

College Now Greater Cleveland

AmeriCorps Ohio College Guides Impact Evaluation Report

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AmeriCorps

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Contents

Introduction	2
Table 1. History of Ohio College Guides Program Members and Sites, Statewide	2
Data.....	3
Analytic Sample	3
Methods.....	4
Table 2. Variable Descriptions	4
Sample Description	5
Table 3. Cohort Summary	5
Table 4. Descriptive Statistics	6
Results.....	6
Higher Education Outcomes of AmeriCorps College Guide Services	6
Table 5. Higher Education Outcomes	6
Table 6. Higher Education Outcomes, by Cohort	7
Logistic Regression Analyses.....	7
Interpretation	7
AmeriCorps College Guide Services and College Outcomes	8
Other Effects on College Outcomes for the Full Study Sample	8
Table 7. Logistic Regression of AmeriCorps College Guide Services on College Enrollment and Completion	9
Relationship between the Level of AmeriCorps Service and College Enrollment.....	9
Table 8. Summary of Service Participation	10
Table 9. College Enrollment, by AmeriCorps Service Participation	10
Other Effects on College Outcomes for AmeriCorps-Served Students	10
Table 10. Logistic Regression of AmeriCorps Participation Level on College Enrollment	11
Limitations	12
Table 11. Postsecondary Data Timeline by High School Graduation Cohort	12
Conclusions	13

Introduction

The AmeriCorps Ohio College Guides program is funded by the Corporation for National and Community Service (CNCS), a federal agency that supports national service in six areas, one of which is education. College Now Greater Cleveland manages and coordinates the AmeriCorps Ohio College Guides program, which began in the 2010 school year¹ with 14 Ohio College Guides serving in three college access programs, quickly growing to 60 guides serving six programs the following year. Through the period of this evaluation, the number of College Guides ranged from 70 in 2015 to 75 in 2018 and 2019, serving 9 to 10 sites (see Table 1, evaluation period italicized and shaded). Given recent changes in recruitment and funding, today there are 55 Ohio College Guides serving in five college access programs.

Table 1. History of Ohio College Guides Program Members and Sites, Statewide

School Year	College Guides	College Access Programs
2010	14	3
2011	60	9
2012	60	9
2013	60	9
2014	60	10
<i>2015</i>	<i>70</i>	<i>10</i>
<i>2016</i>	<i>70</i>	<i>9</i>
<i>2017</i>	<i>70</i>	<i>9</i>
<i>2018</i>	<i>75</i>	<i>9</i>
<i>2019</i>	<i>75</i>	<i>10</i>
2020	70	7
2021	55	5

The program's theory of change suggests that nuanced, evidence-based, and evidence-informed interventions will positively impact and increase students' postsecondary awareness, access and ultimately, persistence and completion. A 'one size fits all' approach across all the program sites will not increase college and career readiness or attainment. Instead, the most effective interventions begin with meeting students where they are, being proactive in our counseling and by building trusting relationships. The program expects that AmeriCorps Members will help students navigate the college-going process, assist them in completing evidence-based milestones that will lead them to enroll in a postsecondary institution and be successful during the transition. The program serves schools with low graduation and low college-going rates, as well as with many students who are low-income, minority, or first-in their family to attend college.

The outcome of interest in this evaluation is on college enrollment of high school graduates from the Cleveland Metropolitan School District (CMSD) from 2015-2019, who were served by AmeriCorps College Guides during that same period.

On behalf of College Now Greater Cleveland, the Ohio State University's Ohio Education Research Center (OERC) conducted an evaluation of the impact of AmeriCorps services for students in the Cleveland Metropolitan School District on their postsecondary outcomes. The OERC conducts research

¹ School year defined according to the end of the year (i.e. 2010 refers to the 2009/2010 school year).

utilizing administrative data available through Ohio Analytics, a consortium of state agencies. Ohio Analytics centralizes state administrative data into a single data repository, the Ohio Longitudinal Data Archive (OLDA)², for education and workforce research.

