



Take Stock in Children Summative Evaluation Results 2020-2021

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Executive Summary

Take Stock in Children is a nonprofit organization that provides mentoring, college readiness services, and college scholarships to low-income, at-risk youth across the state of Florida. Its mission is to break the cycle of poverty through education and ensure students achieve postsecondary degree attainment. Take Stock in Children's unique model reflects current research and best practices for mentoring and college readiness, resulting in college, career, and life success for its students. Founded in 1995, Take Stock in Children has grown to serve nearly 38,000 students successfully.

For more than 26 years, Take Stock in Children has been using its unique model to help Florida students in poverty graduate and successfully enter a career by providing caring volunteer mentors, intensive college readiness programming, and college scholarships. Take Stock in Children's innovative multi-year model helps those children most often overlooked and underserved by serving students in 6th through 12th grades who sign a contract promising to achieve academic and personal goals. These include meeting with their mentor weekly, maintaining good grades, remaining drug-free and crime-free, demonstrating good behavior and attendance, and participating in college readiness workshops. When students reach high school graduation, they are awarded a Florida Prepaid Project STARS scholarship to a Florida state college, university, or state vocational/technical school.

Over the years, Take Stock in Children utilized an affiliate approach to deliver programming, resulting in partnerships with community education foundations, community colleges, other nonprofit organizations, and school districts throughout the state of Florida to deliver this exceptional program to nearly 38,000 children in approximately 700 Florida schools. A total of 45 affiliate organizations implement the Take Stock in Children model. Take Stock in Children also benefits from a public/private partnership with the state of Florida. The state matches every private dollar raised for scholarships 1:1. This partnership results in approximately \$7 million in private funding raised each year to support about \$14 million in scholarship purchases for Take Stock students.

Take Stock in Children is proud of its programmatic impact and success. According to the most recent data collected:

- **97% of Take Stock in Children students graduate high school on time.**
- **96% of Take Stock in Children students enter postsecondary.**
- **70% of Take Stock in Children students complete postsecondary, compared to the state average of 17% for at-risk students in poverty.**



Both Take Stock in Children and the state of Florida are dedicated to continuous improvement of the program to increase its impact. To achieve this, Take Stock in Children conducts an annual evaluation to ensure alignment with state performance requirements as outlined in the Florida Department of Education grant by measuring program fidelity and impact.

Two evaluations were conducted during the 2020-2021 grant year (July 1, 2020, through June 30, 2021.) The first evaluation was a Formative Evaluation. The second assessment, a Summative Evaluation, was conducted at the end of the grant year to determine whether or not Take Stock in Children had met all of the grant objectives.

The following report details both the achievement of grant objectives and recommendations on improving performance and model fidelity in the next year. This report concludes whether Take Stock in Children implemented their programs with fidelity and consistently aligned with grant requirements throughout the 2020-2021 grant year. The report also considers the particular impact that the COVID- 19 pandemic has had on both local and statewide performance. During this time, many schools and businesses were closed. School closures caused limited access to campus for students, mentors, and College Coaches. Efforts during this time were focused on expanding virtual mentoring and college readiness support services needed to serve the at-risk student population. This evaluation will analyze the impact of the COVID-19 pandemic and the effectiveness of expanded virtual student support services.

This Summative Evaluation analysis concluded that Take Stock in Children has achieved the grant objectives exceeding targets on all metrics. The following table summarizes the required end-of-year grant deliverables and Take Stock in Children's performance. Additional detail highlighting quarterly progress made towards all end-of-year objectives can be found in **Table 22** on page 39.



Table 1 – End of Year Progress Made Towards End of Year Grant Objectives

Deliverable	End of Year Objective	End of Year Achievement	Evidence
1. Student Enrollment	By the end of the year, Take Stock in Children will serve at least 8,000 students.	Exceeded	As of June 30, 2021, a total of 8,198 students were active in the program (Table 3).
2. Mentor Match	The Mentor-to-student match rate will average at least 90% statewide.	Exceeded	The average year-end mentor match rate is 97% .
3. Recruitment Activities	A total of 4 multi-regional mentor recruitment activities will be conducted (one per quarter).	Exceeded	A total of ten (10) multi-regional activities were conducted in Quarters 1 through 4 (Table 8).
4. Mentor Recruitment and Training	A minimum of 1,400 new mentors will be recruited, screened, and trained by the end of the grant year.	Exceeded	A total of 1,514 new mentors were recruited, screened, and trained by the end of the grant year (Table 9).
5. Mentoring Sessions (Returning Matches)	Students who have been matched with a mentor for the entire grant year will receive an average of 15 mentor sessions by the end of the school year.	Exceeded	An average of 19 mentoring sessions per student were conducted during Quarters 1 through 4 (Table 10).
6. Mentoring Sessions (New Matches)	Students with new mentor matches will conduct an average of 2 mentor sessions per each month.	Exceeded	An average of 3 mentoring sessions were conducted each month for students with new mentors (Table 11).
7. College Success Coaches Visits	Visits will average 1 per semester for grades 6-10, and 2 per semester for grades 11-12	Exceeded	An average total of 98% of students received target services during Quarters 1 through 4 (Table 14).
8. College Readiness Workshops	A total of 4 college readiness workshops will be conducted at each site per year (including 2 sessions focused on college readiness and financial aid procedures for seniors), plus a new student orientation where applicable.	Exceeded	A total of 45 sites (100%) reported offering 4 or more college readiness workshops during Quarters 1 through 4 (Tables 15-16).
9. Professional Development	A total of 15 professional development opportunities will be provided for staff by the end of the year, with five (5) in Q1, three (3) in Q2, four (4) in Q3, and three (3) in Q4.	Exceeded	A total of 29 professional development workshops were offered to staff during Quarter 1; 21 were offered during Quarter 2; 25 were offered during Quarter 3; and 11 were offered during Quarter 4. (Table 18).
10. Student Academic Performance	A total of 90% of students will improve or maintain a G.P.A. at or above 2.0.	Exceeded	A total of 95% of students maintained a grade point average of at least 2.0 for Semester 1 and 95% for Semester 2. The average GPA for the network is 3.25 (Table 19).
11. Student School Attendance	A total of 90% of students will improve or maintain satisfactory school attendance.	Exceeded	A total of 92% of students had fewer than 17 unexcused absences for the 2020–2021 academic year (Table 20).
12. Graduation Rate	A total of 90% of seniors will successfully complete the Take Stock in Children program and graduate from high school.	Exceeded	A total of 97% of seniors completed the TSIC program and graduated from high school on time (Table 21).

Program Overview

Organization History

Children in poverty are often confronted with overwhelming hurdles that make access to higher education a challenge. Many of these students lack the resources available to their higher socioeconomic peers, resulting in lower high school graduation rates and postsecondary attendance. Without higher education, they are prevented from realizing many of the opportunities presented by the 21st-century economy. As a result, many will remain in poverty for much or all of their adult lives.

In 1995, education, business, and community leaders including, Charlie Rice, Chairman and CEO of Barnett Bank; Howard Jenkins, Founder of Publix; and Dr. Donald Pemberton, President of the Pinellas County Education Foundation, saw these hurdles and founded Take Stock in Children, a nonprofit organization built on a public-private partnership aimed at breaking down many of these barriers and instilling hope in deserving, low-income youth. During the first year, the program served 500 students; more than a quarter-century later, Take Stock in Children has served nearly forty thousand low-income, at-risk children in every county in Florida.

This staggering accomplishment has occurred through the unique opportunities that Take Stock offers to low-income, academically qualified students. The Take Stock in Children multi-year model assists students by setting high expectations for their academic future, providing supports to help students graduate from high school in strong academic standing, and mitigating financial barriers to higher education. Today, Take Stock in Children is known as one of the nation's pre-eminent mentoring, college readiness, and scholarship organizations.

In 2008, the achievements of Take Stock in Children were recognized by the U.S. Department of Education through an Investing in Innovation (I3) Grant. The result was a deep expansion into college-readiness programming. By 2010, affiliates statewide were ensuring that students not only graduated from high school but were now prepared to succeed in postsecondary education, and an increased emphasis was placed on data, metrics, and measuring success for Take Stock students.

Through another I3 grant partnership with the U.S. Department of Education, Take Stock in Children was able to design, develop and deploy the Take Stock Innovation Collection in 2019, a suite of innovations designed to modernize the model and increase efficiency and impact throughout the Take Stock network. This collection of innovations would significantly benefit Take Stock's ability to pivot to a virtual model at the onset of the global pandemic.

In 2018, Take Stock launched its postsecondary degree attainment program Take Stock in College. Take Stock in College aims to ensure that every student achieves degree attainment at a college or university or achieves a career certification at a Florida vocational or technical college. Take Stock currently has a 70% college graduation rate, and our goal is to see our college graduation rate mirror our high school graduation rate.

Throughout the 2020-2021 grant year, Take Stock in Children continued to respond with a proven model of support when the COVID-19 pandemic hit this most vulnerable population particularly hard. Data released from the National College Attainment Network (NCAN) on November 27, 2020, indicates that FAFSA rates have fallen by 16.23% in comparison to FAFSA completion during the same timeframe in 2019. The biggest impact has been on low-income students and minority students, with completion rates currently down by 20% in Title 1 Schools, 22.3% in high minority high schools, and 22.4% in small towns and rural areas (DeBaun). The National Student Clearinghouse Research Center reports that 1 in 5 students from the high school class of 2020 who should have enrolled in college this fall did not. That number is 1 in 3 for students from low-income high schools (NSCRC-NCAN 12-2020 Report). This is the first graduating class impacted by the COVID-19 pandemic, the resulting economic downturn, and a time of exacerbated inequities in health, education, and opportunity. While the many impacts of the COVID-19 pandemic are yet to be fully realized, Take Stock in Children is reporting a decrease of only 1% in achieving a high school graduation rate of 97%.

Take Stock Model of Support

Take Stock is a national leader in improving college readiness and degree completion for students in poverty. It begins with selecting diverse students between the 6th and 9th grades who meet Take Stock's guidelines for being 1) low-income and 2) at-risk of not completing high school and attending or completing postsecondary. From the moment of recruitment, Take Stock begins preparing students for postsecondary entry. Students are partnered with a caring volunteer mentor, a professional College Success Coach, must attend college preparation workshops, and are awarded a Florida Prepaid Project STARS Scholarship. In return, students pledge to maintain good grades and attendance, and sign a contract to remain drug-free and crime-free. This model is implemented through a network of 45 local affiliate organizations, with the ability to serve students in all 67 of Florida's counties.

Please refer to the Take Stock in Children Logic Model (**Appendix B**) for additional detail on the program model. These organizations work hard to deliver Take Stock in Children's services to many deserving youths by:

- Developing local K-12 and higher education partnerships;
- Recruiting, training, and stewarding community volunteer mentors;
- Annually raising private funds for scholarships and operational costs; and
- Providing college readiness services (including coaching and workshops) to all students.

The state of Florida has maintained a close connection to Take Stock in Children and provides the organization with exceptional support as a key partner. In past years, this partnership has included programmatic support for Take Stock in Children's work statewide and a 1:1 matching program with the Florida Prepaid College Foundation that matches every private scholarship dollar raised by Take Stock in Children and its affiliated organizations.

Take Stock's three-pronged approach of a volunteer mentor, college readiness services, and college scholarship are the unique combination that sets it apart from other programs. The

combination of these components contributes to an evidence-based framework that focuses on students' postsecondary success from the very beginning, including:

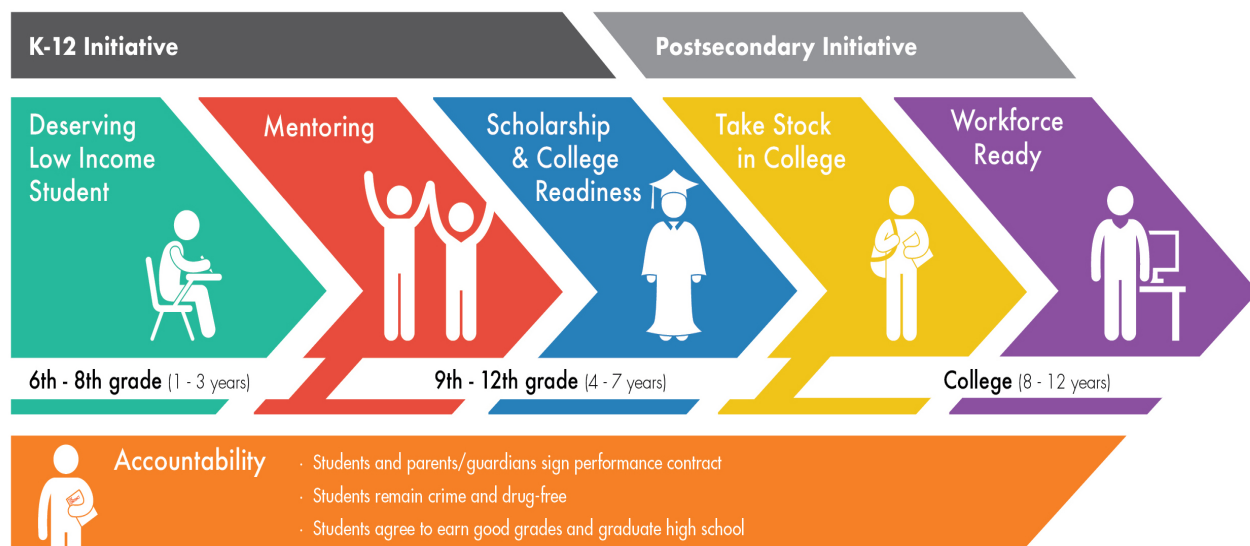
- Increasing college readiness via an exclusive curriculum designed to build academic, social, and emotional readiness for college in each student;
- Consistent monitoring of lead indicators for each student to determine when a youth is struggling, then immediately collaborating with the student's family, school, and mentor to ensure each scholar stays on course for postsecondary;
- Supporting students with the management of the many tasks associated with applying to and attending postsecondary; and
- Reducing or eliminating the burden of significant postsecondary debt by providing a Florida Prepaid Project STARS scholarship, thereby instilling a foundational aspiration for postsecondary attainment beginning in middle school and extending into high school.

The model also sets high expectations for students' academic futures, provides supports to help students graduate from high school in strong academic standing, and helps to mitigate financial barriers to higher education. Every step of the process aims to equip students with resources similar to those of their higher-income peers.

With Take Stock in Children's comprehensive approach and unwavering mission to break the cycle of poverty for low-income, academically qualified students, this organization ensures each student's success, both in school and throughout life.

Program Model

Take Stock achieves success through an innovative multi-year program model of mentorship, accountability, college success, and a college scholarship.



Methodology

The purpose of the Take Stock in Children evaluation is to answer the following questions:

1. What is the level of program participation?
2. What is the program impact on key indicators of high school completion and college readiness?
3. Is Take Stock in Children's model being implemented with fidelity?
4. How can Take Stock in Children improve the effectiveness and the efficiency of implementation to reflect the significant return on investment of the program for the state of Florida?
5. How has the COVID-19 pandemic affected program outcomes, and how has implementing virtual service enhancements to the Take Stock model mitigated any negative impact?

The 2020-2021 Take Stock in Children evaluation is divided into two parts: the Formative Evaluation and the Summative Evaluation. This report results from the Summative Evaluation process and is an end-of-year assessment of the achievement of grant goals and metrics. In addition to making observations about the achievement of established objectives, the evaluation team also offers suggested areas and strategies for implementation improvement for the organization to pursue during the next grant year.

The evaluation plan table in **Appendix A** presents the metrics and sources, methods of analysis, comparison data, and reference points. All data was collected from STAR, the proprietary Take Stock in Children database. Required program data is entered into STAR by all 45 affiliates and is closely monitored by Take Stock in Children's State Office team. For quality assurance purposes, webinars and trainings on how to accurately enter data are regularly conducted. The STAR system is set up with 'safeguards' that include a number of required data entry choices, which force essential information to be submitted, thereby preventing inaccuracies or duplicate entries.

The evaluation began with Take Stock in Children staff and leadership, creating an evaluation plan, and working together to ensure that the evaluation process and procedures were straightforward and that each team member's role was established. During these initial discussions, the team set clear deadlines and expectations around data collection and analysis. The team also determined protocols on how it would function to ensure that the evaluation yielded optimal value for Take Stock in Children, as the organization strives to maintain its achievements and make improvements where needed.

Next, a thorough review was conducted of the latest research in mentoring, college readiness, and college success. This is an essential aspect of the evaluation process. It allows for the confirmation of the validity of the Take Stock in Children model and ensures

that Take Stock in Children has the research updates necessary to evolve programming. The details of this research can be found in **Appendix C**.

The summative evaluation process and the resulting report reflect all data for the 2020-2021 grant year. This evaluation determines whether Take Stock in Children implemented their programs with fidelity and in alignment to grant requirements consistently throughout all four quarters of the year, including a full assessment of whether annual targets were achieved. Additional data collected to support the Summative Evaluation includes surveys with students, parents, and mentors. The Summative Evaluation also includes recommendations on how Take Stock in Children can continue to develop its areas of strength and includes recommendations for how programming may be improved going forward.

The following table presents the quantitative data that was selected and analyzed during the summative evaluation process to indicate the achievement of end-of-year grant metrics and goals.

