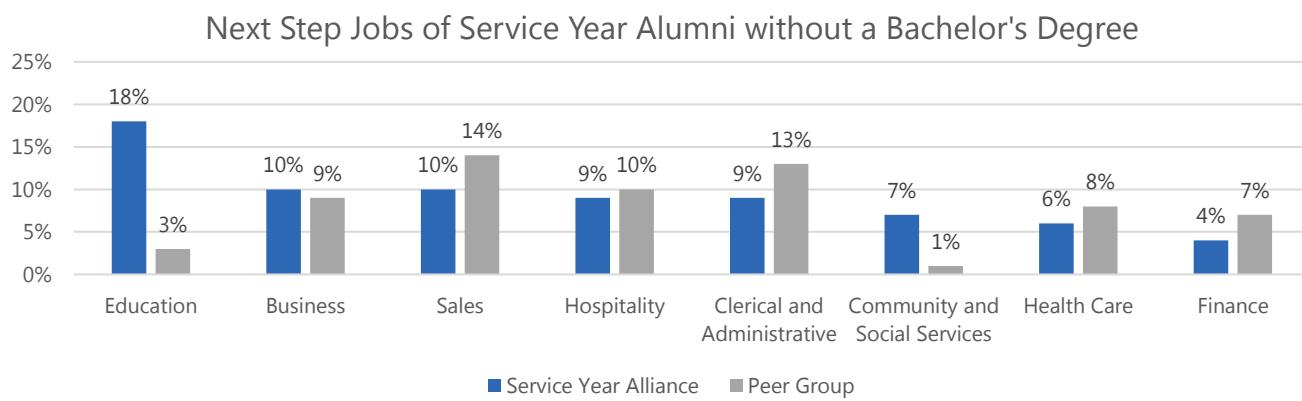
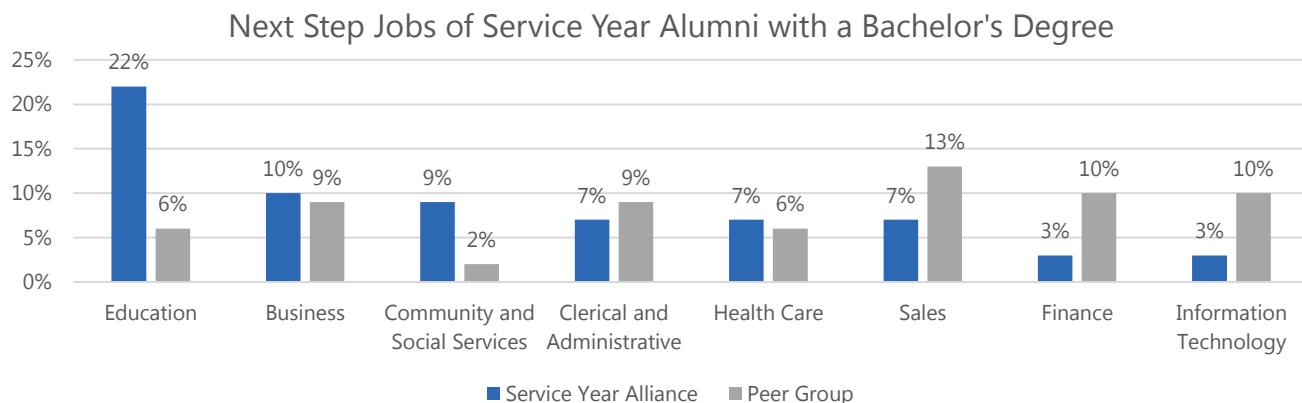
These early-career decisions build on the experience gained in service year programs and inform the career trajectory of service year alumni.

In what occupations do service year alumni begin their post-service careers?

Service year alumni continue to serve. Service year alumni enter into professional careers that enable them to continue serving others. Among service year alumni with a bachelor's degree, 38% enter into service-oriented career areas—education, community and social services, or health care. Among the otherwise similar peer group, only 13% began their careers in those sectors. The peer group instead is more likely to begin their careers in areas like sales, finance, and information technology.

Service year alumni without a bachelor's degree also enter into service-oriented career areas more often than their peer group, at a rate of 30% compared to 12%. The continued mission to serve is the greatest difference in the early-career activities of service year alumni and their peer groups.