Data

College Now provided OERC staff with student-level records for Cleveland Metropolitan School District (CMSD) students who received services from an AmeriCorps Ohio College Guide between 2015 and 2019. The OERC linked these AmeriCorps records to student data from the Ohio Department of Education's (ODE) Education Management Information System (EMIS), available to the research team via the Ohio Longitudinal Data Archive, with permission from ODE.

A comparable urban school district in Ohio was chosen in consultation with College Now Greater Cleveland, and informed by [ODE's Similar District Tool](#)³. The comparison group was drawn from statewide student-level EMIS (Education Management Information System) records, selecting students who were ever enrolled in a comparison district high school in grades 9 through 12 in any of the years from 2015 through 2019.⁴

Contextual school-level indicators sourced from publicly-available data prepared by ODE⁵ and National Student Clearinghouse (NSC) data were linked to the corresponding EMIS records for both groups of students to calculate higher education enrollment and completion.

Analytic Sample

The analytic sample was restricted to students who had graduated from high school, as indicated by Diploma Received dates in the EMIS records. AmeriCorps students and comparison district students were retained in the sample regardless of whether their graduating high school was in CMSD or in the comparison district, respectively.

Because a state student identifier was necessary for linking records provided by College Now to EMIS records, only records with available state student identifiers are included. College Now provided records for a total of 841 students served by AmeriCorps Members (all of which included the necessary identifiers). EMIS records for 78 of those 841 students were missing either a high school diploma date or information about race and ethnicity⁶. These students were excluded from the analysis.

² The Ohio Longitudinal Data Archive is a project of the Ohio Education Research Center (oerc.osu.edu) and provides researchers with centralized access to administrative data. The OLDA is managed by The Ohio State University's CHRR (chrr.osu.edu) in collaboration with Ohio's state workforce and education agencies (ohioanalytics.gov), with those agencies providing oversight and funding. For information on OLDA sponsors, see <http://chrr.osu.edu/projects/ohio-longitudinal-data-archive>.

³ <https://education.ohio.gov/Topics/Data/Report-Card-Resources/Report-Card-Data-Forms-and-Information/Similar-District-Methodology>

⁴ Any student who had been enrolled in comparison district schools and who was also flagged as a CMSD student who received services from an AmeriCorps Ohio College Guide between school year 2015 and 2019 was categorized as an AmeriCorps student and excluded from the comparison group.

⁵ School size: <https://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Enrollment-Data>; and, Performance Index: <https://reportcard.education.ohio.gov/download>

⁶ The majority were missing diploma dates; fewer than 10 were missing race and ethnicity information.

Methods

To assess the impact of AmeriCorps services on College Enrollment and College Graduation, net of student- and school-level differences that exist between College Now AmeriCorps students and comparison district students, we conducted a two-step analysis. First, we statistically matched a sample of 763 comparison district students (from a total of 5,556, see Table 3) to the 763 AmeriCorps students in the student records from College Now. We then used the analytic sample of AmeriCorps students and the matched sample to conduct bivariate and multivariate analyses (logistic regression) of the relationship between AmeriCorps services and first year college enrollment and completion.

The initial step in the matching process occurred with the choice of the comparison district. We conducted a secondary step of ensuring all of the records included in the analysis indicated economic disadvantage. With these criteria in place, we conducted propensity score matching⁷ to select a sample of 763 students from the comparison district population with the closest matches possible to the AmeriCorps sample on the following characteristics: gender, race, high school graduation year, ACT or SAT score, school size, and school performance (see Table 2 for variable descriptions). The resulting sample was then used in the remaining analyses.