Table 2 – Summative Assessment Selected Data Points

Data Points*
Student Distribution by Gender, Race, Ethnicity, and Grade Level
New Student Enrollment
Mentor Match Rates
Mentor Recruitment
Mentor Sessions
Students Mentored
College Coach Visits with Students
College Readiness Workshops
Mentor Training
Staff Training Opportunities
Academic Indicators (GPA, attendance, graduation rates)
Stakeholder Surveys (students, parents, mentors)

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*

The analysis of the above data points resulted in this report, which includes:

- Details on student enrollment in Take Stock in Children and participation in services;
- Synopsis of program operations, activities, and services provided to students, families, and mentors;
- Observations on programmatic progress, as determined via objective data analysis; and
- Recommendations on how to continue achievement and/or how to enhance current results. Take Stock in Children is expected to achieve at least 85% of each objective by the end of the grant year.

Evaluation Data Types:

Both the formative and summative evaluation types were based on the following data:

- 1) Artifacts: The Take Stock State Office reviewed plans, documents, reports, communication tools, trainings, and other documents from throughout the year.
- 2) STAR Database: Take Stock in Children's proprietary database, where all 45 affiliates report data.
- 3) Survey data: The Take Stock State Office collected surveys reflecting student, mentor, and parent experience with the Take Stock in Children program. Take Stock in Children leadership designed these surveys to reflect the guiding questions posited in this evaluation accurately. Specifically, Take Stock sought to know 1) How effective and efficient is program implementation?; 2) How did the COVID-19 pandemic impact program implementation; and 3) How can Take Stock in Children improve program implementation? These surveys were completed in March 2021.



Program Data

Student Demographics

Student demographic data is tracked through the STAR proprietary database. The data presented in Tables 3-6 below was obtained on July 9, 2021 and reflects the most recent demographics.

Table 3 – Student Distribution by Gender (as of 7/09/2021)

Gender	Number of Students	Percentage
Female	5,143	63%
Male	3,051	37%
Gender Diverse	4	0%
Grand Total	8,198	100%

Table 4 – Student Distribution by Race (as of 7/09/2021)

Race	Percentage
Hispanic	34%
Black or African American	29%
White	26%
Multiracial	6%
Asian	3%
American Indian/Native Alaskan/Native Pacific Islander	1%
Other	1%
Grand Total	100%

Table 5 – Student Distribution by Ethnicity (as of 7/09/2021)

Ethnicity	Percentage
Hispanic	34%
Non-Hispanic	66%
Grand Total	100%

Table 6 – Student Distribution by Grade Level (as of 7/09/2021)

Grade Level	Percentage
6 th Grade	2%
7 th Grade	4%
8 th Grade	10%
9 th Grade	19.5%
10 th Grade	24%
11 th Grade	21.5%
12 th Grade	19%
Grand Total	100%

Deliverable 1 – Student Enrollment

End of Year Objective: The Take Stock in Children program will serve a minimum of 8,000 students by the end of the 2020-2021 grant year, combining both students receiving mentoring and other college readiness services.

Progress: Exceeded

Take Stock in Children exceeded the grant deliverable, as a total of **8,198** students were enrolled, as indicated by annual peak enrollment, with the addition of **1,631** new students to the program.

Table 7 – Peak Student Enrollment/New Students Enrolled*

County/Region	Peak Student Enrollment	New Students Enrolled
Alachua	322	69
Baker, Columbia, Dixie, Gilchrist, Union	126	35
Bay	124	23
Bradford	37	10
Brevard	220	38
Broward	230	43
Calhoun, Holmes, Jackson, Liberty, Washington	67	19
Charlotte	52	10
Citrus, Levy	55	4
Clay	56	12
Collier- Champions for Learning	217	55
Collier - Immokalee	130	30
DeSoto, Hardee, Highlands	118	19
Duval	337	31
Escambia	144	28
Flagler	96	21
Franklin	8	1
Gadsden, Leon, Wakulla	58	5
Hendry	8	5
Hernando	28	11
Hillsborough	370	81
Indian River, Martin, Okeechobee, St. Lucie	236	45
Lake, Sumter	178	41
Lee	173	39
Madison	47	10
Manatee	217	61
Marion	245	55
Miami-Dade	285	7
Monroe	319	68
Nassau	163	33

*The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.

Okaloosa	70	19
Orange	460	78
Osceola	171	1
Palm Beach	497	126
Pasco	115	36
Pinellas	1,315	228
Polk	140	38
Putnam	16	14
Santa Rosa	134	25
Sarasota	244	72
Seminole	128	29
St. Johns	79	16
Suwannee	28	7
Volusia	97	26
Walton	38	7
Grand Total	8,198	1,631

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*

Mentors

Take Stock in Children collects mentor information for each county/region in the following key areas:

- The number of mentor hours (recorded as sessions);
- Students receiving mentor sessions;
- New mentors recruited, screened, trained, approved; and
- Mentor match rate.

Deliverable 2 – Mentor-Match

End of Year Objective: Mentor-to-student match rate will average at least **90%** statewide.

Progress: Exceeded.

The average mentor-match rate for the entire grant year was **97%**.



Deliverable 3 – Recruitment Activities

The grant requires that staff complete a multi-regional recruitment activity each quarter. (Table 8).

End of Year Objective: Four multi-regional mentor recruitment activities will be conducted (one per quarter).

Progress: Exceeded

Take Stock in Children conducted two (2) multi-regional mentor recruitment activities in Quarters 1, 2, and 3. Four (4) activities were conducted in Quarter 4 for a total of ten (10) multi-regional mentor recruitment activities. This total exceeds the requirement by 6 events.

Table 8 – Recruitment Activities

Quarter	Activity
1	<ul style="list-style-type: none"> • Launched Take Stock App 2.0 for use throughout the Take Stock network. The App gives mentors new opportunities for mentoring with Take Stock in Children. • Mentor recruitment campaign via social media promoted on multiple social channels.
2	<ul style="list-style-type: none"> • Created and distributed a mentor recruitment video highlighting new virtual mentoring opportunities. • Continued to develop Take Stock App Virtual Chat feature to offer more mentoring options to potential mentors to expand our pool of potential volunteers.
3	<ul style="list-style-type: none"> • Created and distributed a mentor video highlighting training information for new virtual mentoring opportunities. • Launched Take Stock App Video Chat feature to offer more virtual mentoring options to potential mentors to expand our pool of potential volunteers.
4	<ul style="list-style-type: none"> • Promoted the need for mentoring through social media posts on multiple platforms. • Promoted the need for mentoring through local print media. • Packaged and distributed to 45 affiliates social media posts to promote mentoring through Volunteer Appreciation month (April) • Created e-version of Mentor Toolkit to facilitate new mentor training.

Deliverable 4 – Mentor Recruitment and Training

End of Year Objective: A minimum of 1,400 new mentors will be recruited and trained by the end of the grant year (Table 9).

Progress: Exceeded

A total of **1,498** new mentors were recruited, screened, and trained by the end of Quarter 4 (Table 9). Please note that there were challenges with recruiting, onboarding, and training new mentors throughout the grant year as a result of COVID-19. These challenges included everything from mentors' ability to go in schools to conduct in-person mentoring to school district availability to conduct background checks, finger printing, and security screenings.

Table 9 – Mentors Recruited, Screened, Trained, and Approved (2020-2021)*[†]

	Mentors Screened/Trained	Mentors Approved
County/Region	YTD	YTD
Alachua	130	130
Baker, Columbia, Dixie, Gilchrist, Union	43	46
Bay	11	11
Bradford	13	13
Brevard	48	48
Broward	37	33
Calhoun, Holmes, Jackson, Liberty, Washington	13	13
Charlotte	8	8
Citrus, Levy	5	4
Clay	17	17
Collier - Champions for Learning	53	49
Collier - Immokalee	23	23
DeSoto, Hardee, Highlands	16	18
Duval	39	37
Escambia	32	27
Flagler	9	17
Franklin	5	5
Gadsden, Leon, Wakulla	5	5
Hendry	2	2
Hernando	0	0
Hillsborough	112	112
Indian River, Martin, Okeechobee, St. Lucie	14	16
Lake, Sumter	31	27
Lee	30	30
Madison	0	0
Manatee	57	59

*The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.

[†]Approval and screening/training does not always occur in the same quarter. The difference in the number of mentors screened/trained and approved can be attributed to this delay.

Marion	17	17
Miami-Dade	11	13
Monroe	54	52
Nassau	22	23
Okaloosa	18	14
Orange	164	158
Osceola	4	4
Palm Beach	87	85
Pasco	15	15
Pinellas	232	232
Polk	5	5
Putnam	7	7
Santa Rosa	14	16
Sarasota	65	65
Seminole	24	20
St. Johns	0	0
Suwannee	3	3
Volusia	17	17
Walton	2	2
Grand Total	1,514	1,498

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*

†Approval and screening/training does not always occur in the same quarter. The difference in the number of mentors screened/trained and approved can be attributed to this delay

Deliverable 5 – Mentoring Sessions (Returning Matches)

End of Year Objective: Students who have been matched with a mentor for the entire grant year will receive an average of 15 mentor sessions by the end of the school year.

Progress: Exceeded.

An average of **19** mentoring sessions per student were conducted for students with returning mentors during the grant year (**Table 10**).

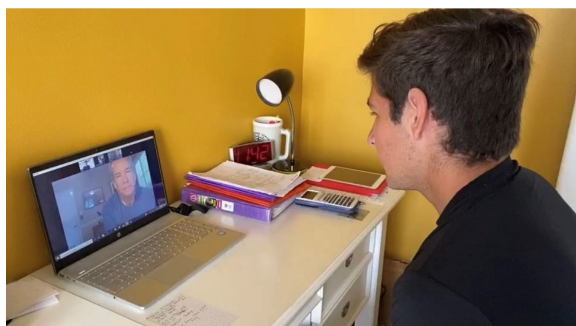
Table 10 – Average Number of Mentor Sessions for Students with Returning Mentor Matches Quarters 1-4 (2020-2021)*

Average Number of Sessions	
County/Region	Quarters 1-4
Alachua	18
Baker, Columbia, Dixie, Gilchrist, Union	15
Bay	16
Bradford	17
Brevard	21
Broward	22

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*

Calhoun, Holmes, Jackson, Liberty, Washington	16
Charlotte	20
Citrus, Levy	23
Clay	19
Collier- Champions for Learning	20
Collier - Immokalee	20
Desoto, Hardee, Highlands	18
Duval	18
Escambia	19
Flagler	20
Franklin	15
Gadsden, Leon, Wakulla	24
Hendry	19
Hernando	22
Hillsborough	18
Indian River, Martin, Okeechobee, St. Lucie	18
Lake, Sumter	18
Lee	18
Madison	18
Manatee	21
Marion	16
Miami-Dade	19
Monroe	21
Nassau	26
Okaloosa	18
Orange	17
Osceola	20
Palm Beach	22
Pasco	17
Pinellas	22
Polk	17
Putnam	N/A**
Santa Rosa	22
Sarasota	25
Seminole	21
St. Johns	16
Suwanee	16
Volusia	18
Walton	19
Average	19

The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed. N/A: This program did not have any returning mentor matches and therefore did not have sessions for students with returning mentor matches to report.*



Deliverable 6 – Mentoring Sessions (New Matches)

End of Year Objective: New Matches are pairings that have not been matched for the entire school year. Take Stock in Children tracks these sessions to ensure the mentors-mentees meet regularly and expect students with new mentor matches to complete an average of 2 mentor sessions per month.

Progress: Exceeded

An average of **3** mentoring sessions were conducted each month for students with new mentor matches (**Table 11**).

Table 11 – Average Number of Sessions for Students with Newly Matched Mentors (Per Month/Per Student)*

Average Number of Sessions	
County/Region	Quarters 1-4
Alachua	3
Baker, Columbia, Dixie, Gilchrist, Union	1
Bay	2
Bradford	2
Brevard	3
Broward	3
Calhoun, Holmes, Jackson, Liberty, Washington	2
Charlotte	2
Citrus	3
Clay	2
Collier - Champions for Learning	4
Collier - Immokalee	4
Desoto, Hardee, Highlands	3
Duval	2
Escambia	3
Flagler	2
Franklin	2
Gadsden, Leon, Wakulla	4
Hendry	N/A**
Hernando	2
Hillsborough	2
Indian River, Martin, Okeechobee, St. Lucie	2
Lake, Sumter	2
Lee	2
Madison	3
Manatee	3
Marion	3
Miami-Dade	2
Monroe	3

Nassau	4
Okaloosa	2
Orange	2
Osceola	3
Palm Beach	3
Pasco	2
Pinellas	3
Polk	2
Putnam	2
Santa Rosa	3
Sarasota	3
Seminole	3
St. Johns	2
Suwanee	2
Volusia	2
Walton	2
Average	3

The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed. **N/A**: This program did not have students with new mentor matches and therefore did not have sessions to report.*

Quarterly Deliverable – Total Mentoring Sessions

Quarterly Objective: At least 3,000 mentor sessions will be conducted during Quarter 1: at least 26,000 during quarter 2: at least 28,000 during Quarter 3; and at least 20,000 during Quarter 4. The combined total of mentoring sessions conducted during the grant year will be at least 77,000.

Progress: Exceeded.

A total of **11,658** mentor sessions were conducted during Quarter 1. A total of **44,418** mentor sessions were conducted during Quarter 2. A total of **47,661** mentor sessions were conducted during Quarter 3. A total of **34,179** mentor sessions were conducted during Quarter 4.

The combined total of mentor sessions is **137,916**, exceeding the objective by **60,916** mentor sessions for the year. Take Stock in Children exceeded both the quarterly and the yearly grant objectives (**Table 12**)

Table 12 – Total Number of Mentor Sessions*

County/Region	Number of Sessions			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	503	1,759	2,020	1,327
Baker, Columbia, Dixie, Gilchrist, Union	172	401	536	246
Bay	96	602	585	331
Bradford	61	175	178	127
Brevard	506	1,376	1,502	1,098
Broward	369	1,258	1,433	1,216
Calhoun, Holmes, Jackson, Liberty, Washington	31	204	229	317
Charlotte	95	272	332	242
Citrus, Levy	145	380	399	261
Clay	64	281	302	173
Collier- Champions for Learning	371	1,084	1,134	1,105
Collier - Immokalee	165	603	663	626
Desoto, Hardee, Highlands	423	659	602	180
Duval	472	1,793	1,891	1,237
Escambia	97	876	910	675
Flagler	144	556	548	186
Franklin	0	7	42	49
Gadsden, Leon, Wakulla	86	476	481	374
Hendry	14	17	16	11
Hernando	22	83	147	74
Hillsborough	549	1,952	1,897	1,570
Indian River, Martin, Okeechobee, St. Lucie	145	1,016	1,193	817
Lake, Sumter	253	736	969	490
Lee	167	889	821	611
Madison	68	230	216	154
Manatee	303	1,177	1,316	956
Marion	415	1,147	783	946
Miami-Dade	247	1,442	2,155	1,369
Monroe	501	1,789	2,125	1,505
Nassau	362	1,093	1,198	975
Okaloosa	32	279	375	239
Orange	649	2,347	2,908	2,010
Osceola	344	1,041	1,044	928
Palm Beach	1,080	2,929	3,484	2,478
Pasco	50	551	539	380

*The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.

Pinellas	1,565	8,630	7,898	5,564
Polk	224	613	513	335
Putnam	0	0	2	28
Santa Rosa	174	757	835	605
Sarasota	260	1,134	1,644	1,160
Seminole	183	860	722	323
St. Johns	66	380	294	253
Suwanee	73	90	108	66
Volusia	90	347	458	338
Walton	22	127	214	224
Grand Total	11,658	44,418	47,661	34,179

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*

Quarterly Deliverable – Students Mentored/Mentees Served

Quarterly Objective: At least **3,000** students will be mentored during Quarter 1; at least **5,450** students will be mentored during Quarter 2; at least **5,600** students will be mentored during Quarter 3; and at least **5,000** students will be mentored during Quarter 4.

Progress: Exceeded

A total of **5,115** students were mentored during Quarter 1. A total of **6,767** students were mentored during Quarter 2. A total of **7,062** students were mentored during Quarter 3. A total of **7,065** students were mentored during Quarter 4 (**Table 13**).

Table 13 – Number of Students Mentored/Mentees Served*

Number of Students				
County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	205	279	298	276
Baker, Columbia, Dixie, Gilchrist, Union	62	82	109	71
Bay	96	102	102	99
Bradford	26	34	35	35
Brevard	175	211	213	203
Broward	178	192	203	226
Calhoun, Holmes, Jackson, Liberty, Washington	24	48	47	50
Charlotte	34	47	52	50
Citrus, Levy	49	50	52	53
Clay	34	44	44	41
Collier – Champions for Learning	147	169	193	212
Collier - Immokalee	53	70	96	97
Desoto, Hardee, Highlands	93	99	100	56

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*

Duval	209	287	302	294
Escambia	61	121	145	142
Flagler	45	72	72	49
Franklin	0	9	8	8
Gadsden, Leon, Wakulla	45	52	55	54
Hendry	3	3	3	3
Hernando	11	18	18	15
Hillsborough	230	333	351	346
Indian River, Martin, Okeechobee, St. Lucie	102	174	180	159
Lake, Sumter	105	138	141	133
Lee	104	137	136	132
Madison	33	37	35	35
Manatee	125	193	198	217
Marion	168	193	177	227
Miami-Dade	170	262	275	254
Monroe	208	291	305	304
Nassau	125	131	157	161
Okaloosa	17	49	53	51
Orange	384	463	464	455
Osceola	140	168	169	168
Palm Beach	333	428	490	469
Pasco	33	96	94	86
Pinellas	771	1,027	1,012	1,112
Polk	85	102	97	127
Putnam	0	0	1	2
Santa Rosa	96	113	113	111
Sarasota	125	171	184	196
Seminole	90	99	99	97
St. Johns	41	60	61	69
Suwanee	21	21	20	18
Volusia	41	64	71	69
Walton	18	28	32	33
Grand Total	5,115	6,767	7,062	7,065

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*



College Success Coaches

Take Stock in Children requires that College Success Coaches visit twice per semester with students in 11th and 12th grade and once per semester with students in 6th through 10th grades. Key Performance Indicators (KPIs) are used at each site to measure compliance with these requirements. **Table 14** shows the percentage of students that met the KPI.