Service year alumni are drawn to the classroom. The largest group of service year alumni begins their careers in education, especially compared to a peer group that is distributed more evenly across a variety of career areas. Nearly a quarter (22%) of service year alumni with a bachelor's degree follow their service year with careers in education, compared to 6% of the peer group. For service year alumni without a bachelor's degree, 18% follow service with a career in education, compared to 3% of the peer group. Early-career service year alumni are also more concentrated in education than the peer group is in any career area, indicating how overwhelmingly service year alumni enter into education.



Does the service year experience lead to higher wages in certain career areas?

In many career areas, service year alumni start off in higher-paying roles than their peers. Burning Glass used publicly available data from the Bureau of Labor Statistics to compare the average salaries for the occupations held by service year alumni with the average salaries for the occupations held by the peer group. Service year alumni who begin their careers in community and social services do so in occupations that typically have higher average salaries. For example, a greater proportion of service year alumni in this field work as social services managers, one of the highest paying roles in this career area, compared to their peers.

Career Area	Percent Difference in Average Salary between Service Year Alumni and Peers	
	BA+	Sub-BA
Community and Social Services	8%	35%
Education	0%	1%
Health Care	1%	10%
Business	3%	6%
Finance	12%	17%

Business and finance are other career areas that pay a premium to service year alumni over their peers with equivalent years of work experience. For example, a greater proportion of service year alumni in business occupy a project management role compared to their peers in the same field.

In education, however, where the largest number of service year alumni start their careers, there are also more rigid salary schedules. In this field, service year alumni begin their careers at similar salaries to their peers.

PART 3: CAREER PATHWAYS

Service year alumni enjoy a range of career pathways, though distinct trends emerge

Service year alumni enter the workforce in service-oriented career areas, and not surprisingly, many establish lasting careers in these fields. Others ultimately transition into other career areas. For example, the proportion of service year alumni in business and information technology is significantly greater 10 years after program completion than immediately following service.

Because service year alumni remain more concentrated than their peers in lower-paying career areas, they do not earn more than their peers in aggregate—at least for those with a bachelor’s degree. Service year alumni without a bachelor’s degree are employed in occupations that pay more than their similarly educated peers. Additionally, regardless of educational attainment, the estimated salary premiums that early-career service alumni experience in high-paying careers like business and finance persist well into their careers.

The career trajectories of service year alumni reflect a continued commitment to service as well as an ability to apply the skills gained through service to a variety of professional contexts.

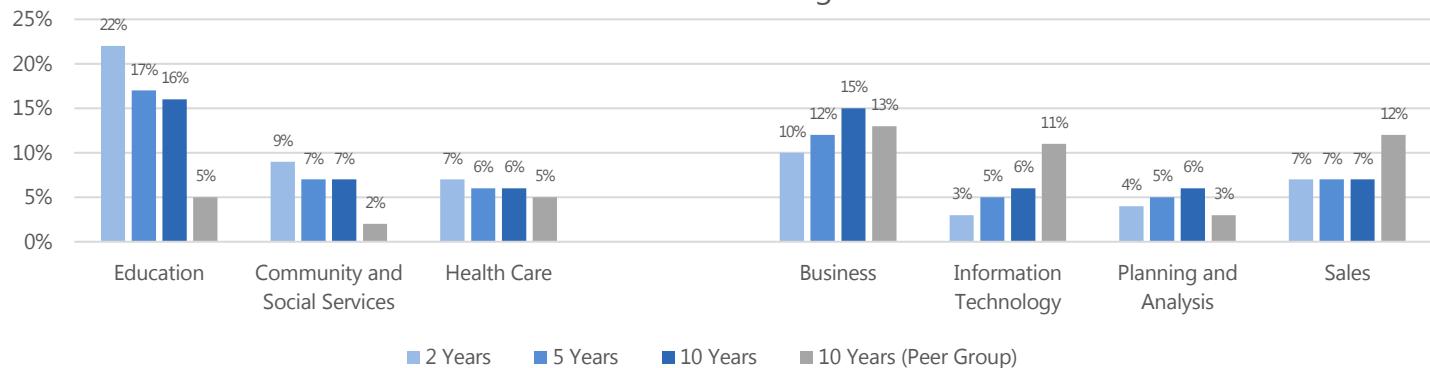
In what career areas are service year alumni employed well after their service years?