Table 2. Variable Descriptions

Student-Level Variables	
Gender	A male/female indicator.
Race	A 3-category variable coded as Black or African American, White (Non-Hispanic), Other Races. The Other Races category was created to facilitate statistical matching and to avoid reporting small cell sizes. It is an aggregation of the following categories: Hispanic/Latino, Asian, American Indian or Alaska Native, and Multiple Races.
High School Graduation Year	The High School Graduation Year indicator was defined using diploma dates ranging from the previous August to July of the graduation year (e.g. Graduation Year 2017 includes diplomas that were awarded between August 2016 and July 2017).
Test Scores	A standardized test score indicator was created from subject-level ACT and SAT test scores by flagging the highest test score achieved per student (regardless of subject) and categorizing the scores into rank-ordered quintiles (values 1-5). Students without any test scores were coded with a value of zero (Table 5). State law requiring schools to administer the ACT or SAT was in effect for students who entered grade 9 after July 1, 2014 ⁸ ; the proportion of students with available test scores is therefore greater for the students who graduated from high school in 2018 or 2019.
One School Attended	A count of the number of schools attended during the year of graduation from high school was created from EMIS data, and recoded as an indicator of whether a student attended one school or more than one school during their graduating year.
School-Level Variables	
School Size	School size was calculated by totaling enrollments per school provided in ODE-created building enrollment tables ⁹ and merging this information with the building IRN in the

⁷ Stata psmatch2, with the following options: noreplace neighbor(1) logit odds

⁸ <https://education.ohio.gov/Topics/Testing/ACT-SAT-FAQs#FAQ2839>

⁹ <https://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Enrollment-Data>

	annual EMIS enrollment records corresponding with graduating year for students in the study sample. To account for students who attended more than one high school in their graduating year, the mean school size per student is used.
School Performance	School performance index scores are provided by ODE in their annual school report cards ¹⁰ . The scores were merged with the building IRN in the annual EMIS enrollment records corresponding to the graduating year for students in the analytic sample. To account for students who attended more than one high school in their graduating year, the maximum school performance index score per student is used.
Outcome Variables	
First Year College Enrollment	College enrollment dates in the NSC data relative to their corresponding high school diploma dates in the EMIS data were used to construct an indicator of College Enrollment within one year of high school completion, where the beginning college enrollment date was on August 1 st of their high school graduation year or later and the end enrollment date was before August 1 st of the following year.
College Completion	College graduation dates in the NSC data relative to their high school diploma dates in the EMIS data were used to construct an indicator of College Completion, where beginning college enrollment was within one year of high school completion and the college graduation date is greater than the year of high school completion.

Sample Description

All students in both the AmeriCorps and matched comparison groups were reported as being economically disadvantaged¹¹. There is a relatively balanced distribution of graduates across five cohorts, with the exception that the AmeriCorps group is distributed with more students in the 2015 cohort and fewer in the 2019 cohort. This pattern is less pronounced in the matched comparison sample.

Table 3. Cohort Summary

High School Graduation Year	AmeriCorps	Comparison	Matched Sample
2015	234	804	197
2016	116	916	145
2017	166	1,238	169
2018	190	1,320	149
2019	57	1,278	103
Total Students	763	5,556	763

Table 4 summarizes the student characteristics, average school size, and school performance indicators included in the evaluation. The predominant race among both AmeriCorps group and the matched comparison sample is Black or African American and the majority are male. Most students attended only one high school in their graduating year.

The most noteworthy difference between the AmeriCorps students and comparison district students remaining after propensity score matching is that more AmeriCorps-served students took the ACT or

¹⁰ <https://reportcard.education.ohio.gov/download>

¹¹ Both CMSD and the comparison district report economic disadvantage at the school level.

SAT but, of those who tested, on average the test scores were higher for the matched comparison than for the AmeriCorps sample.

Table 4. Descriptive Statistics

	AmeriCorps		Comparison		Matched Sample	
Male	478	63%	2,651	48%	465	61%
Black/African American	452	59%	2,754	50%	404	53%
White	119	16%	1,844	33%	142	19%
Other Races	192	25%	958	17%	217	28%
Enrolled in One HS	649	85%	4,438	80%	596	78%
Took the ACT and/or SAT	617	81%	3,486	63%	425	56%
ACT/SAT Score Ranking among test takers	617	2.26	3,486	2.98	425	3.08
Average School Size	763	475	5,556	1031	763	460
School Performance Index	763	58.28	5,556	62.44	763	59.64
Total Students	763	100	5,556	100	763	100

Results

Higher Education Outcomes of AmeriCorps College Guide Services

Table 5 shows that 38 percent of students served by AmeriCorps enrolled in college during the year after high school graduation. In comparison, 37 percent of the matched sample (and 36 percent of the full comparison group, prior to matching) enrolled in college. The small difference in college enrollment is between the AmeriCorps sample and the matched sample is not statistically significant, indicating this difference is most likely due to chance and that the true difference is zero.