Deliverable 7 – Students Meeting the College Success Coach Visit KPI Requirements

End of Year Objective: College Success Coach visits will average 1 per semester for grades 6-10 and 2 per semester for grades 11-12. Take Stock in Children is expected to achieve at least 85% of the objective by the end of the grant year.

Progress: Exceeded.

An average total of **98%** of students received the annual dosage of target services during the grant year (**Table 14**)

Table 14 – Students in Grades 6-12 Meeting College Success Coaching Visits KPI Requirements

County/ Region	Number of Students Meeting KPI	Total Number of Students*	% of Students
Alachua	299	299	100
Baker, Columbia, Dixie, Gilchrist, Union	111	114	97
Bay	99	101	98
Bradford	31	33	94
Brevard	217	218	99
Broward	222	222	100
Calhoun, Holmes, Jackson, Liberty, Washington	48	48	100
Charlotte	52	52	100
Citrus	52	52	100
Clay	43	43	100
Collier – Champions for Learning	213	217	98
Collier – Immokalee	130	130	100
DeSoto, Hardee, Highlands	99	99	100
Duval	316	316	100
Escambia	144	144	100
Flagler	75	75	100
Franklin	7	7	100
Gadsden, Leon, Wakulla	55	58	95
Hendry	3	3	100

Hernando	15	17	88
Hillsborough	367	368	99
Indian River, Martin, Okeechobee, St. Lucie	185	191	97
Lake, Sumter	134	137	98
Lee	131	134	98
Madison	34	37	92
Manatee	197	197	100
Marion	233	242	96
Miami-Dade	279	279	100
Monroe	302	303	99
Nassau	161	161	100
Okaloosa	52	53	98
Orange	454	459	99
Osceola	169	170	99
Palm Beach	484	492	98
Pasco	91	97	94
Pinellas	1,044	1,087	96
Polk	102	102	100
Putnam	2	2	100
Santa Rosa	110	110	100
Sarasota	182	182	100
Seminole	99	99	100
St. Johns	60	63	95
Suwannee	19	21	90
Volusia	70	71	99
Walton	33	33	100
Grand Total	7,225	7,338	98%

*Students enrolled late in Semester 2 are not required to receive coaching visits.



College Readiness Workshops

Take Stock in Children local affiliate programs are responsible for designing and coordinating workshops to prepare students for the requirements of preparing for, applying to, attending, and succeeding in postsecondary experiences. Local affiliate programs are required to conduct at least 4 College Readiness Workshops per year.

Deliverable 8 – College Readiness Workshops

End of Year Objective: A total of 4 college readiness workshops will be conducted at each site per year (including 2 sessions focused on college readiness and financial aid procedures for seniors), plus a new student orientation where applicable. Take Stock in Children is expected to achieve at least 85% of each objective by the end of the grant year.

Progress: Exceeded

A total of **44** sites (98%) offered 4 or more College Readiness Workshops during quarters 1-4; and **45** sites (100%) offered New Student Orientation by the end of the grant year.

Table 15 – Number of College Readiness Workshops Conducted*

County/Region	Number of Workshops
	Quarters 1-4
Alachua	6
Baker, Columbia, Dixie, Gilchrist, Union	6
Bay	7
Bradford	4
Brevard	5
Broward	5
Calhoun, Holmes, Jackson, Liberty, Washington	6
Charlotte	6
Citrus, Levy	9
Clay	8
Collier-Champions for Learning	15
Collier - Immokalee	7
Desoto, Hardee, Highlands	5
Duval	4
Escambia	4
Flagler	13
Franklin	6
Gadsden, Leon, Wakulla	10
Hendry	4
Hernando	8
Hillsborough	6
Indian River, Martin, Okeechobee, St. Lucie	5
Lake, Sumter	5

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*

Lee	5
Madison	7
Manatee	9
Marion	5
Miami-Dade	4
Monroe	14
Nassau	8
Okaloosa	6
Orange	10
Osceola	5
Palm Beach	9
Pasco	5
Pinellas	4
Polk	6
Putnam	2
Santa Rosa	5
Sarasota	13
Seminole	5
St. Johns	5
Suwanee	4
Volusia	5
Walton	4
Grand Total	294

Table 16 shows the topics of College Readiness Workshops offered by each program site. The grant requirements state that by the end of the year, each site must offer one (1) workshop focused on financial aid, one (1) focused on senior college readiness, and two (2) other workshops with topics determined by the needs of students. Programs enrolling new students are also required to hold new student orientations. Please note, some programs will not offer senior workshops due to not having any seniors enrolled in the program.

Table 16 – College Readiness Workshop Topics (Quarters 1-4 combined)/New Student Orientation

County/Region	Financial Aid	Senior College Prep	College Readiness	New Student Orientation
Alachua	2	1	3	2
Baker, Columbia, Dixie, Gilchrist, Union	2	1	3	1
Bay	1	2	4	1
Bradford	1	1	2	1
Brevard	1	1	3	1
Broward	1	1	3	1
Calhoun, Holmes, Jackson, Liberty, Washington	1	1	4	2
Charlotte	2	2	2	1
Citrus, Levy	1	1	7	1

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Clay	1	1	6	1
Collier - Champions for Learning	4	4	7	1
Collier - Immokalee	1	1	5	4
Desoto, Hardee, Highlands	1	1	3	1
Duval	1	1	2	2
Escambia	1	1	2	1
Flagler	2	1	10	1
Franklin	1	1	4	1
Gadsden, Leon, Wakulla	1	2	7	1
Hendry	1	1	2	1
Hernando	1	1	6	1
Hillsborough	1	1	4	1
Indian River, Martin, Okeechobee, St. Lucie	1	1	3	1
Lake, Sumter	1	1	3	1
Lee	1	1	3	2
Madison	2	2	3	1
Manatee	1	1	7	1
Marion	1	1	3	1
Miami-Dade	1	1	2	1
Monroe	2	3	9	2
Nassau	2	1	5	1
Okaloosa	1	1	4	1
Orange	1	2	7	2
Osceola	1	1	3	1
Palm Beach	1	1	7	2
Pasco	1	1	3	1
Pinellas	1	1	2	2
Polk	2	1	3	1
Putnam	1	0*	1	1
Santa Rosa	1	1	3	2
Sarasota	1	4	8	2
Seminole	1	1	3	1
St. Johns	1	1	3	1
Suwanee	1	1	2	1
Volusia	1	1	3	1
Walton	1	1	2	1
Grand Total	56	57	181	58

*Please note that Putnam County did not have any seniors this year. Because of this, the site did not conduct the Senior College Prep workshop required for 12th graders.

Training for Mentors and Staff

Both the State Office of Take Stock in Children and its affiliate organizations provide regular and periodic development sessions for affiliate staff and training for mentors. **Tables 17 and 18** present the Take Stock State Office and Affiliate professional development and training activities for affiliate staff and mentors.

Quarterly Deliverable – Mentor Trainings

Quarterly Objectives: At least 31 sites will conduct mentor trainings during Quarter 1 and Quarters 2, respectively, as reported to the Take Stock in Children State Office. At least 26 sites will conduct mentor trainings during Quarter 3, and at least 25 sites will conduct mentor trainings during Quarter 4.

Progress: Exceeded

A total of **43** sites offered training during Quarter 1, **40** sites during Quarter 2, **44** sites during Quarter 3, and **44** sites during Quarter 4 (**Table 17**).

Table 17 – Sites Conducting Mentor Training*

Training Offered (Yes/No)				
County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	Yes	Yes	Yes	Yes
Baker, Columbia, Dixie, Gilchrist, Union	Yes	Yes	Yes	Yes
Bay	Yes	Yes	Yes	Yes
Bradford	Yes	No	Yes	Yes
Brevard	Yes	Yes	Yes	Yes
Broward	Yes	Yes	Yes	Yes
Calhoun, Holmes, Jackson, Liberty, Washington	Yes	Yes	Yes	Yes
Charlotte	Yes	Yes	Yes	Yes
Citrus, Levy	Yes	Yes	Yes	Yes
Clay	Yes	Yes	Yes	Yes
Collier - Champions for Learning	Yes	Yes	Yes	Yes
Collier - Immokalee	Yes	Yes	Yes	Yes
Desoto, Hardee, Highlands	Yes	Yes	Yes	Yes
Duval	Yes	Yes	Yes	Yes
Escambia	Yes	Yes	Yes	Yes
Flagler	Yes	Yes	Yes	Yes
Franklin	No	Yes	Yes	Yes
Gadsden, Leon, Wakulla	Yes	Yes	Yes	Yes
Hendry	No	No	No	Yes
Hernando	Yes	Yes	Yes	Yes
Hillsborough	Yes	Yes	Yes	Yes
Indian River, Martin, Okeechobee, St. Lucie	Yes	Yes	Yes	Yes
Lake, Sumter	Yes	Yes	Yes	Yes
Lee	Yes	Yes	Yes	Yes
Madison	Yes	No	Yes	No

Manatee	Yes	Yes	Yes	Yes
Marion	Yes	Yes	Yes	Yes
Miami-Dade	Yes	Yes	Yes	Yes
Monroe	Yes	Yes	Yes	Yes
Nassau	Yes	Yes	Yes	Yes
Okaloosa	Yes	Yes	Yes	Yes
Orange	Yes	Yes	Yes	Yes
Osceola	Yes	No	Yes	Yes
Palm Beach	Yes	Yes	Yes	Yes
Pasco	Yes	Yes	Yes	Yes
Pinellas	Yes	Yes	Yes	Yes
Polk	Yes	Yes	Yes	Yes
Putnam	Yes	No	Yes	Yes
Santa Rosa	Yes	Yes	Yes	Yes
Sarasota	Yes	Yes	Yes	Yes
Seminole	Yes	Yes	Yes	Yes
St. Johns	Yes	Yes	Yes	Yes
Suwanee	Yes	Yes	Yes	Yes
Volusia	Yes	Yes	Yes	Yes
Walton	Yes	Yes	Yes	Yes
Grand Total of Sites Offering Training	43	40	44	44

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter had closed.*

Deliverable 9 – Professional Development

End of Year Objective: A total of **15** professional development opportunities will be provided for staff by the end of the year, with **5** opportunities in Quarter 1, **3** opportunities in Quarter 2, **4** opportunities in Quarter 3, and **3** opportunities in Quarter 4.

Progress: Exceeded

A total of **29** professional development opportunities were offered to staff during Quarters 1; **21** during Quarter 2; **25** during Quarter 3; and **11** during Quarter 4 (**Table 18**).

A combined total of **86** professional development opportunities were provided to staff, exceeding the objective by **71** professional development opportunities for Quarters 1 through 4.

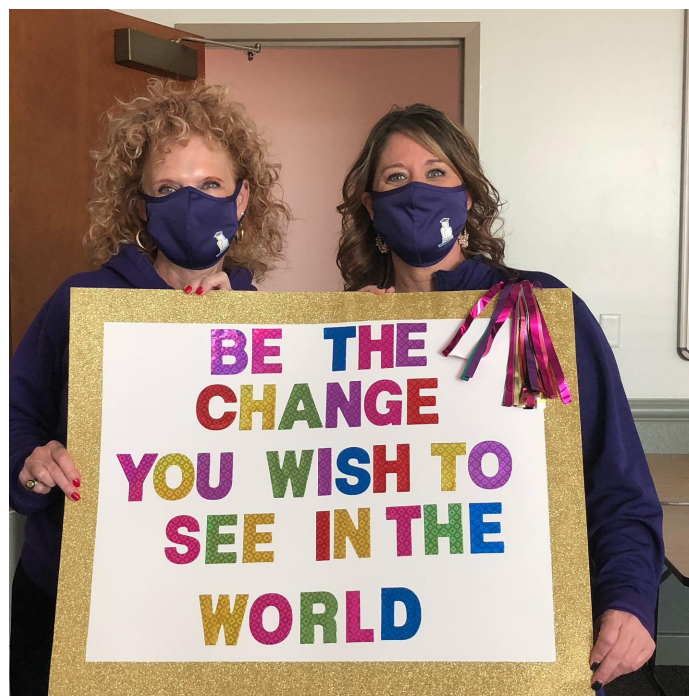
TABLE 18 – Professional Development/ Staff Training Quarters 1-4

Staff Training - Quarter 1	
Date (Q1)	Topic
7/9/2020	STAR Database 101 for New Staff
7/16/2020	STAR Database: Mentor Login & Recording Sessions
7/21/2020	Understanding New Florida Prepaid CDR

7/23/2020	STAR Database: Using the STAR Record Importer
7/28/2020	Back to School Series: Virtual & Group Mentoring
7/29/2020	Back to School Series: College Success Coaching
7/30/2020	Back to School Series: Workshops
7/31/2020	Back to School Series: Planning for 2020-2021
8/4/2020	Back to School Series: Next Steps- Put Plan in Action
8/6/2020	Back to School Series: CDR Training & Peer Panel
8/10/2020	Back to Basics: TSIC Student Recruitment/Selection
8/11/2020	Utilizing Scheduling Apps & Multiple Mentor Sessions
8/13/2020	Utilizing Scheduling Apps & Multiple Mentor Sessions
8/18/2020	Script App Training on Workflows
8/24/2020	Back to Basics: TSIC Student Transfer Policy
8/25/2020	STAR Database 101 for New Staff
8/25/2020	STAR Database 102 Advanced
8/26/2020	Take Stock App Refresher Training
8/27/2020	STAR Database 101 for New Staff
8/27/2020	STAR Database 102 Advanced
9/1/2020	Take Stock App Re-Launch - Affiliate Portal
9/2/2020	Take Stock App Re-Launch - Mentor/Mentee View
9/3/2020	Take Stock App Re-Launch - FAQs & Troubleshooting
9/9/2020	TSIC 101 for New Staff
9/15/2020	FLDOE Deliverables & Mentoring Options
9/24/2020	STAR Database 101 for New Staff
9/29/2020	TSIC Training for New Student Services Coordinators
9/29/2020	TSIC Training for New Mentor Coordinators
9/29/2020	TSIC Training for New College Success Coaches
Staff Training - Quarter 2	
Date (Q2)	Topic
10/6/2020	2021-2022 FAFSA
10/20/2020	SMARTS Program & BSC Update
10/21/2020	Best Practices- Virtual Operations/ COVID Response
10/21/2020	Best Practices- Virtual Operations/ COVID Response
10/21/2020	Best Practices- Virtual Operations/ COVID Response
10/21/2020	Best Practices- Virtual Operations/ COVID Response

10/21/2020	Best Practices- Virtual Operations/ COVID Response
10/27/2020	TSIC Training for New Student Services Coordinators
10/27/2020	TSIC Training for New Mentor Coordinators
10/27/2020	TSIC Training for New College Success Coaches
10/27/2020	TSIC Training for New Database Specialists
10/27/2020	Strategic Planning
10/28/2020	Strategic Planning
10/28/2020	Strategic Planning
11/3/2020	Essential Financial Aid
11/10/2020	Take Stock Convening - Student Recruitment
11/22/2020	College Readiness Contact Trackers for CSCs
12/1/2020	Staff Training - First in Innovative Solutions Series
12/4/2020	STAR Database for New Employees
12/7/2020	Take Stock Convening - Social Media Awareness
12/15/2020	National Mentoring Month & Legislative Engagement
Staff Training - Quarter 3	
Date (Q3)	Topic
1/5/2021	Staff Training Second in Innovation Solutions Series
1/6/2021	Staff Training - Take Stock App Affiliate Portal Training
1/7/2021	Staff Training - Take Stock App Training the Mentors & Mentees
1/8/2021	Staff Training - Take Stock App Video Chat - Wrap Up Training
1/12/2021	Take Stock Convening - Mentor Recruitment
1/14/2021	STAR Database for New Employees
1/19/2021	TSIC Legislative Week Training
1/26/2021	TSIC Training for New Student Services Coordinators
1/26/2021	TSIC Training for New Mentor Coordinators
1/26/2021	TSIC Training for New Database Specialists
1/26/2021	TSIC Training for New College Success Coaches
2/2/2021	Staff Training - Third Innovative Solutions Series
2/9/2021	Take Stock Convening - Florida Prepaid Foundation
2/11/2021	STAR Database for New Employees
2/24/2021	Best Practices - Student & Mentor Recruitment (Session 1)
2/24/2021	Best Practices - Student & Mentor Recruitment (Session 2)
2/24/2021	Best Practices - Student & Mentor Recruitment (Session 3)

2/24/2021	Best Practices - Student & Mentor Recruitment (Session 4)
2/25/2021	Strategic Planning (Session 1)
2/25/2021	Strategic Planning (Session 2)
3/2/2021	Staff Training - Fourth Innovative Solutions Series
3/9/2021	Take Stock Convening - Student & Mentor Recruitment
3/11/2021	STAR Database for New Employees
3/16/2021	Machen Florida Opportunity Scholars Program Training
3/30/2021	Take Stock in Children Training for New Employees
Staff Training - Quarter 4	
Date (Q4)	Topic
4/6/2021	Staff Training Boost Your Mental Fitness Part 2
4/8/2021	Take Stock Convening - Connecting & Engaging Students
4/28/2021	Staff Training - BigFutures Virtual College Fairs
5/4/2021	Staff Training - Final Boost Your Mental Fitness Part 3
5/13/2021	STAR Database for New Employees
6/15/2021	Staff Training - Leaders for Life Fellowship Process
6/17/2021	STAR Database for New Employees
Apr. 1 - June 30	TSIC Training for New Student Services Coordinators
Apr. 1 - June 30	TSIC Training for New Mentor Coordinators
Apr. 1 - June 30	TSIC Training for New Database Specialists
Apr. 1 - June 31	TSIC Training for New College Success Coaches



Deliverable 10 – Student Academic Performance

End of Year Objective: 90% of Take Stock in Children student program participants will improve or maintain satisfactory academic performance as evidenced by Semester 1 and 2 student G.P.A. reported on student report cards.