Service year alumni are more likely to remain in service-oriented career areas. Ten years after their service year, 23% of service year alumni with a bachelor’s degree remain in education and community and social services compared to 7% of their peers. Further, education remains the career area that employs the greatest percentage of service year alumni, with 16% of alumni with a bachelor’s degree and 14% of those without. A sizeable portion, 6% for those with a bachelor’s degree and 7% for those without, also establish careers in health care. Health care is also a popular career area for the peer group. Taken together, 29% of service year alumni with a bachelor’s degree remain in the social sector—education, social services, and health care—compared to 12% of their peers.

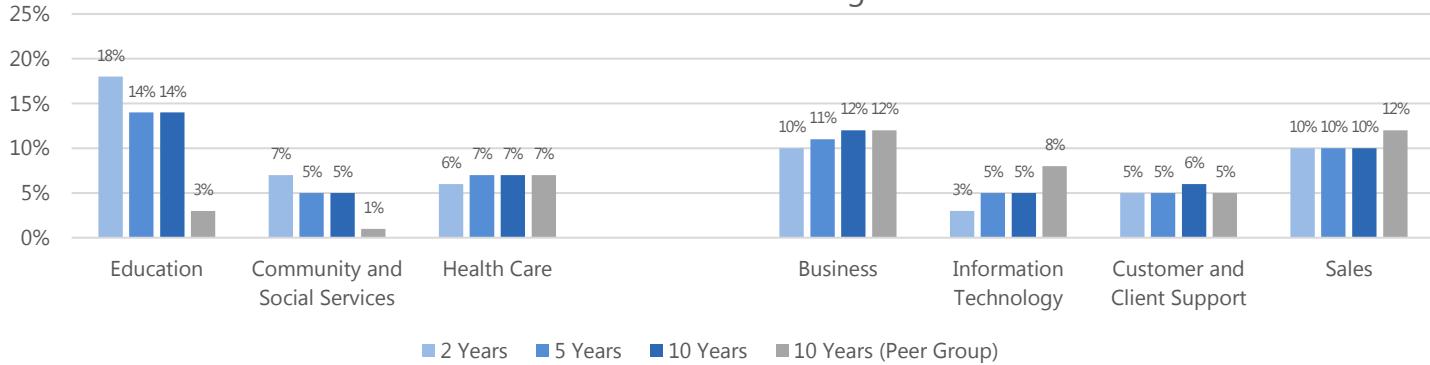
The fraction of service year alumni in typically higher-paying career areas increases by the 10-year mark. Ten years into their careers, many service year alumni with a bachelor’s degree have transitioned into roles in business, information technology, and research or analysis. Service year alumni in these fields occupy professions paying on average 84% more than those in education, community and social services, and health care. Among those without a bachelor’s degree, business and information technology are also popular landing spots, as well as customer and client services. Interestingly, 10 years into their careers, service year alumni are better represented in business than the peer group. The movement out of education and community services is an example of a broader trend among service year alumni: professional dexterity. Not including the transition following their service year, around 65% of service year alumni have changed occupations after seven years in the workforce, compared to 45% of their peers.

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**Career Areas Occupied Over Time by Service Year Alumni
With a Bachelor's Degree**



**Career Areas Occupied Over Time by Service Year Alumni
Without a Bachelor's Degree**



How are service year alumni compensated compared to their peers?

Service year alumni without a bachelor's degree earn slightly more than their similarly educated peers. A greater proportion of service year alumni without a bachelor's degree go on to work in highly paid occupations—that is, occupations with average annual salaries of at least \$80,000—compared to their similarly educated peers. This finding holds five, seven, and 10 years after service. Higher-paying professions occupied by these service year alumni include operations managers, sales managers, and computer occupations.

Percent of Service Year Alumni Without a Bachelor's Degree in Higher-Paying Professions

Years Into Career	Service Year Alumni	Peer Group
5 Years	26%	25%
7 Years	28%	27%
10 Years	30%	29%

Service year alumni with a bachelor's degree remain more concentrated in lower-paying career areas. Among Bachelor's degree holders, a smaller proportion of service year alumni go on to work in highly paid professions compared to their peers. Ten years into their careers, 41% of college-educated service year alumni and 48% of the otherwise similar peer group occupy these highly paid professions. This discrepancy is due in part to the sizeable fraction of service year alumni that remain in lower-paying career areas like education and community and social services.