Of the 290 students served by AmeriCorps who enrolled in college during the year after high school graduation, 61 (21 percent) went on to graduate. This is significantly less than the 86 students (31 percent) from the matched sample who graduated from college¹².

Table 5. Higher Education Outcomes

	AmeriCorps		Comparison		Matched Sample	
First Year College Enrollment	290	38%	2,023	36%	280	37%
Total	763		5,556		763	
College Graduation	61	21%	416	21%	86	31%*
Total	290		2,023		280	

*P<0.01

There are no clear patterns in enrollment, persistence (year 1 to year 2), and completion across cohorts or between the two study groups, although this analysis is somewhat limited by small cell sizes (Table 6).

¹² P<0.01 indicates there is less than a 1/100 chance that the higher college graduation rate found for the matched comparison sample is due error.

The 2015 cohort of high school graduates is the largest cohort (234 AmeriCorps students; see Table 3). Of the 2015 graduates, 110 (47 percent) enrolled in college within the year following high school; of those 110 enrollees 69 (63 percent) persisted into the second year of college, and 31 percent went on to graduate from college.

In contrast, 11 of the 57 graduates (19 percent) from the 2019 cohort enrolled in college in the year following graduation, nearly half of the 36 percent who enrolled from the 2018 cohort. Although the timing of the onset of the COVID-19 pandemic corresponds with the last half of the year following graduation, this seems to be an unlikely explanation for the drop, not only because college application and admissions decisions would have been made prior to Spring 2020 for most, but also because the matched comparison group does not experience the same decline for the same time period. In fact, the percent of students who enrolled is nearly the same for the 2018 and 2019 matched comparison sample cohorts. The number of students who persisted and completed is too small to report.

Table 6. Higher Education Outcomes, by Cohort

HS Grad Year	Enrollment		Persistence		Completion	
	Year 1		Year 1 to Year 2			
AmeriCorps						
2015	110	47%	69	63%	34	31%
2016	38	33%	22	58%	<10	<10
2017	63	38%	30	48%	15	24%
2018	68	36%	34	50%	<10	<10
2019	11	19%	<10	<10	<10	<10
Matched Sample						
2015	69	35%	39	57%	21	30%
2016	73	50%	49	67%	28	39%
2017	71	42%	50	70%	27	38%
2018	39	26%	19	49%	<10	<10
2019	28	27%	22	79%	<10	<10

Logistic Regression Analyses

Interpretation

In addition to AmeriCorps services, several student- and school-level factors may be related to college enrollment and completion. To better understand the effects of the AmeriCorps program on college enrollment and college completion, we conducted logistic regression analyses to account for differences in gender, race, high school graduation year, test scores, whether or not the student attended one versus multiple schools, their school size, and school performance (see Table 2 for variable descriptions).

Table 7 presents the results of the logistic regression analyses. Odds ratios indicate the relationship between the variables, where a variable with an odds ratio greater than one is interpreted as having a positive relationship to college enrollment or completion, and an odds ratio of less than one indicates a negative relationship with these outcomes. The magnitude of the effect is greater the farther the odds

ratio is from one. Variables that significantly affect college enrollment or completion are noted with asterisks which indicate the result is likely not due to chance. The precision of the odds ratios is measured using standard errors, shown in parentheses.

AmeriCorps College Guide Services and College Outcomes

Consistent with the bivariate results (Table 5), the logistic regression analysis (Table 7) shows the effect of AmeriCorps College Guide services on first year college enrollment is not significant (odds ratio=1.03), indicating AmeriCorps-served students are no more or less likely to enroll in college than students who did not receive services, accounting for the effects of various student- and school-level factors.