Progress: Exceeded

An average of **95%** of students had an unweighted Semester 1 G.P.A. above 2.0. An average of **95%** of students had an unweighted Semester 2 G.P.A. above 2.0. The average unweighted Semester 1 and Semester 2 G.P.A. across the network is 3.25 (**Table 19**).

Table 19 – Student Unweighted GPA for Semesters 1 and 2

County/Region	% of Students Above 2.0 GPA (S1 unweighted)	% of Students Above 2.0 GPA (S2 unweighted)	Average S1 and S2 GPA
Alachua	93%	93%	3.12
Baker, Columbia, Dixie, Gilchrist, Union	91%	92%	3.10
Bay	90%	92%	3.18
Bradford	100%	88%	3.06
Brevard	94%	97%	3.33
Broward	94%	91%	3.18
Calhoun, Holmes, Jackson, Liberty, Washington	94%	97%	3.10
Charlotte	100%	100%	3.32
Citrus, Levy* **	90%	95%	3.10
Clay	91%	93%	3.08
Collier- Champions for Learning *	99%	100%	3.51
Collier - Immokalee	91%	97%	3.34
Desoto, Hardee, Highlands	92%	95%	3.39
Duval	92%	91%	3.02
Escambia	95%	94%	3.22
Flagler	88%	94%	3.14
Franklin	100%	100%	3.15
Gadsden, Leon, Wakulla	93%	98%	3.19
Hendry	100%	100%	3.23
Hernando	100%	88%	3.14
Hillsborough*	94%	95%	3.24
Indian River, Martin, Okeechobee, St. Lucie	95%	97%	3.34
Lake, Sumter	99%	94%	3.37
Lee	98%	99%	3.50
Madison	100%	100%	3.46
Manatee	91%	97%	3.33
Marion	91%	94%	3.21
Miami-Dade	97%	96%	3.29
Monroe	98%	95%	3.29
Nassau	99%	100%	3.50
Okaloosa	100%	94%	3.31

Orange	90%	89%	3.12
Osceola	97%	93%	3.32
Palm Beach	99%	97%	3.33
Pasco	88%	N/A	3.12
Pinellas	89%	96%	3.16
Polk	97%	95%	3.26
Putnam	100%	100%	3.54
Santa Rosa	98%	94%	3.26
Sarasota	93%	93%	3.16
Seminole	97%	96%	3.19
St. Johns	94%	N/A	3.13
Suwanee	90%	95%	3.12
Volusia	89%	94%	3.29
Walton	100%	100%	3.43
Grand Total	95%	95%	3.25

**Schools in these counties report cumulative GPA rather than semester 1 and 2 averages for the year. ** Data analyzed was incomplete due to delays at the school district level in processing final Semester 2 grades. Sites listed as N/A were unable to provide Semester 2 data due to delays at the school district level in processing final Semester 2 grades.*

Deliverable 11 – Student Attendance

End of Year Objective: 90% of Take Stock in Children student program participants will improve or maintain satisfactory school attendance as evidenced by Semester 1 and 2 student attendance records reported on student report cards.

Progress: Exceeded

A total of **92%** of students had less than 17 unexcused absences during the grant year (Table 20). Student attendance and attendance tracking were impacted by virtual learning throughout the state in semester 1. Local school systems tracked attendance in varying ways during this time period leading to inconsistencies in data.

Table 20 – Unexcused Absences by County

County/Region	Students with more than 17 unexcused absences		Students with less than 17 unexcused absences	
	Number	Percent	Number	Percent
Alachua	18	6%	304	94%
Baker, Columbia, Dixie, Gilchrist, Union	9	7%	117	93%
Bay	1	1%	123	99%
Bradford	10	27%	27	73%
Brevard	12	6%	206	94%
Broward	5	2%	224	98%
Calhoun, Holmes, Jackson, Liberty, Washington	18	27%	49	73%
Charlotte	3	6%	49	94%
Citrus, Levy	0	0%	55	100%
Clay	2	4%	54	96%

Collier- Champions for Learning	6	3%	212	97%
Collier – Immokalee	7	7%	91	93%
Desoto, Hardee, Highlands	8	7%	110	93%
Duval	23	7%	315	93%
Escambia	17	12%	127	88%
Flagler	9	9%	87	91%
Franklin	1	12%	7	88%
Gadsden, Leon, Wakulla	2	3%	56	97%
Hendry	1	12%	7	88%
Hernando	3	11%	25	89%
Hillsborough	94	25%	277	75%
Indian River, Martin, Okeechobee, St. Lucie	28	12%	208	88%
Lake, Sumter	7	4%	171	96%
Lee	11	6%	162	94%
Madison	2	4%	45	96%
Manatee	16	7%	201	93%
Marion	14	6%	231	94%
Miami-Dade	53	19%	232	81%
Monroe	3	1%	316	99%
Nassau	5	3%	158	97%
Okaloosa	4	6%	66	94%
Orange	76	17%	384	83%
Osceola	2	1%	169	99%
Palm Beach	25	5%	472	95%
Pasco	6	5%	109	95%
Pinellas	121	9%	1,211	91%
Polk	17	12%	123	88%
Putnam	0	0%	16	100%
Santa Rosa	8	6%	125	94%
Sarasota	27	11%	217	89%
Seminole	14	11%	114	89%
St. Johns	2	3%	77	97%
Suwanee	5	18%	23	82%
Volusia	7	7%	90	93%
Walton	0	0%	38	100%
Grand Total	702	8%	7,480	92%



Deliverable 12 – Graduation Rate

End of Year Objective: 90% of program participants will successfully complete the Take Stock in Children program and meet all Take Stock in Children standards- maintain satisfactory G.P.A./attendance, remain crime/drug-free, and graduate from high school as evidenced by school district academic records.

Progress: Exceeded

The Take Stock in Children program completion rate for the 2020-2021 grant year was **97%** with a total of **1,566** students graduating from the Take Stock program (**Table 21**).

Table 21 – Take Stock in Children Graduation Rate

County/Region	Total Number of Graduates		
	Graduates	Terminated	% Graduated
Alachua	59	5	92%
Baker, Columbia, Dixie, Gilchrist, Union	28	1	97%
Bay	15	0	100%
Bradford	7	0	100%
Brevard	68	0	100%
Broward	56	0	100%
Calhoun, Holmes, Jackson, Liberty, Washington	15	0	100%
Charlotte	8	0	100%
Citrus, Levy	12	0	100%
Clay	9	1	90%
Collier- Champions for Learning	45	7	87%
Collier - Immokalee	32	1	97%
Desoto, Hardee, Highlands	18	0	100%
Duval	67	6	92%
Escambia	19	0	100%
Flagler	24	0	100%
Franklin	1	0	100%
Gadsden, Leon, Wakulla	8	2	80%
Hendry	2	0	100%
Hernando	6	0	100%
Hillsborough	75	0	100%
Indian River, Martin, Okeechobee, St. Lucie	47	1	98%
Lake, Sumter	39	4	91%
Lee	34	1	97%
Madison	12	0	100%
Manatee	35	1	97%
Marion	48	1	98%
Miami-Dade	110	5	96%
Monroe	57	1	98%
Nassau	32	1	97%
Okaloosa	14	0	100%

Orange	67	3	96%
Osceola	32	0	100%
Palm Beach	111	1	99%
Pasco	16	0	100%
Pinellas	175	3	98%
Polk	33	0	100%
Putnam	0	0	N/A
Santa Rosa	16	0	100%
Sarasota	45	0	100%
Seminole	23	0	100%
St. Johns	17	0	100%
Suwanee	7	0	100%
Volusia	16	0	100%
Walton	6	0	100%
Grand Total	1,566	45	97%



Achievement of FLDOE Quarterly Deliverables

Table 22 – Florida Department of Education Quarterly Grant Deliverables and Activities

Activity/Task	Deliverable Target Q1 – Q4 Combined	Performance Q1 - Q4 Combined	Outcome
Mentor Recruiting Activity	4 Multi-Region Activities	10 Multi-Region Activities	Exceeded
Mentor Screenings/ Background Checks	1,400 Mentors	1,514 Mentors	Exceeded
Mentoring Sessions	77,000 Mentoring Sessions	137,916 Mentoring Sessions	Exceeded
Mentees Served	19,050 Students Mentored	26,009 Students Mentored	Exceeded
Mentee Trainings (College Readiness Workshops Conducted)	165 Mentee Trainings	352 Mentee Trainings	Exceeded
New Student Orientation	45 Sites Conducting Trainings	45 Sites Conducting Trainings	Exceeded
Mentor Trainings	Q1- 31 Q2- 31 Q3- 26 Q4- 25 Sites Conducting Trainings	Q1- 43 Q2- 40 Q3- 44 Q4- 44 Sites Conducting Trainings	Exceeded
Staff Trainings	15 Training Opportunities	86 Training Opportunities	Exceeded



Observations: Student, Parent & Mentor Feedback

Surveys

The following section presents observations based on data collected from students, parents, and mentors through interactions and observations collected throughout the year and via online surveys. Take Stock leadership and staff reviewed the surveys to ensure they accurately reflected the guiding questions posited in this evaluation. Specifically, Take Stock sought to know 1) How effective and efficient is program implementation? 2) How did the COVID-19 pandemic impact program implementation, and 3) How can Take Stock in Children improve program implementation? These surveys were completed in March 2021. A total of 1,125 students; 849 parents; and 1,103 mentors responded to the survey. **Figures 1-3** illustrate the 1) grade level of student respondents, 2) the grade level of Take Stock students as reported by the parents participating in the survey, and 3) the grade level of students that mentors reported mentoring.

Observations Based on Qualitative Data

A set of seven observations resulted from the analysis of the qualitative data collected through surveys:

1. Take Stock in Children students, parents, and mentors report high levels of satisfaction.
2. The most pressing concern for students and parents regarding postsecondary completion is related to college affordability.
3. Further supporting the reports of concern over postsecondary affordability, survey respondents reported wanting to spend more time learning about Financial Planning. Additionally, respondents indicated wanting to spend more time learning about the college application process.
4. Take Stock students, parents, and mentors feel connected and supported by their local programs.
5. There continues to be a high level of interest in the field of health and medicine among Take Stock students.
6. Take Stock mentors feel very confident about their ability to support the social-emotional needs of their mentees. In alignment with student and parent responses, mentors would like additional support in helping students apply for college/university and with financial planning.
7. Take Stock students, parents, and mentors responded positively to Take Stock virtual service enhancements and expressed the desire to implement a hybrid service model in the new school year combining both in-person and virtual service opportunities.

Figure 1: Students: What is your current grade? (n=1,125)

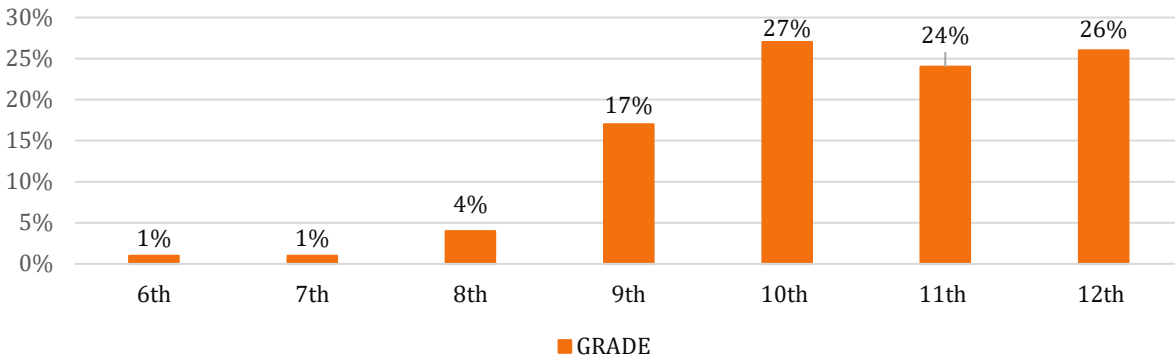


Figure 2: Parents: What grade is your child in now? (n=849)

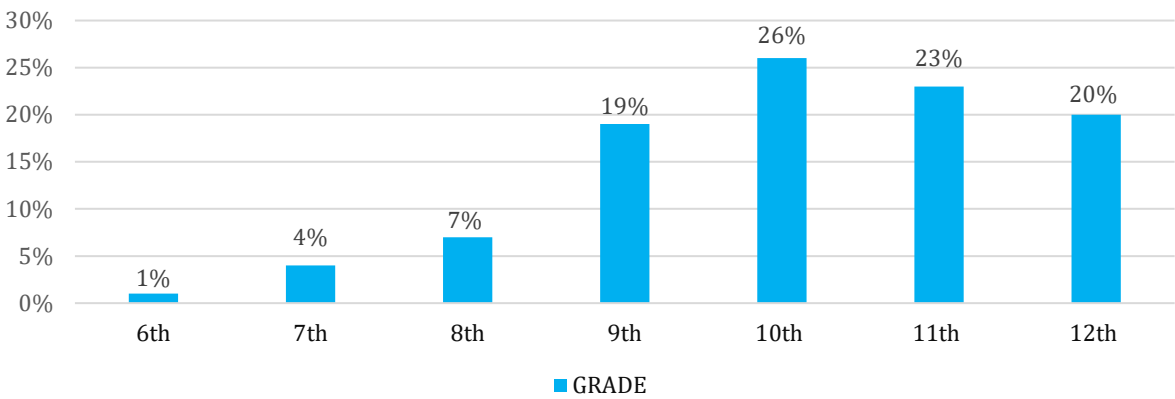
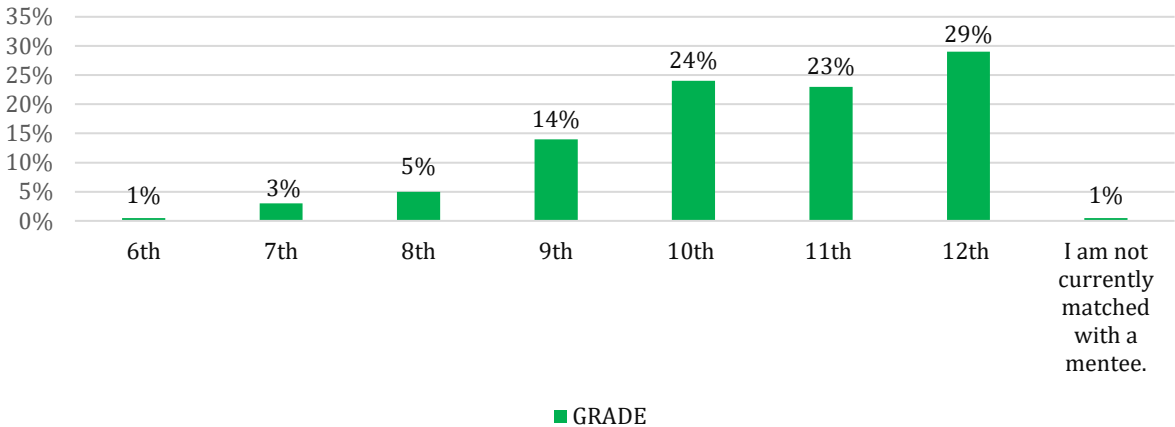
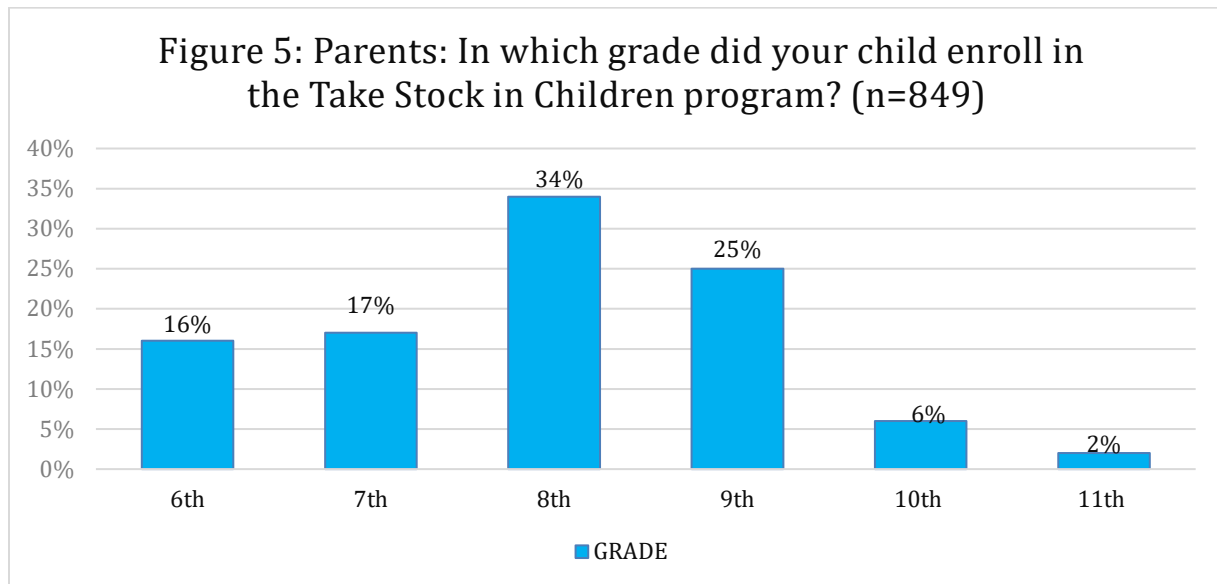
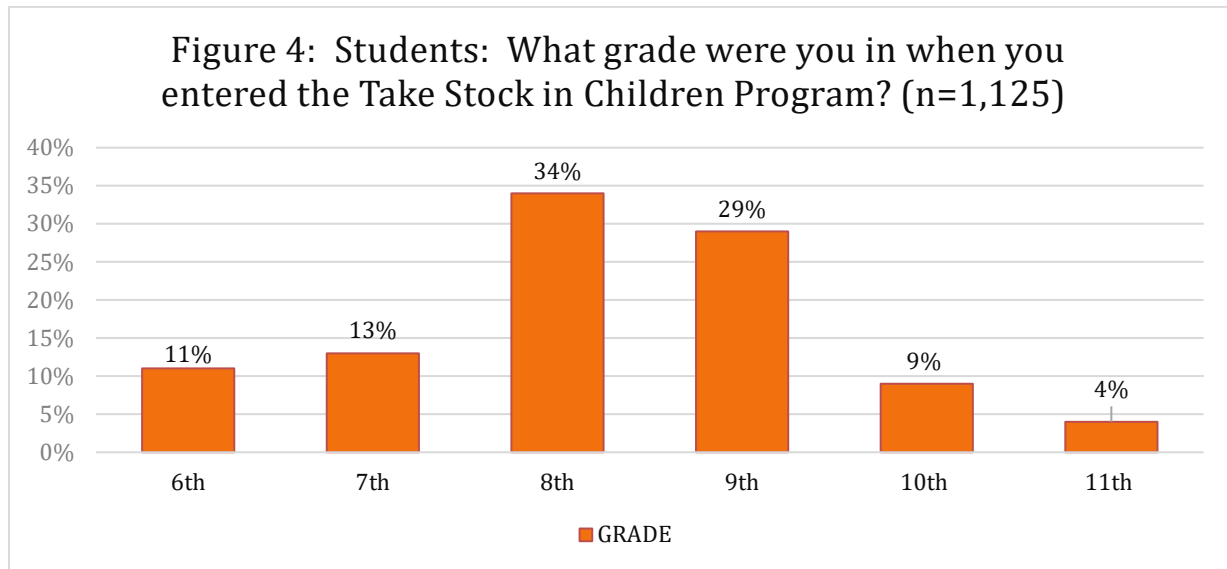