Salary premiums for service year alumni in business and finance persist, but in other career areas the results are mixed. Ten years into their careers, service year alumni in finance and business earn more than their similarly situated peers, regardless of educational attainment. Service year alumni and their peers are compensated in roughly even measure in most other high-paying career areas, with engineering and marketing as notable exceptions.

Salary Differences in High-Paying Career Areas, 10 Years into Career

Career Area	Percent Difference in Average Salary Between Service Year Alumni and Peers
Finance	6%
Business	7%
Law	1%
Planning and Analysis	1%
Information Technology	0%
Engineering	-2%
Marketing and Public Relations	-3%

PART 4: SKILLS

Service year alumni advertise their leadership, mentoring, and organizational skills

The skills advertised on the resumes of service year alumni describe the expertise they develop during their service year and refine over the course of their careers. The baseline skills held by service year alumni characterize them as professionals who build bridges, integrate into their places of work, and serve others. Service year alumni differentiate themselves by highlighting inclusive leadership, diligent preparation, and a knack for instruction. The specialized skills that service year alumni acquire are sector-specific and reflect their career pathways in education and the nonprofit sector.

What baseline skills differentiate service year alumni from their peers?

Service year alumni are bridgebuilders. The top baseline skills advertised by service year alumni, regardless of bachelor's degree attainment, include research, organization, and planning. Service year alumni advertise leadership, teamwork, and mentoring more often than their peers. These skills describe leaders who achieve goals through organization, diligence, and instruction. Service year alumni with a bachelor's degree are 1.9 times more likely to advertise skills in a second language, which speaks to their abilities to reach out directly to non-English speaking communities in which they may work.

Service year alumni are process-oriented. Once service year alumni have forged strong connections with their coworkers and project partners, they lead with diligence. Research, organizational skills, and planning describe the systematic way that service year alumni move from start to finish on the bridges they've built.

Top Baseline Skills for Service Year Alumni with a BA

Skill	Percent of Resumes Advertising Skill	
	Service Year Alumni	Peer Group
Research	40%	25%
Organizational Skills	40%	24%
Second Language	30%	16%
Planning	25%	23%
Writing	25%	14%
Teamwork	19%	17%
Creativity	15%	12%
Leadership	14%	13%
Editing	13%	8%
Mentoring	9%	5%

Top Baseline Skills for Service Year Alumni Without a BA

Skill	Percent of Resumes Advertising Skill	
	Service Year Alumni	Peer Group
Organizational Skills	33%	22%
Communication	24%	23%
Teamwork	17%	14%
Second Language	16%	11%
Research	14%	11%
Leadership	12%	9%
Writing	12%	8%
Creativity	9%	7%
Quick Learner	7%	5%
Mentoring	5%	2%

What baseline skills correlate with higher earnings?

Service year alumni can get ahead by continuing to develop some of their most common skills. Distinguishing skills are those held in greater proportion by service year alumni in highly paid professions than by the rest of the cohort. Professions are considered highly paid if the average annual salary exceeds \$80,000. Examples of highly paid professions held by service year alumni include education administrators, fundraising managers, lawyers, and managers in business and health services. The baseline skills that distinguish service alumni in these positions from the rest of the cohort include research, planning, teamwork, and leadership. Importantly, these are skills that service year alumni already hold in greater measure than their peers. These skills are part of the professional vocabulary of service year alumni. Development of these skills begins during service, and service year alumni are well-served by honing these skills over the course of their careers.

Top Distinguishing Skills Also Among Top Baseline Skills

Skill	Percent of Alumni in Highly Paid Professions Advertising Skill	Percent of All Other Alumni Advertising Skill
Research	47%	33%
Planning	34%	24%
Teamwork	23%	18%
Leadership	17%	14%

Do the specialized skills cultivated by service year alumni reflect their career pathways?