Although the bivariate results (Table 5) showed greater college completion among the matched comparison sample graduates, the results of the logistic regression (Table 7) indicate the effect of AmeriCorps participation on college completion (odds ratio=1.28) is not significant and that the true difference is zero. This suggests the difference seen in the Table 5 is explained by differences in student- and school-level factors that are accounted for in the logistic regression model, and is not due to the AmeriCorps College Guide services.

Other Effects on College Outcomes for the Full Study Sample

First Year College Enrollment

College enrollment is significantly related to gender, race, test scores, and school performance. The odds of enrolling in college within one year of graduating from high school are 26 percent lower for males than for females ((0.743 odds ratio - 1) x 100), and 59 percent lower for White students than for Black or African American students ((0.409 odds ratio - 1) x 100). Students with higher ACT or SAT scores have significantly higher odds of enrolling in college: for each increase in test score quintiles (e.g. from the middle quintile to the fourth quintile) the odds of enrolling in college increase by 55 percent ((1.545 odds ratio - 1) x 100). Similarly, students from higher performing schools are more likely to enroll in college, with each unit increase in the school performance index increasing the odds of college enrollment by 2 percent ((1.017 odds ratio - 1) x 100).

As well, there is a significant cohort effect. The odds of 2019 high school graduates enrolling in college within a year of graduating from high school are 43 percent lower than for 2015 high school graduates ((0.566 odds ratio - 1).

Completion

Students with higher ACT or SAT scores and from higher performing schools are more likely to complete college; for each increase in test score quintiles the odds of enrolling in college increase 55 percent ((1.549 odds ratio - 1) x 100), and for each unit increase in the school performance index the odds of completion increase by 2 percent ((1.023 - 1) x 100). Students who graduated from high school in 2018 or 2019 are significantly less likely to have graduated from college than students who graduated in 2015 (the odds are 64 percent and 81 percent lower, respectively¹³). This pattern is certainly a function of the amount of time available to complete a college program; as of 2022, students who graduated from high school in 2019 will have only had time to complete a 2 year program, and only then if they completed on time.

¹³ (0.361 - 1) x 100 = 64%; (0.191 - 1) x 100 = 81%

Table 7. Logistic Regression of AmeriCorps College Guide Services on College Enrollment and Completion

	Enrolled Yr 1	Completed
VARIABLES	Odds ratio	Odds ratio
AmeriCorps/Matched Sample	1.033 (0.125)	1.279 (0.336)
Male	0.743** (0.0908)	0.874 (0.194)
Race (Black or African American)		
White	0.409*** (0.0732)	0.878 (0.277)
Other Races	0.769* (0.109)	1.254 (0.318)
HS Graduation Year (2015)		
2016	1.357 (0.257)	1.078 (0.352)
2017	1.127 (0.199)	0.826 (0.240)
2018	0.773 (0.137)	0.361*** (0.132)
2019	0.566** (0.138)	0.191*** (0.108)
ACT/SAT Score Ranking	1.545*** (0.0628)	1.549*** (0.127)
Enrolled in One School	1.341* (0.222)	0.921 (0.288)
School Size	1.000 (0.000116)	1.000 (0.000244)
School Performance Index	1.017*** (0.00386)	1.023*** (0.00731)
Constant	0.110*** (0.0389)	0.0250*** (0.0190)
Total AmeriCorps and Matched Sample Students	1,526	570

*** p<0.01, ** p<0.05, * p<0.1; standard errors in parentheses

Relationship between the Level of AmeriCorps Service and College Enrollment

To further explore the relationship between the AmeriCorps program and first year college enrollment, we used information provided by College Now about the number of times each student received services from an AmeriCorps Member, either one-on-one or in a group setting. Table 8 provides a

summary of service participation. The distribution of one-on-one versus group services was relatively balanced, with one-on-one services accounting for 44 percent of total student participation. On average, students participated in a service with an AmeriCorps Member just under 10 times. Two-thirds of students participated in at least 10 sessions.