Figure 3: Mentors: What grade is your mentee in now? (n=1,103)

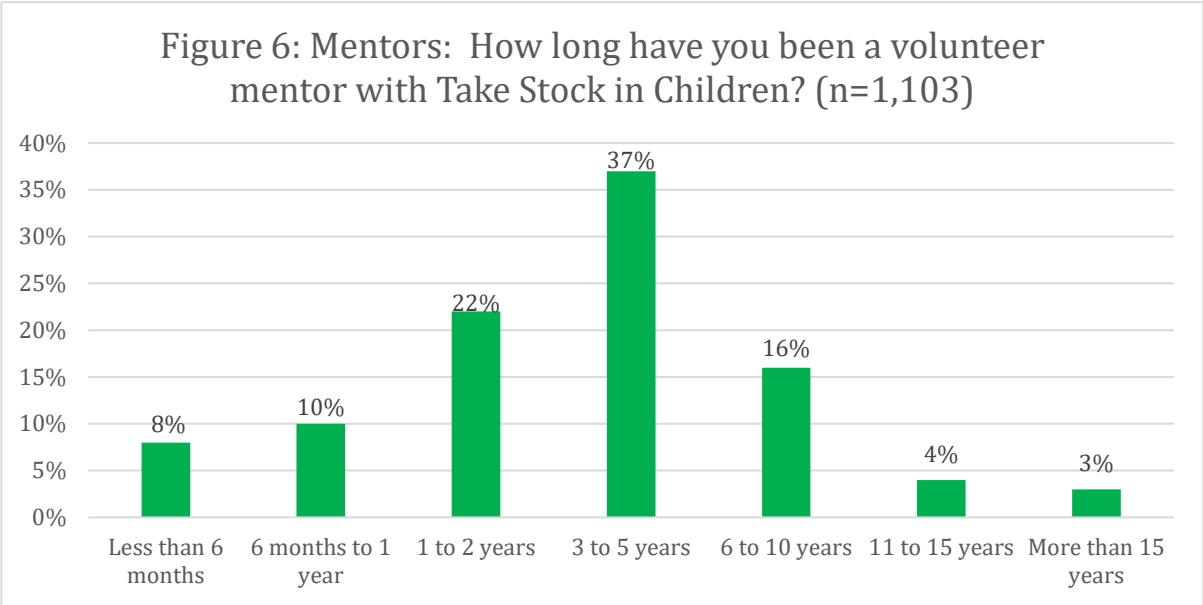


Participation In Take Stock in Children

Most students and parents who responded to the survey reported they or their child was in 8th or 9th grade when they entered the Take Stock in Children program (Figures 4 & 5).



About half of the mentors who responded to the survey are returning mentors who have been mentoring for 3 or more years. A total of 23% of mentors who responded have been volunteering for six or more years (**FIGURE 6**).



Students, parents, and mentors were also asked how they first learned about the Take Stock in Children program. Over half of student and parent respondents noted that they were informed about the program by a teacher or school. Most mentors reported hearing about it either through their place of work or by word of mouth from friends or family. Several students, parents, and mentors that selected “other” described another option already provided in the survey when asked to share more (TABLES 23-25).

Table 23 – Take Stock in Children - Student Participation (n=1,125)

STUDENTS: How did you first learn about the Take Stock in Children program?	Percent
“My teacher(s)/school counselor told me about it.”	62%
“My parent or other family member told me about it.”	22%
“My friends told me about it.”	3%
“I learned about it on social media (Facebook, Twitter, etc.).”	.5%
“I saw/heard an advertisement for the program and found out more information.”	3.5%
Other	9%
Grand Total	100%

Table 24 – Take Stock in Children -Parent Participation (n=849)

PARENTS: How did you first learn about the Take Stock in Children program?	Percent
“My child’s teacher(s)/school counselor told me about it.”	52%
“My child told me about it.”	20%
“My friends told me about it.”	8%
“I learned about it on social media (Facebook, Twitter, etc.).”	1%
“I saw/heard an advertisement for the program and found out more information.”	5%
Other	14%
Grand Total	100%

Table 25 – Take Stock in Children – Mentor Participation (n=1,103)

MENTORS: How did you first learn about the Take Stock in Children program?	Percent
“I heard about it through my place of work.”	28%
“My friend or other family told me about it.”	32%
“I learned about it on social media (Facebook, Twitter, etc.).”	3%
“I saw/heard an advertisement for the program and found out more information.”	10%
“I am a graduate of the Take Stock in Children Program.”	2%
Other	25%
Grand Total	100%

Mentoring

All survey respondents were asked to share their feedback on the mentoring component of the Take Stock in Children program.

Over 90% of each type of respondent indicated that they (or their child if they are a parent) are currently matched with a mentor/mentee (**FIGURES 7-9**).

**Figure 7: Students: Do you currently have a mentor?
(n=1,125)**

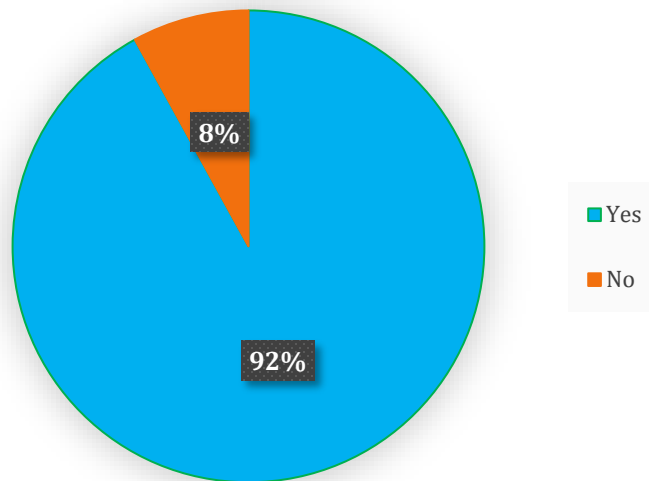


Figure 8: Parents: Does your child currently have a mentor? (n=849)

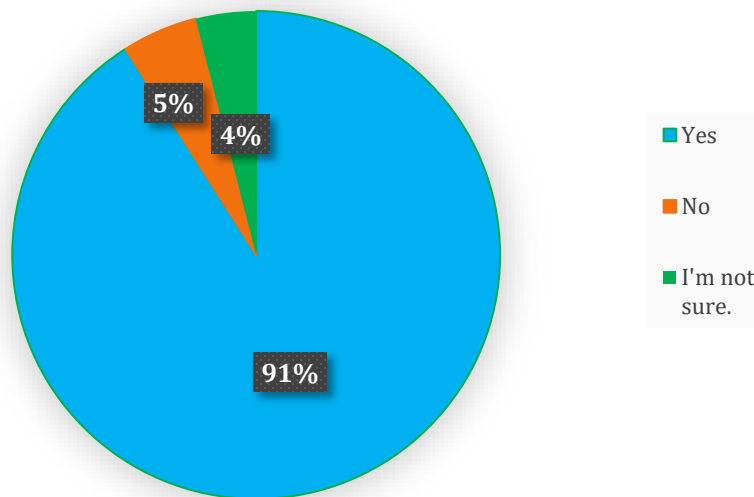
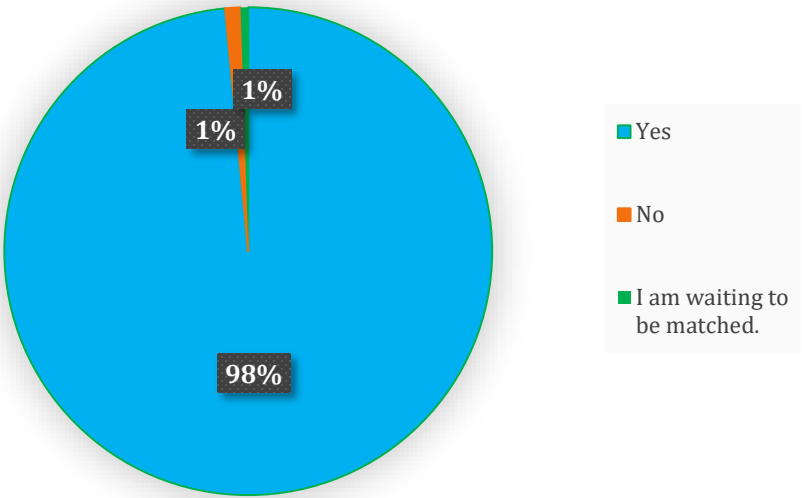


Figure 9: Mentors: Are you currently mentoring a student? (n=1,103)



On the survey, when students, parents, and mentors were asked how long they have been matched with their mentor or mentee, over half of each group reported being matched at least one or more years (**FIGURES 10-12**).

Figure 10: Students: How long have you been with your current mentor?
(n=1,125)

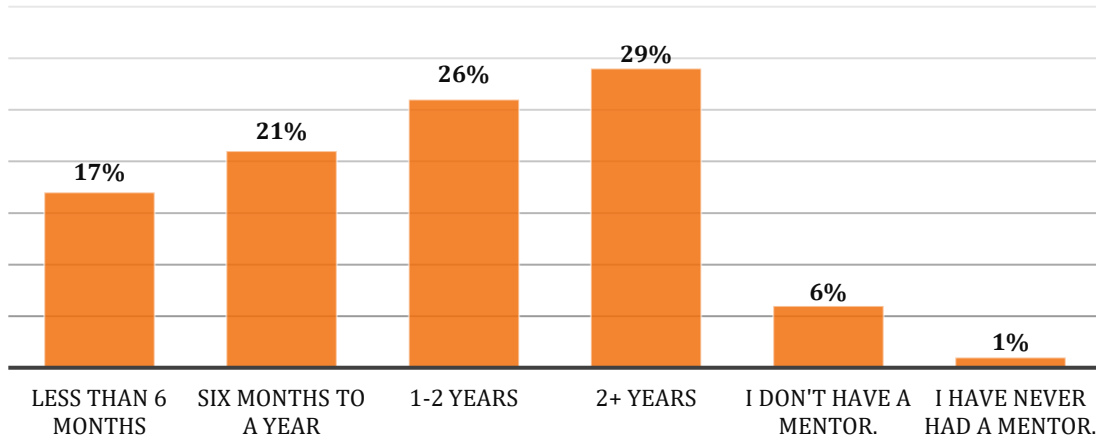
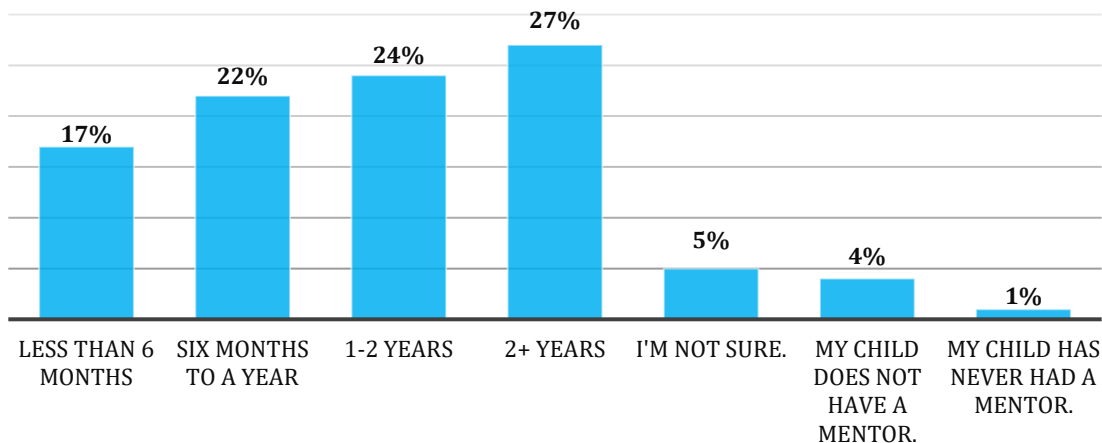
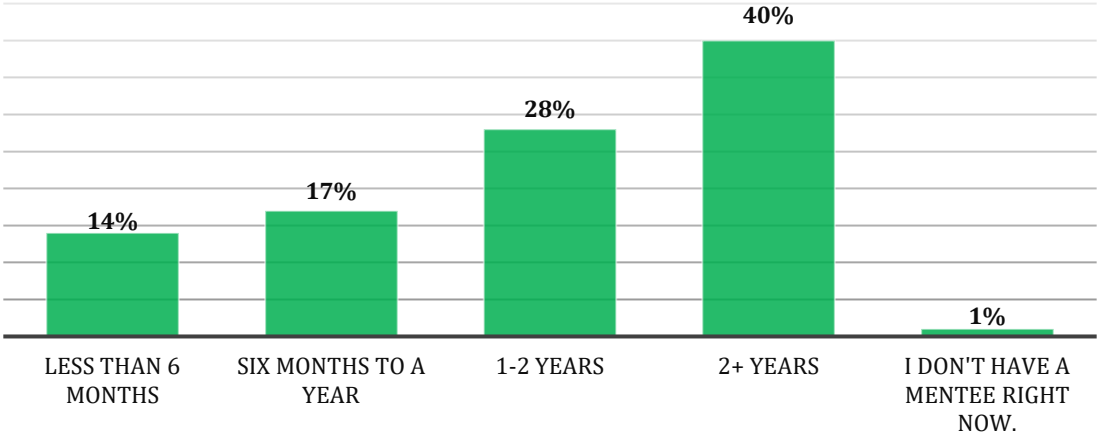


Figure 11: Parents: How long has your child been with their current mentor?
(n=849)