Service year alumni advertise skills gained in the education sector. The top specialized skills advertised by service year alumni with and without a bachelor's degree include teaching, tutoring, and lesson planning—skills that are particularly important in the field of education, where many service year alumni begin their careers. According to millions of job postings collected and analyzed by Burning Glass, these skills are also among the most frequently requested in education sector job postings.

Top Specialized Skills in Education Advertised by Service Year Alumni

Skill	Percent of Service Year Alumni Advertising Skill		Percent of Job Postings in Education Requesting Skill	
	BA Holders	Sub-BA	BA Holders	Sub-BA
Teaching	36%	19%	75%	69%
Lesson Planning	12%	6%	16%	12%
Tutoring	11%	7%	10%	12%

Service year alumni help keep the nonprofit sector moving. Some of the most common specialized skills for service year alumni with a bachelor's degree highlight their particular value in the social sector—as revenue generators. Fundraising, grant writing, and event planning are niche, high-skill competencies that are critical in the nonprofit

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sector. Expertise in community development and program development ensure that those revenues flow efficiently to the projects and communities where they will be the most effective.

Service Year Alumni with a Bachelor's Degree as Revenue Generators

Skill	Percent Advertising Skill
Fundraising	12%
Grant Writing	11%
Event Planning	8%
Public Speaking	8%
Community Development	7%
Program Development	5%

OPPORTUNITIES AND IMPLICATIONS

The findings of this report suggest that completion of a year of service has strong outcomes for participants looking to advance their education and careers. The implications that follow highlight how expansion of service year programs and enhancements of the benefits offered to participants can be used as a national strategy for talent development. This analysis, and the strategies described, were developed jointly by the Burning Glass research team and the program staff of Service Year Alliance.

Service year programs can be an effective strategy for talent development. For youth and others who do not have clear career and educational prospects, service year programs can help them develop valuable skills and experience. Service year programs elevate workers into better paying jobs by encouraging bachelor's degree completion and by providing relevant work and skill-building experience. **Service year expansion can be considered as a strategy to meet the demand for skilled labor and to address skills gaps around leadership and organizational capacity in public, private, and nonprofit professions.**

Service year alumni gain valuable work experience during service. Indeed, many service year alumni follow their service with careers in related fields like education and community services. Some of the largest employers of these services are local, state, and federal governments. Service year alumni are a pipeline of talent who have the cultural and linguistic competencies that allow governments to effectively serve diverse constituencies. In some cases, government agencies have provided hiring preference for service year alumni as a way take greater advantage of these benefits.

Given that service year programs correlate with bachelor's degree attainment, service year programs and government sponsors can draw a more explicit link between service year programs and higher education. Service year programs can further encourage their alumni to return to school by connecting them to resources like admissions officers, research grants, or scholarships, and by offering guidance with financial aid and admissions. **Policymakers can further encourage college completion by promoting the expansion of service year programs and increasing the number of scholarships for service year alumni or by reducing tuition or offering in-state rates for program participants.**

Service year programs and partner organizations can also facilitate upward career progressions by cultivating relationships with potential employers. **The skills and attributes that service year alumni offer are in demand across a range of occupations and are commonly reported by employers as gaps in their application pools.** By building bridges to employers, service year programs and partner organizations can facilitate placement of alumni into valuable careers.

The findings of this report—that service year alumni are bridge-builders, process-oriented, and professionally dexterous—suggest that service year programs can be an effective strategy for workforce development in the 21st century economy. Expansion of service year opportunities and funding for these programs can support the cultivation of valuable skills and also promote bachelor's degree attainment. Service years can be made more accessible by facilitating

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transitions into service opportunities and developing more intentional pathways to college and careers after service.

There have been increased calls for the expansion of service as a way to bridge differences, reduce school debt, increase social cohesion, and solve local problems. This research provides a viewpoint that service can also effectively advance economic opportunity through degree attainment and build transferable and market-required skills for the emerging workforce.

ANNEX: METHODOLOGY

The data used in this paper were primarily extracted from Burning Glass Technologies' unique data assets: a database of more than 800 million job postings, which provided a detailed view into the jobs and skills that employers demand, and more than 80 million resumes illuminating the actual career progression of American workers. Burning Glass Technologies' resume database captures the detailed work history and education of millions of workers across the United States. The resume dataset contains information about an individual's location, level of educational attainment, the institutions at which he or she studied, the major, and any certifications held. The dataset also contains information about an individual's career path; for example, occupation and time spent in any workplace and role, years of experience, employer name and location, and industry. In addition, an individual resume may list skills and the years of experience with any particular skill. All personally identifiable information such as name, address, and contact information are encrypted and not available to researchers.