Table 8. Summary of Service Participation

Measures of Service Participation		
At least 1 one-on-one service	640	84%
At least 1 group service	695	91%
Mean one-on-one	763	44%
Mean number of service events (any)	763	9.9
At least 10 services	509	67%

To assess the relationship between the number of service sessions and college enrollment, we divided the AmeriCorps sample into three groups corresponding with low, medium, or high service participation, and measured college enrollment for each group. Table 9 shows that college enrollment is lower among students with the lowest participation level.

Table 9. College Enrollment, by AmeriCorps Service Participation

	College Enrollment	
1-5 sessions	292	26%
6-10 sessions	217	41%
11-64 sessions	254	49%
Total	763	38%

This finding is reflected in a logistic regression analysis of AmeriCorps students (Table 10, Model 1). The odds of enrolling in college are 80 percent higher for students who participated in 6-10 services $((1.804 \text{ odds ratio} - 1) \times 100)$ and 137 percent higher $((2.366 - 1) \times 100)$ for students who participated in more than 10 services than for students who participated in fewer than 6 services.

To address the question of the effect of service type, we tested an alternative measure of participation – the proportion of total advising sessions that were one-on-one services. Model 2 (Table 10) shows that this did not significantly affect college enrollment.

Other Effects on College Outcomes for AmeriCorps-Served Students

Within the sample of students who were served by AmeriCorps College Guides, there was no significant difference in college enrollment between male and female students. The odds of enrolling in college in their first year after high school were, however, significantly higher (58 percent¹⁴) for Black or African American students than for White students, consistent with the findings of the logistic regression conducted among the full study sample of AmeriCorps-served students and the matched sample.

¹⁴ $(0.424 \text{ odds ratio} - 1) \times 100 = 58\%$

The results presented in Table 10 indicate that among AmeriCorps-served students, college enrollment varied significantly by year: Students who graduated from high school in 2016, 2018, and 2019 were significantly less likely to enroll in college than those who graduated in 2015 (38, 36, and 62 percent less likely, respectively¹⁵). The same effect was found for the 2019 cohort among the full study sample (Table 7), but the effects for the 2016 and 2018 cohorts are unique to the AmeriCorps-served students.

As expected, and consistent with the findings for the full sample (Table 7), Table 10 shows that students with higher test scores were more likely to enroll in College (odds ratio=1.37).

Table 10. Logistic Regression of AmeriCorps Participation Level on College Enrollment

	Enrolled Yr 1 (Model 1)	Enrolled Yr 1 (Model 2)
VARIABLES	Odds ratio	Odds ratio
AmeriCorps Services (Ref = Low)		
Medium	1.804*** (0.360)	
High	2.366*** (0.464)	
Percent as 1:1 Services		1.306 (0.370)
Male	0.952 (0.161)	0.905 (0.150)
Race (African American or Black)		
White	0.424*** (0.108)	0.373*** (0.0940)
Other Races	0.956 (0.186)	0.850 (0.162)
HS Graduation Year (2015)		
2016	0.622* (0.156)	0.686 (0.173)
2017	0.798 (0.175)	0.789 (0.180)
2018	0.636** (0.136)	0.618** (0.137)
2019	0.377** (0.144)	0.464** (0.180)
ACT/SAT Score Ranking	1.367*** (0.0825)	1.408*** (0.0833)
Constant	0.333*** (0.0849)	0.478*** (0.135)
Total AmeriCorps Students	763	763

*** p<0.01, ** p<0.05, * p<0.1; standard errors in parentheses

¹⁵ (0.622 odds ratio – 1) x 100 = 38%; (0.636 odds ratio – 1) x 100 = 36%; (0.377 odds ratio – 1) x 100 = 62%

Limitations

The results of this study are bound by the following practical considerations.