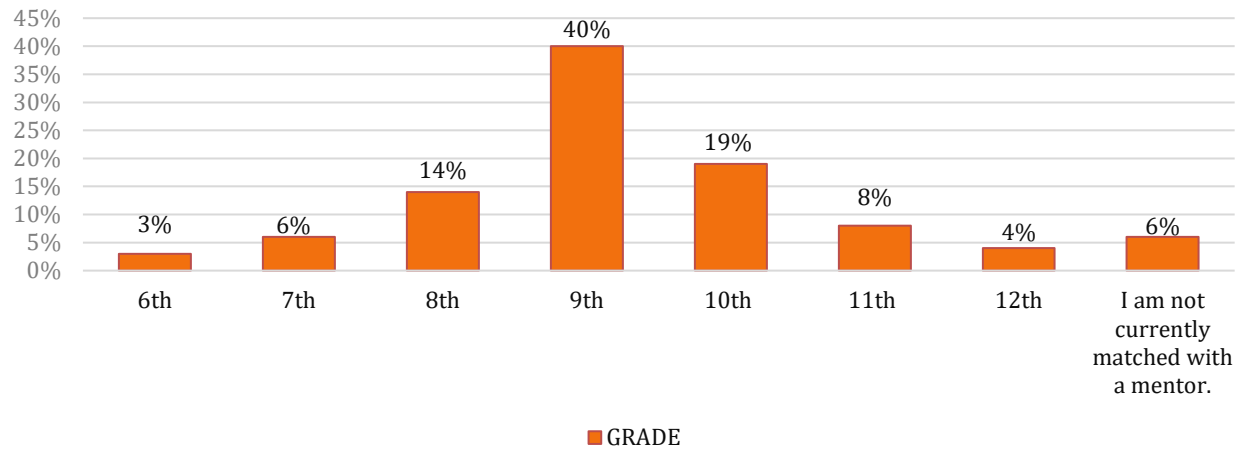


**Figure 12: Mentors: How long have you been matched with your mentee?
(n=1,103)**

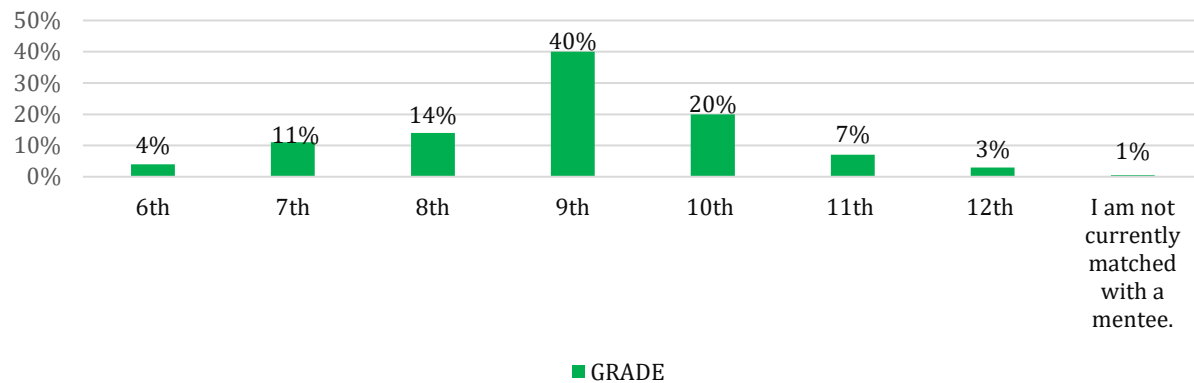


On the survey, when students and mentors were asked what grade they (or their mentees) were in when their current mentor-mentee pairing was established, the majority of both types of respondents reported that it began 9th grade (FIGURES 13-14).

**Figure 13: Students: What grade were you in when you first started working with your current mentor?
(n=1,125)**



**Figure 14: Mentors: What grade was your mentee in when you first started working with your student?
(n=1,103)**



High School Seniors, Parents of Seniors & Mentors of Seniors

The survey included specific questions for high school seniors that would cover information about their postsecondary preparation activities and reflections on readiness. All survey participants were first asked about the status and awareness of FAFSA applications. A total of 88% of students reported completing their FAFSA, 84% of parents reported that their child had completed it, and 88% of mentors reported that their mentee had completed it (**FIGURES 15-17**).

Student survey respondents indicated that they were aware of the FAFSA and received assistance with the FAFSA application, with one respondent saying that Take Stock “motivated me to go to college and complete the FAFSA and feel comfortable with both processes”. Another student indicated that the FAFSA resources provided were helpful stating, “so many questions about the FAFSA were answered in the workshop...as well as how the scholarship can help (me) complete college.”

Figure 15 Senior Students: Did you complete the FAFSA (Free Application for Federal Student Aid)? (n=290)

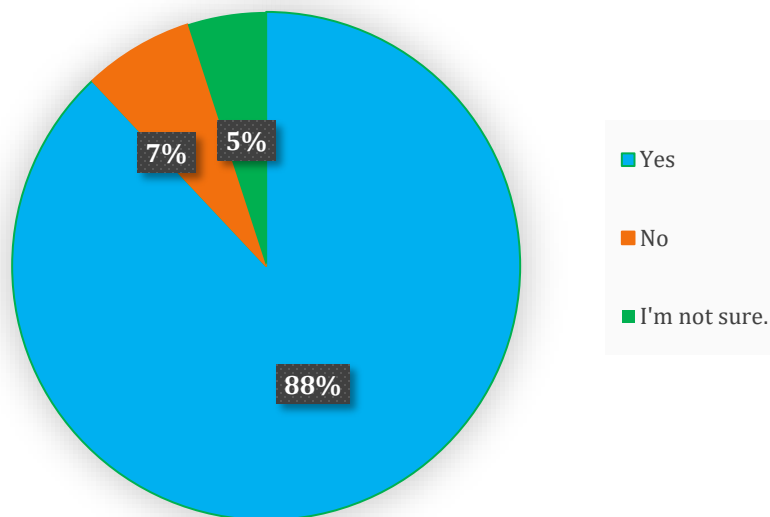


Figure 16: Parents of Seniors: Has your child completed the FAFSA (Free Application for Federal Student Aid)? (n=174)

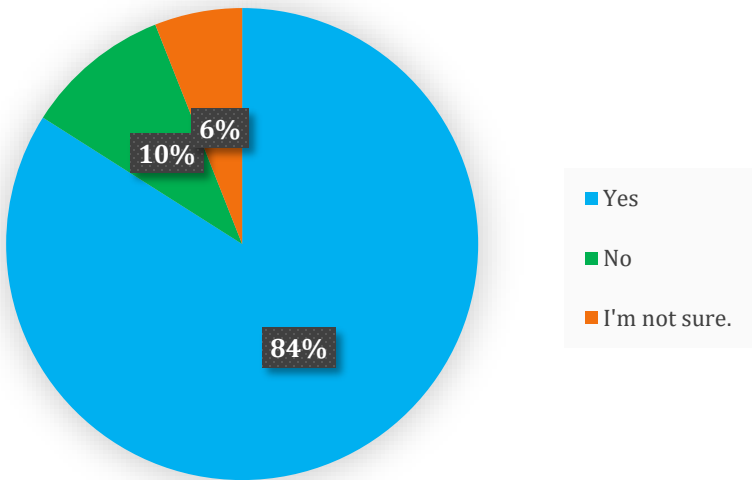
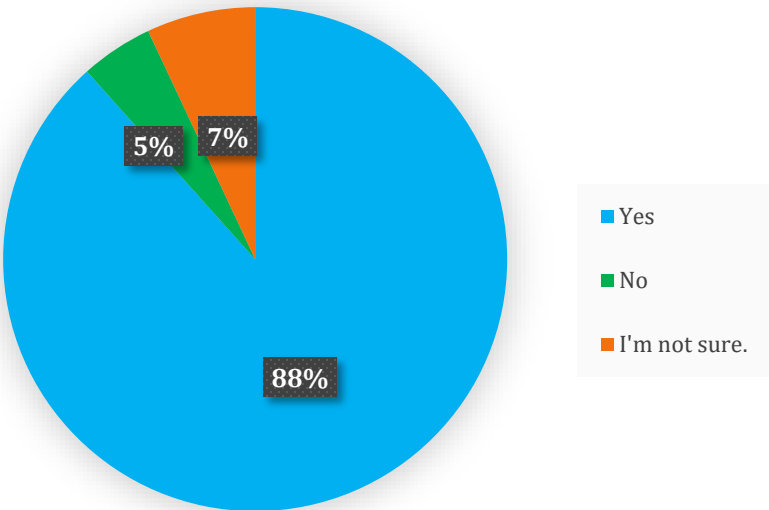


Figure 17: Mentors of Seniors: Has your mentee completed the FAFSA (Free Application for Federal Student Aid)? (n=325)



Students and their parents and mentors were then asked to reflect on SAT and/or ACT exam completion on the survey. A total of 93% of senior students reported that they had completed one of these exams, 90% of parents reported that their child had completed one of the exams, and 89% of mentors reported that their mentees had completed one of these exams (**FIGURES 18-20**).

Parent respondents indicated that both the mentor and program provided helpful information on the SAT/ACT, with one parent saying, “My child’s mentor helped her know where and how to apply to her colleges, SAT/ACT info, and what would look best on her applications for colleges.”

Figure 18: Senior Students: Have you taken the SAT and/or ACT exam? (n=290)

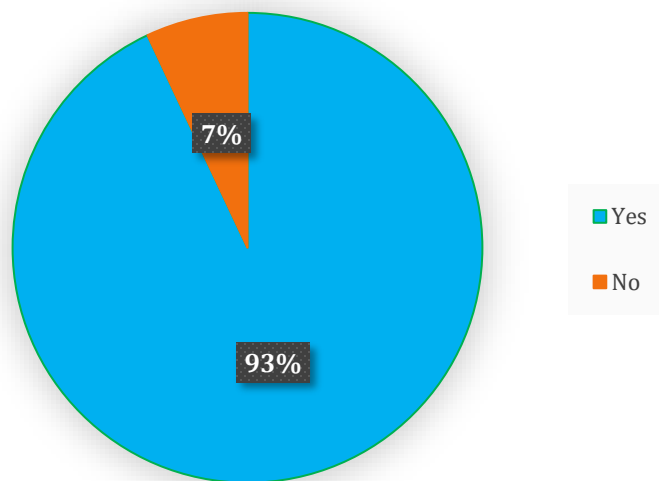


Figure 19: Parents of Seniors: Has your child taken the SAT and/or ACT exam? (n=174)

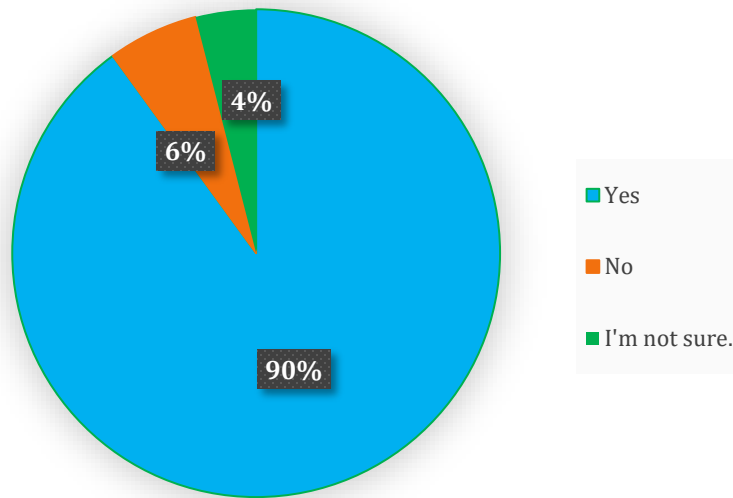
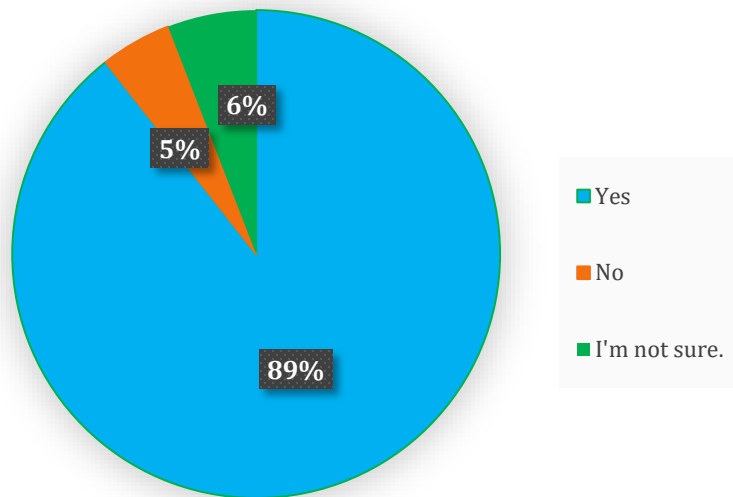


Figure 20: Mentors of Seniors: Has your mentee taken the SAT and/or ACT exam? (n=325)



On the survey, senior students and their parents and mentors also reported on postsecondary plans, including enrollment in college or university for the 2020–2021 academic year and selecting postsecondary institutions. Over 90% of respondents from all three groups reported that they, their child, or the student they mentor is planning on enrolling in postsecondary institutions. The majority of respondents also indicated that a postsecondary institution had been selected (FIGURES 21–26).

Most survey respondents also reported that students not only intended to enroll in postsecondary institutions but also had a specific career path and/or university in mind. Many students had already been provided with information on courses they should be taking to pursue their chosen career path at their specific academic institution. One parent respondent stated, “Take Stock made him think about his future career and a path to take from the time he was in Take Stock.” One student confirmed their gratitude for assistance in career planning by stating, “Thank you for helping me set and plan a career path.” A mentor concurred, “It has been very satisfying seeing my students choose to further their education.”

Figure 21: Senior Students: Are you planning to enroll in college or university for the 2021-2022 academic year? (n=290)

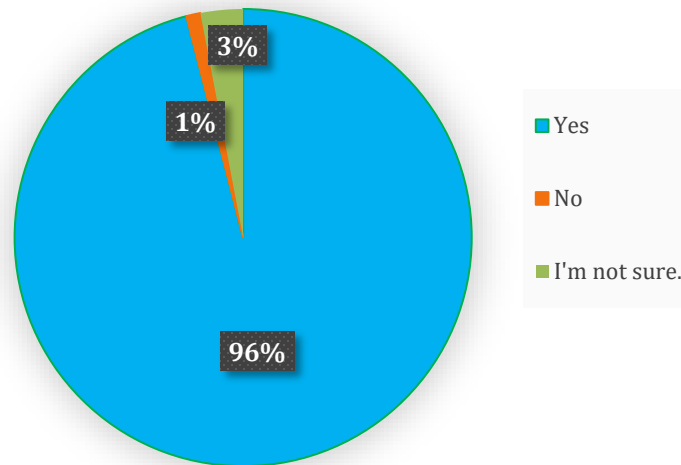


Figure 22: Parents of Seniors: Is your child planning to enroll in college or university for the 2021-2022 academic year? (n=174)

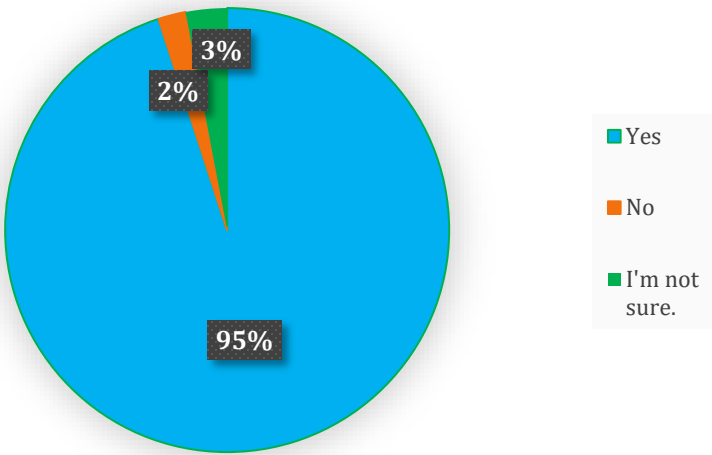


Figure 23: Mentors of Seniors: Is your mentee planning to enroll in college or university for the 2021-2022 academic year? (n=325)

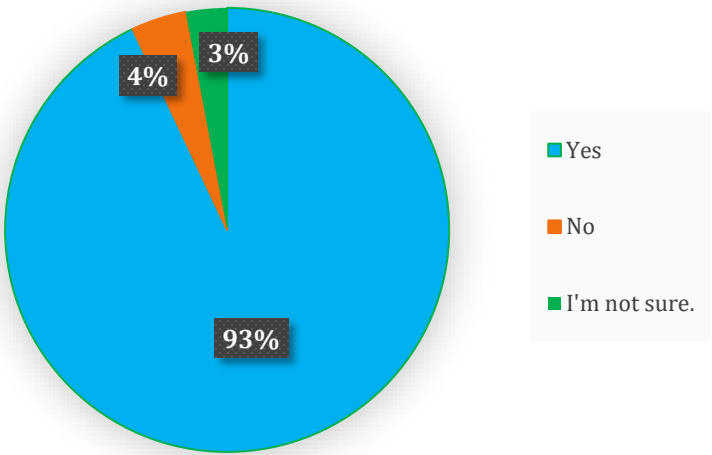


Figure 24: Senior Students: Have you selected a college or university to attend after high school graduation? (n=290)

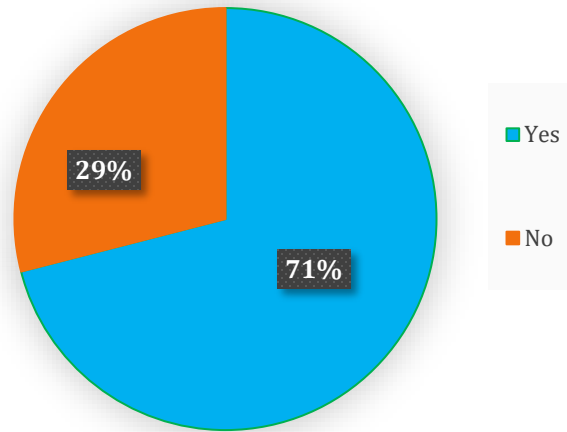


Figure 25: Parents of Seniors: Has your child selected a college or university to attend after high school graduation? (n=174)

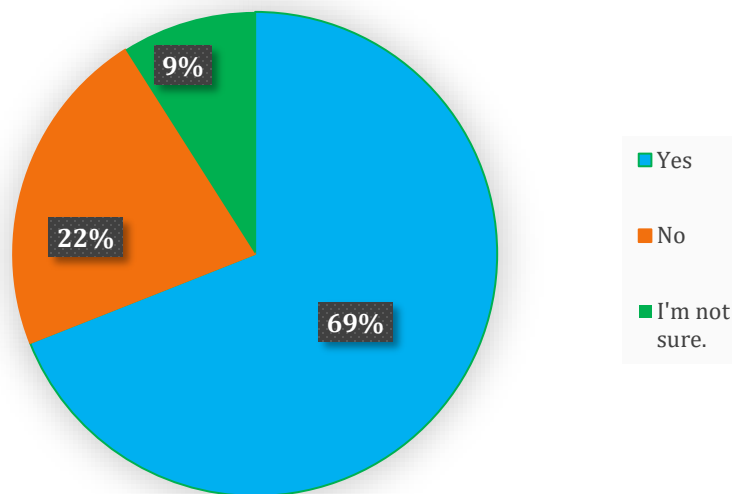
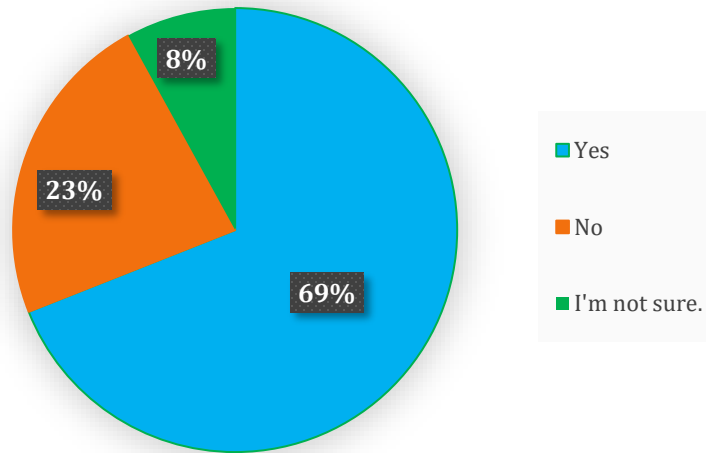


Figure 26: Mentors of Seniors: Has your mentee selected a college or university to attend after high school graduation? (n=325)



Respondents to the survey also reflected on how well Take Stock in Children has prepared students for enrolling in and completing college or university. The majority of all respondents indicated that they feel Take Stock has prepared students well. It appears that students felt this the most, as 91% of them answered in the affirmative (**FIGURES 27–29**).