From this resume database, Burning Glass identified more than 70,000 recent⁴ resumes of service year alumni and constructed a comparison group of 100,000 peer resumes, which were similar apart from the fact that they had not participated in service year programs. Resumes of service year alumni were identified using the following approach:

- Burning Glass initially scanned its resume database for resumes that list service year programs such as AmeriCorps, Peace Corps, YouthBuild, or Conservation Corps as employers.
- Next, Burning Glass scanned its resume database for resumes that list positions typically filled by service year participants, such as front-line service positions at organizations that receive AmeriCorps grants. Examples include Corps Member at City Year or Teaching Fellow at Citizen Schools.
- Finally, Burning Glass received a number of resumes that had been collected by the Service Year Alliance through its job board for service year alumni.

To construct a comparison group, Burning Glass selected resumes from the resume database that were similar to the service year alumni other than participation in a service year. Burning Glass sampled the resume database using the distributions of age, work experience, and gender that were present in the group of service year alumni.

The analyses of career pathways and skills also took into consideration the educational attainment listed on each resume. Both the peer group and the service year alumni group were subdivided according to bachelor's degree attainment.

The skills and career pathways analyses also took advantage of Burning Glass Technologies' comprehensive taxonomy of over 18,000 unique skills and nearly 700 occupations. Occupations

⁴ Because AmeriCorps was founded in 1993, the sample includes only resumes where the service experience occurred after this date.

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are categorized into 24 career areas: agriculture, business, clerical and administrative, community and social services, construction, customer and client support, design and media, education, engineering, finance, health care, hospitality, human resources, information technology, law, maintenance and installation, manufacturing and production, marketing and public relations, performing arts, personal services, planning and analysis, sales, research, and transportation. Burning Glass also used publicly available data to compare the average salaries for occupations held by service year alumni with the average salaries for occupations held by the peer group. Specifically, Burning Glass matched salary from the Occupational Employment Statistics program at the Bureau of Labor Statistics with the jobs listed on each resume.

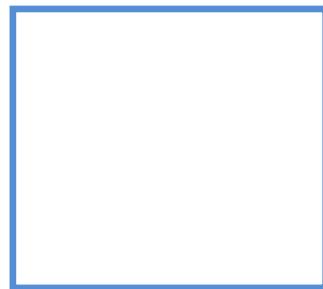
To measure the rate at which service year alumni earn their bachelor's degree after service, Burning Glass first calculated the college completion rate for service year participants who started their service without a college degree. This rate includes individuals who started their service year with some college experience but had not finished their degrees. Burning Glass also calculated the completion rate for service year alumni who complete college four years after their service year program ends. This second completion rate takes into account the four years that a service year participant with no prior college experience would need to finish a degree program. For the peer group, Burning Glass calculated the rate of eventual college completion for those who lacked a bachelor's degree after two years of work experience.

ABOUT BURNING GLASS

Burning Glass Technologies delivers job market analytics that empower employers, workers, and educators to make data-driven decisions. The company's artificial intelligence technology analyzes hundreds of millions of job postings and real-life career transitions to provide insight into labor market patterns. This real-time strategic intelligence offers crucial insights, such as which jobs are most in demand, the specific skills employers need, and the career directions that offer the highest potential for workers. Find out more at burning-glass.com.

ABOUT SERVICE YEAR ALLIANCE

Service Year Alliance is working to make a year of paid, full-time service—a service year—a common expectation and opportunity for all young Americans. A service year before, during, or after college—or as a way to get back on track—gives young people the chance to develop their skills, make an impact on the lives of others, and become the active citizens and leaders our nation needs. Expanding service years has the power to revitalize cities, uplift and educate children at risk, and empower communities struggling with poverty. It can unite the most diverse nation in history, binding people of different backgrounds through common cause. Service Year Alliance is asking nonprofits, higher education institutions, cities and states, companies and foundations, policymakers of both parties, and people of all ages to join the movement. Learn more at serviceyear.org.



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