1. Because a state student identifier is necessary for linking the student records provided by College Now to the source of the higher education outcome data (National Student Clearinghouse), **student records without these identifiers were excluded from the evaluation.** We do not know the extent to which these results represent the full population of students served by AmeriCorps College Guides.
2. Information about other college support services that may be available to students of CMSD and/or the comparison district is unknown. **It is possible that students in the comparison group received support and other services that may contribute to their college enrollment and completion.** In that case, this evaluation is a measure of the impact of AmeriCorps College Guide services versus unspecified supports, and not a measure of the effect of AmeriCorps services versus no services.
3. Neither CMSD nor the comparison district report economic disadvantage at the individual-level, preventing precise measurement of this effect on higher education. Instead, **the effects of being economically disadvantaged are accounted for at the school level.**
4. **The impact of the COVID-19 pandemic is difficult to quantify.** There is evidence to suggest there may have been an effect on their first year enrollment: The results of the logistic regression reported in Table 7 show that students who graduated from high school in school year 2019 were significantly less likely to have enrolled in college in their first year after high school than students from the 2015 graduating cohort. This result cannot be entirely explained by the pandemic, however. Although the latter half of the first year enrollment measure coincides with the onset of the pandemic for the 2019 cohort, most students would have submitted college applications and enrolled in the Fall 2019 term, prior to Spring 2020.

Similarly, college completion appears to have been negatively impacted by the pandemic (Table 7): College completion is significantly lower for 2018 and 2019 high school graduates than for 2015 graduates, but these students have also graduated from high school more recently than earlier cohorts and therefore have had less opportunity to complete college (see Table 11 for a timeline of post-high school data availability). The confounding effects of the pandemic, postsecondary data availability, and any potential programmatic differences over time are impossible to disentangle in this study.

Table 11. Postsecondary Data Timeline by High School Graduation Cohort

Cohort	Years Post-High School						
	1	2	3	4	5	6	7
2015	2016	2017	2018	2019	2020	2021	2022
2016	2017	2018	2019	2020	2021	2022	
2017	2018	2019	2020	2021	2022		
2018	2019	2020	2021	2022			
2019	2020	2021	2022				

Conclusions

Overall, the results of this evaluation indicate that students who received services from the AmeriCorps Ohio College Guides program were not more likely to enroll in or complete college than similar students who did not receive AmeriCorps support.

We did, however, find several factors that were positively related to college enrollment among students who received services from the AmeriCorps College Guides:

- **Number of service sessions.** Students who participated in six or more sessions of the AmeriCorps College Guides program were much more likely to enroll in college than students with lower participation levels;
- **ACT and SAT scores.** Unsurprisingly, students with stronger test scores were more likely to enroll in college in the year after high school graduation;
- **Cohort.** AmeriCorps-served students who graduated from high school in 2015 were more likely to enroll in college than 2016, 2018, and 2019 graduates; and
- **Race.** Black or African American students were more likely to enroll in college in their first year after high school than White students.

We recommend that College Now conduct a follow-up review of their 2015 through 2019 programming, resources, and priorities to explore the following:

1. What are the characteristics of students with a low level of service participation and how do they differ from students who participate in 6 or more sessions? Are they less motivated to pursue college and, if so, are there proactive outreach efforts that might encourage their engagement? What is the nature of the services associated with a higher number of sessions attended? Are there features of these activities that may explain the strong college enrollment outcomes? If so, perhaps these activities could be implemented as mandatory activities to benefit even students with low participation levels.
2. What program efforts could be prioritized to improve test scores? Although this study does not distinguish between the direct impact of test scores on college enrollment (i.e. test scores as part of the admission criteria) and the unobserved attitudes and behaviors of students that impact both test scores and college enrollment, the relationship between testing and college enrollment is clear enough to warrant consideration in programmatic planning.
3. How did annual programming and resources vary across the five years? Were there particular features of the 2015 program that were not present in 2016, 18, and 19 that could explain cohort differences? An alternative explanation for the cohort effects found in this evaluation could lie in an examination of the study sample. Are there non-random reasons for missing state student identifiers in certain years that might be related to the likelihood of enrolling in college?
4. Are there racial patterns in the types of services with which students engage? Reviewing the types of services most frequently leveraged by Black or African American students may shed light on the efficacy of various program features.