Overall, respondents reported that Take Stock is effective in preparing students for enrolling in postsecondary education. In data collected, Take Stock Alums credited much of their postsecondary and career success to participation in the Take Stock programming. One student discussed the help he received through the Take Stock program and believes that he would not have gone to college and achieved his law degree without the Take Stock program's help in understanding financial aid, scholarships, and help in preparing for the SAT. Another student indicated, "I feel like I've had many experiences that have better prepared me for high school and college that I would've never received had it not been for Take Stock in Children. I've also benefited from many costs being covered as I don't have to be held back by my financial situation." One mentor respondent indicated that Take Stock has made her mentee "much more confident and prepared."

Figure 27: Senior Students: Do you feel that Take Stock in Children has prepared you well for enrolling in and successfully completing college or university? (n=290)

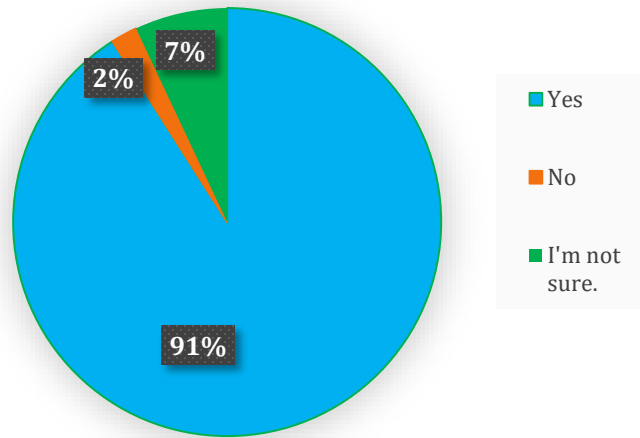


Figure 28: Parents of Seniors: Do you feel that Take Stock in Children has prepared our child well for enrolling in and successfully completing college or university? (n=174)

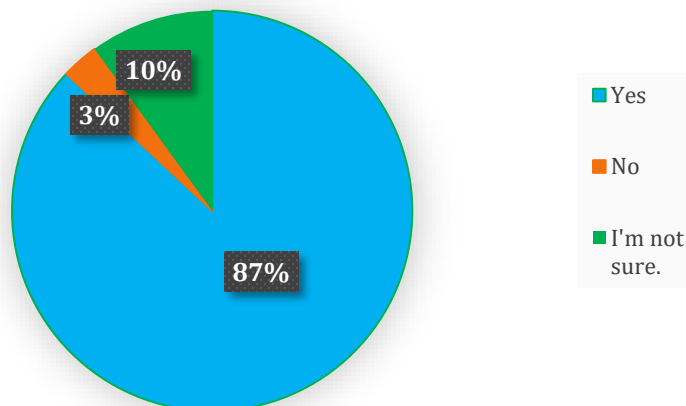
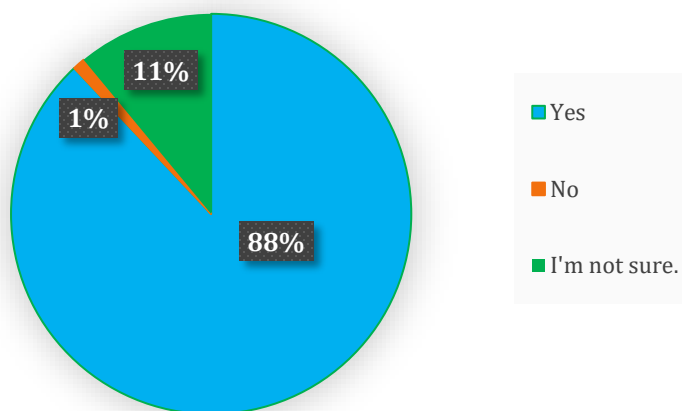


Figure 29: Mentors of Seniors: Do you feel that Take Stock in Children has prepared your mentee well for enrolling in and successfully completing college or university? (n=325)



Finally, on the survey, senior students and mentors of seniors were asked if mentor-mentee communication will continue beyond high school. If so, what means of communication do they plan to use. According to the survey, over half of senior students and mentors of seniors plan to stay in touch after high school. For Senior student respondents, 64% indicated that they plan to stay in touch with their mentor, while 73% of mentor respondents indicated that they plan to stay in touch with their mentee. Among both groups, text messaging was the most popular contact methodology (FIGURES 30 & 31; TABLES 26 & 27).

Figure 30: Senior Students: Do you and your mentor plan on staying in touch after you graduate from high school? (n=290)

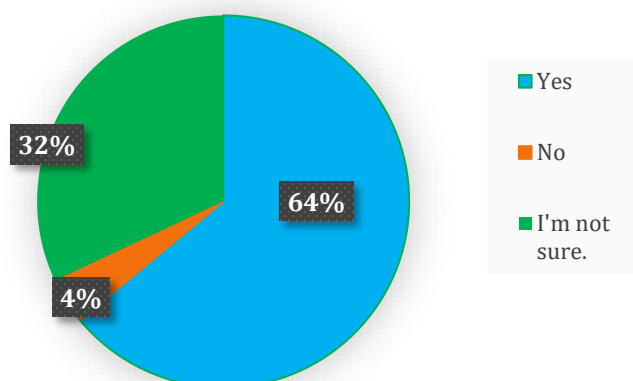


Figure 31: Mentors of Seniors: Do you and your mentee plan on staying in touch after your mentee graduates from high school? (n=325)

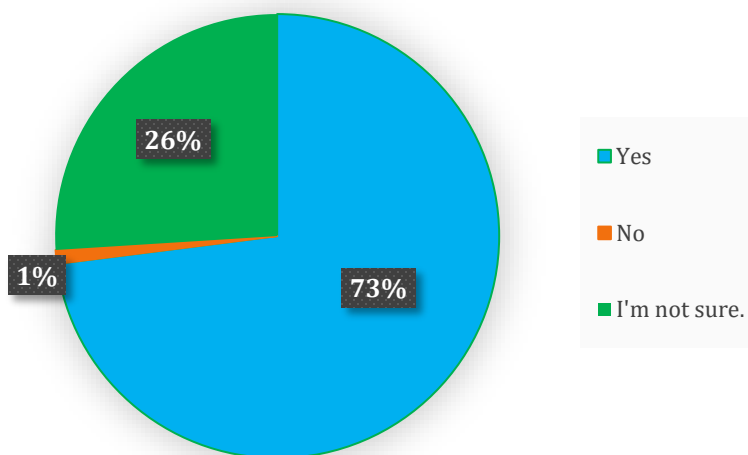


Table 26 – Senior Students

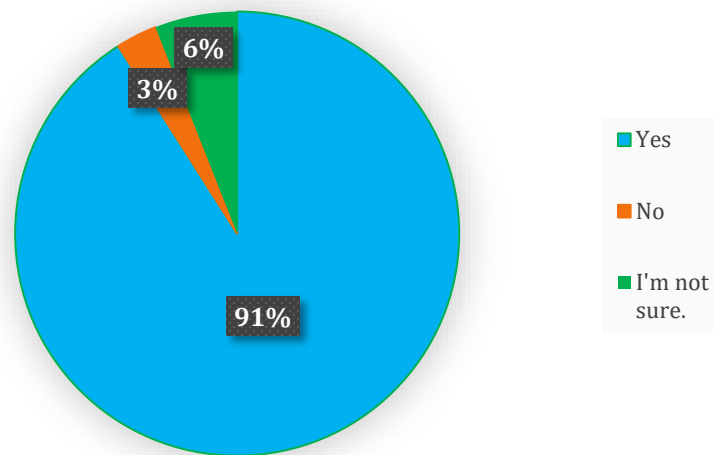
If you plan on staying in touch with your mentor after high school graduation, how will you communicate? (Please select all that apply).	Percent
E-mail	48%
Phone Calls	51%
Text Messaging	77%
Social Media (Facebook, Instagram, Snapchat, etc.)	11%
Written Letter	5%
In-person Visits	25%
Video Calling (Zoom, Facetime, Skype, etc.)	32%
N/A – I don't plan on staying in touch with my mentor.	5%
Other (please specify)	3%

Table 27– Mentors of Seniors

If you plan on staying in touch with your mentee after high school graduation, how will you communicate? (Please select all that apply).	Percent
E-mail	46%
Phone Calls	45%
Text Messaging	82%
Social Media (Facebook, Instagram, Snapchat, etc.)	12%
Written Letter	1%
In-person Visits	22%
Video Calling (Zoom, Facetime, Skype, etc.)	32%
N/A – I don't plan on staying in touch with my mentor.	4%
Other (please specify)	5%

On the survey, parents of seniors were also asked to reflect on whether or not they felt their child still needed support from Take Stock in Children while in postsecondary. A total of 91% of respondents to this question felt that their child would benefit from continued support from Take Stock after high school (**FIGURE 32**). Take Stock has responded to this by implementing its Take Stock in College postsecondary support program to partner with colleges and universities to help ensure students take advantage of the existing support systems to reach degree attainment.

Figure 32: Parents of Seniors: Do you feel your child would benefit from continued support from Take Stock after high school? (n=174)



TAKE STOCK IN CHILDREN PROGRAM EFFECTIVENESS

Throughout the survey, all three groups of respondents were asked to share their perspectives on the overall effectiveness of the Take Stock in Children program model. They were also asked questions about the effectiveness of the individual program elements. When asked to identify the most important program element, all three groups indicated that receiving a Florida Prepaid Scholarship is most important.

Many students and parents expressed that the Florida Prepaid Scholarship was most significant because it created an opportunity for students to pursue postsecondary education, which would not have been possible without the scholarship. One student communicated, “They offered me a scholarship which is my only way of paying for college.” Another Take Stock student stated, “I fight every day to improve and keep my grades up for this scholarship and to make my mentor proud.”

Parents agree with many reporting that “the scholarship gives my child hope for affording college” and “I would not have been able to afford to send my children to college if not for Take Stock in Children.”

Parents and Students also praised the importance and effectiveness of Take Stock’s high-quality mentorship program. One student reported that, “I decided to take part in this program because I thought it would be beneficial to have someone there who can help me prepare for college and someone to talk to when I have a problem.” Most students reported having very few concerns about postsecondary success with sufficient guidance from their mentors. Another Take Stock student conveyed that, “My mentor has taught me so much. He’s shown me leadership skills, how to manage my time, and how to treat people around me. He’s taught me so much, and I’m going to make sure I apply it into the adult world.” The majority of students placed a great deal of value on their relationship with their mentors. Finally, one student summed up the importance and effectiveness of the Take Stock program, “My mentor has been with me since the 6th grade, and this has impacted me greatly. My mentor is amazing, and I have learned so much from her, and I am thankful for this experience and feel prepared to go to college.”

Parent respondents were equally appreciative of the guidance provided by mentors. One parent noted, “I loved the concept of having mentors and people outside of our home.” One mentor stated, “I believe this is an essential program in helping young people succeed.” Students, parents, and mentors alike described the mentorship experience as extremely helpful and essential to the overall success of the students.

FIGURES 33-35 present the ranking of each Take Stock in Children program element on a scale of importance, with 1 being the highest ranking and 4 being the lowest.

Figure 33: Students: Please rank the following elements of the Take Stock in Children program in order of importance. (1 = Most Important and 4 = Least Important) (n=1,125)

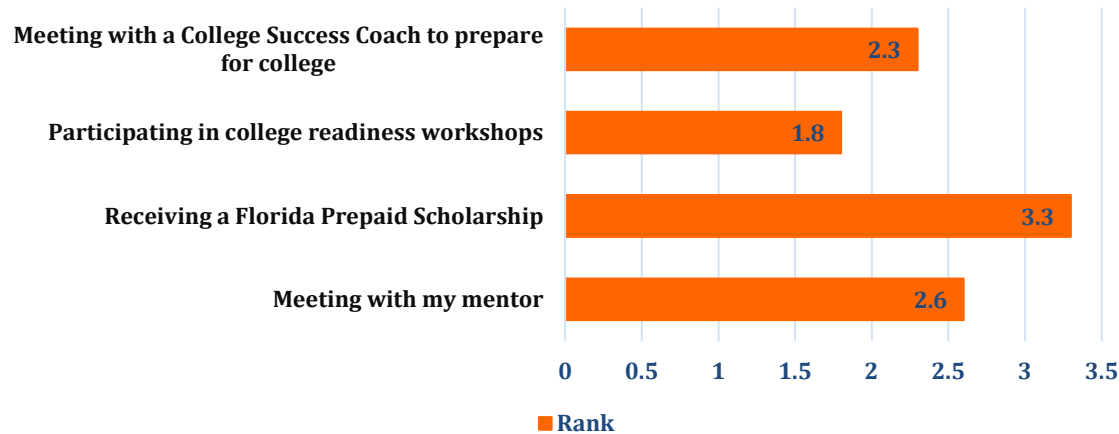


Figure 34: Parents: Please rank the following elements of the Take Stock in Children program in order of importance. (1 = Most Important and 4 = Least Important) (n=849)

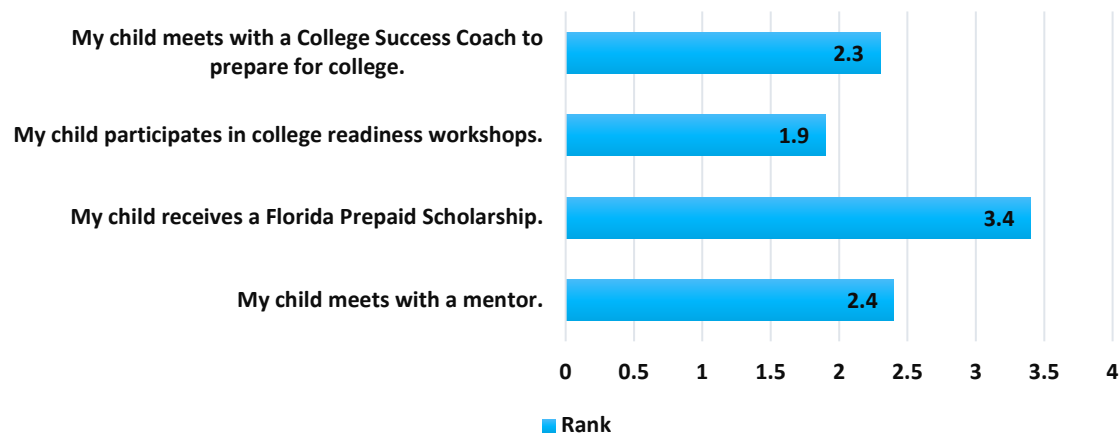
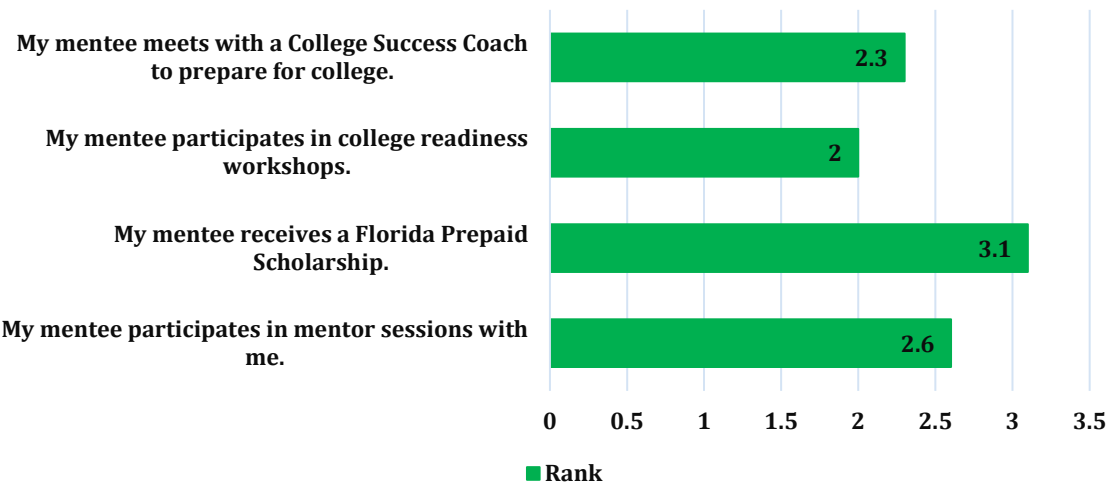


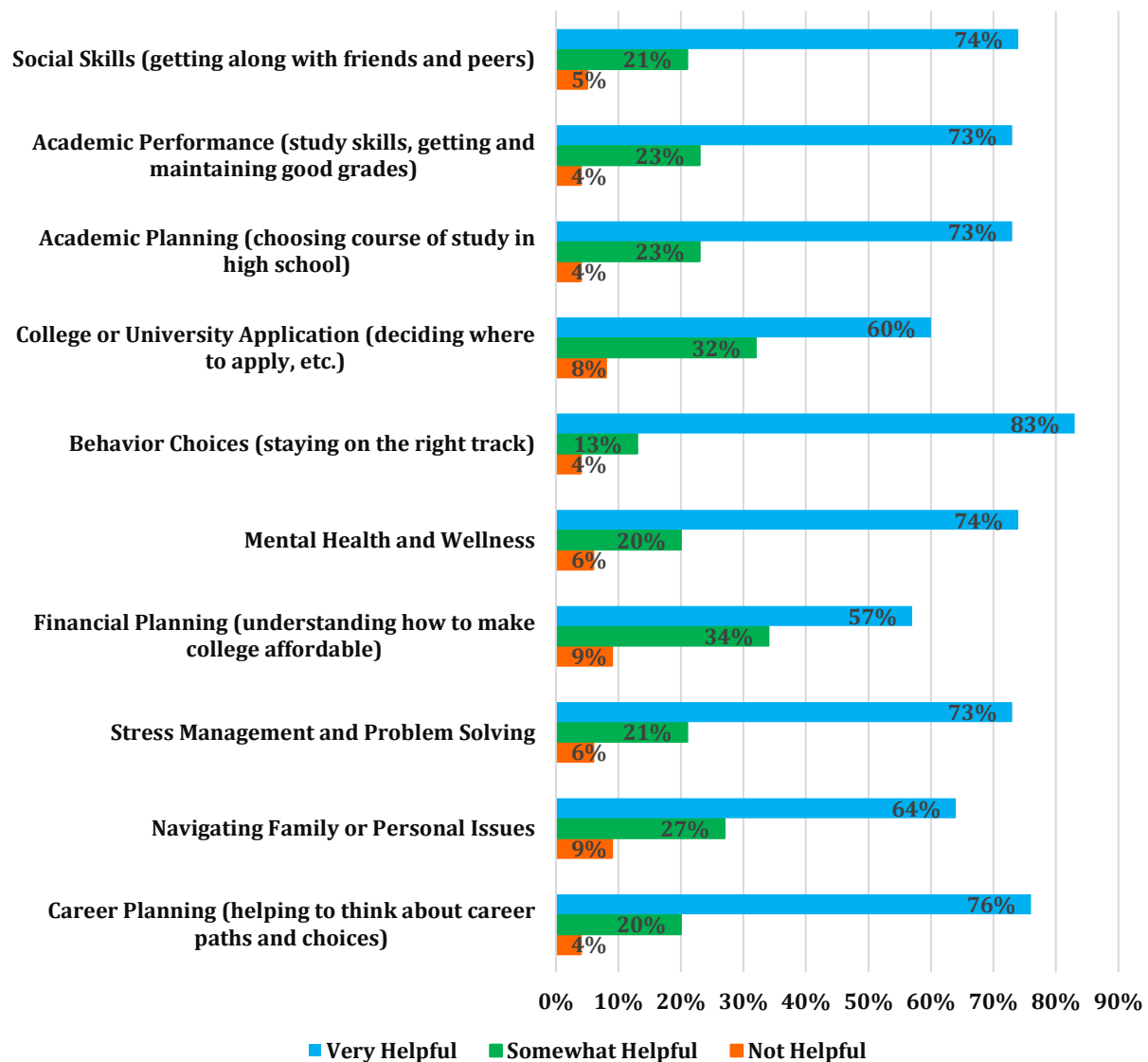
Figure 35: Mentors: Please rank the following elements of the Take Stock in Children program in order of importance. (1 = Most Important and 4 = Least Important) (n=1,103)



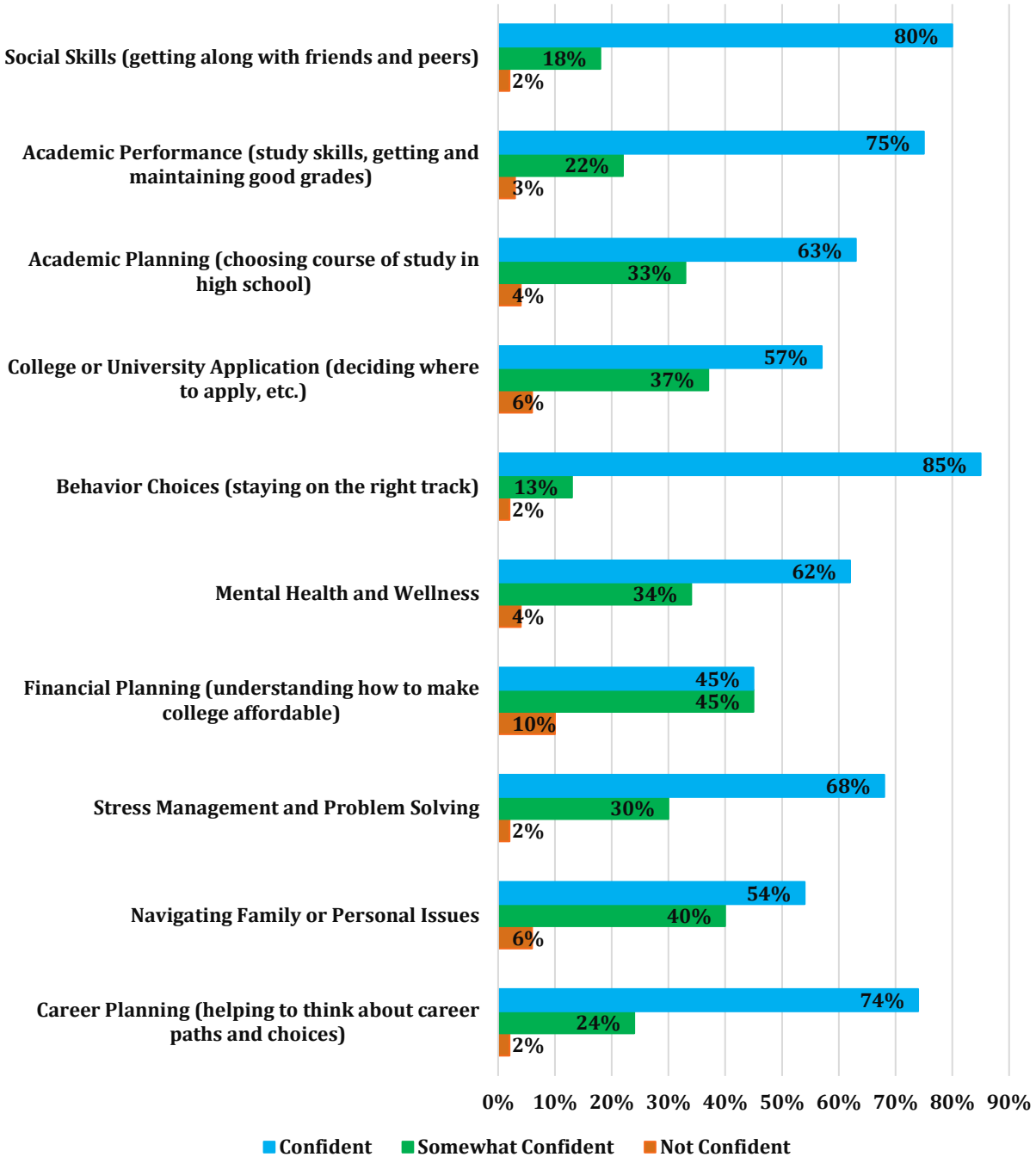
MENTOR EFFECTIVENESS

The survey then asked about the mentoring experience and the helpfulness of mentors in specific areas of support such as social skills, academic performance, applying for college or university, making good behavior choices, financial planning, managing stress, and career planning. Students felt that mentors are most helpful to them in making good behavior choices and career planning. Mentors feel the most confident with helping their students make good behavior choices (FIGURES 36–37).

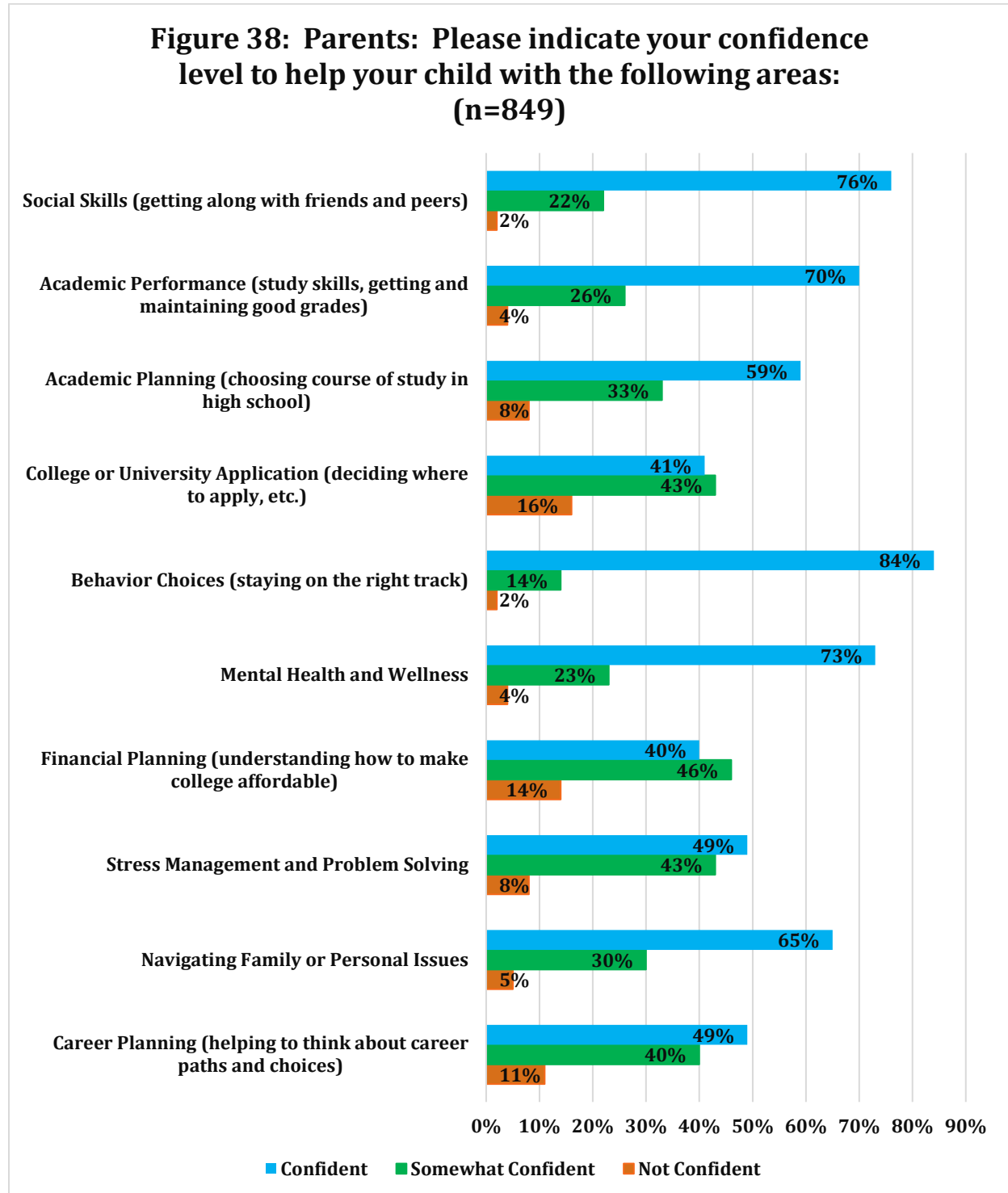
**Figure 36: Students: Please indicate your mentor's helpfulness in the following areas:
(n=1,125)**



**Figure 37: Mentors: Please indicate your confidence in your ability level to help your child with the following areas:
(n=1,103)**

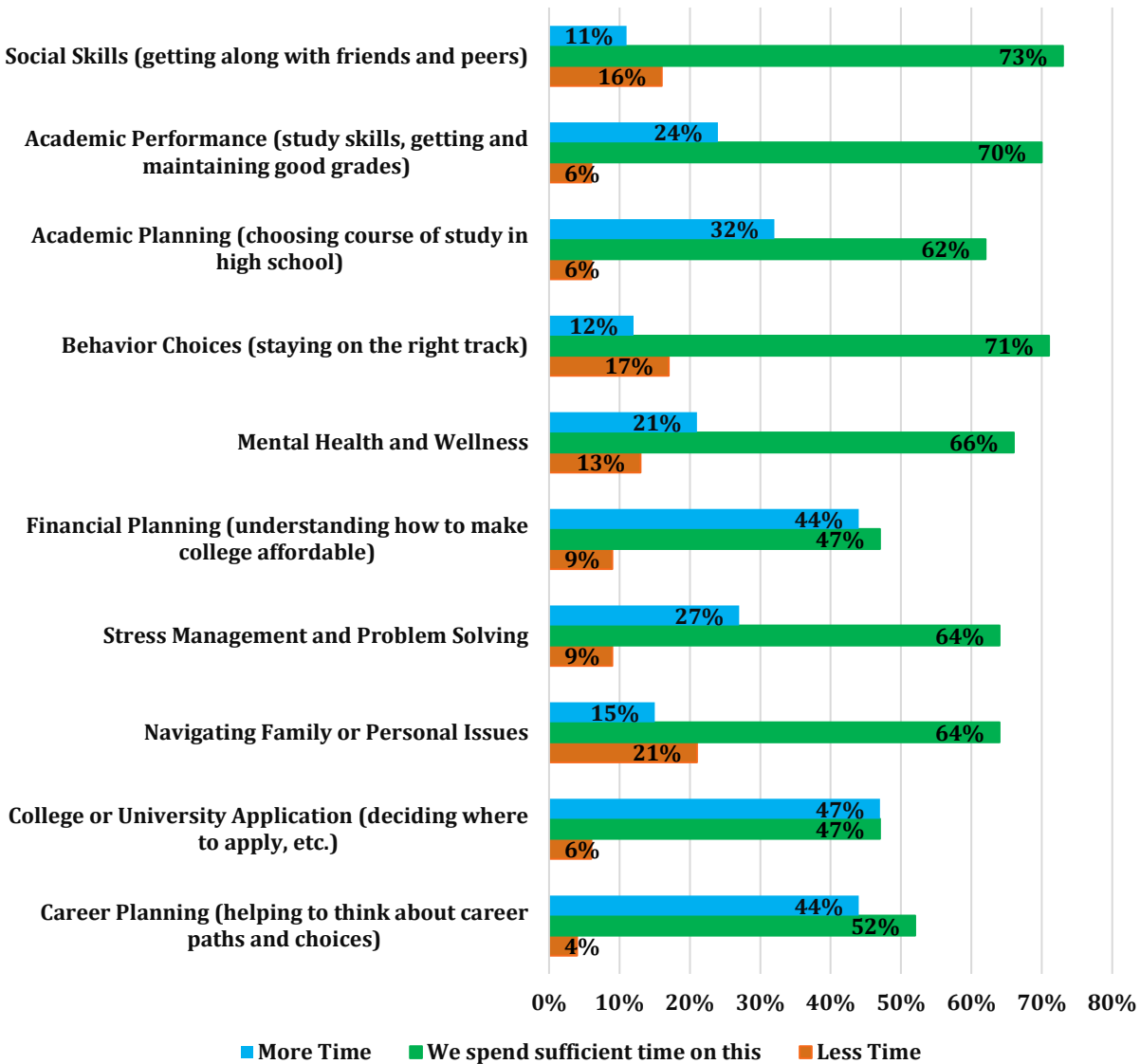


Parent respondents were also asked to comment on how confident they are in their own abilities to help their child in the same areas. They were most confident with helping their children make good behavior choices, followed by helping them with their social skills (FIGURE 38).

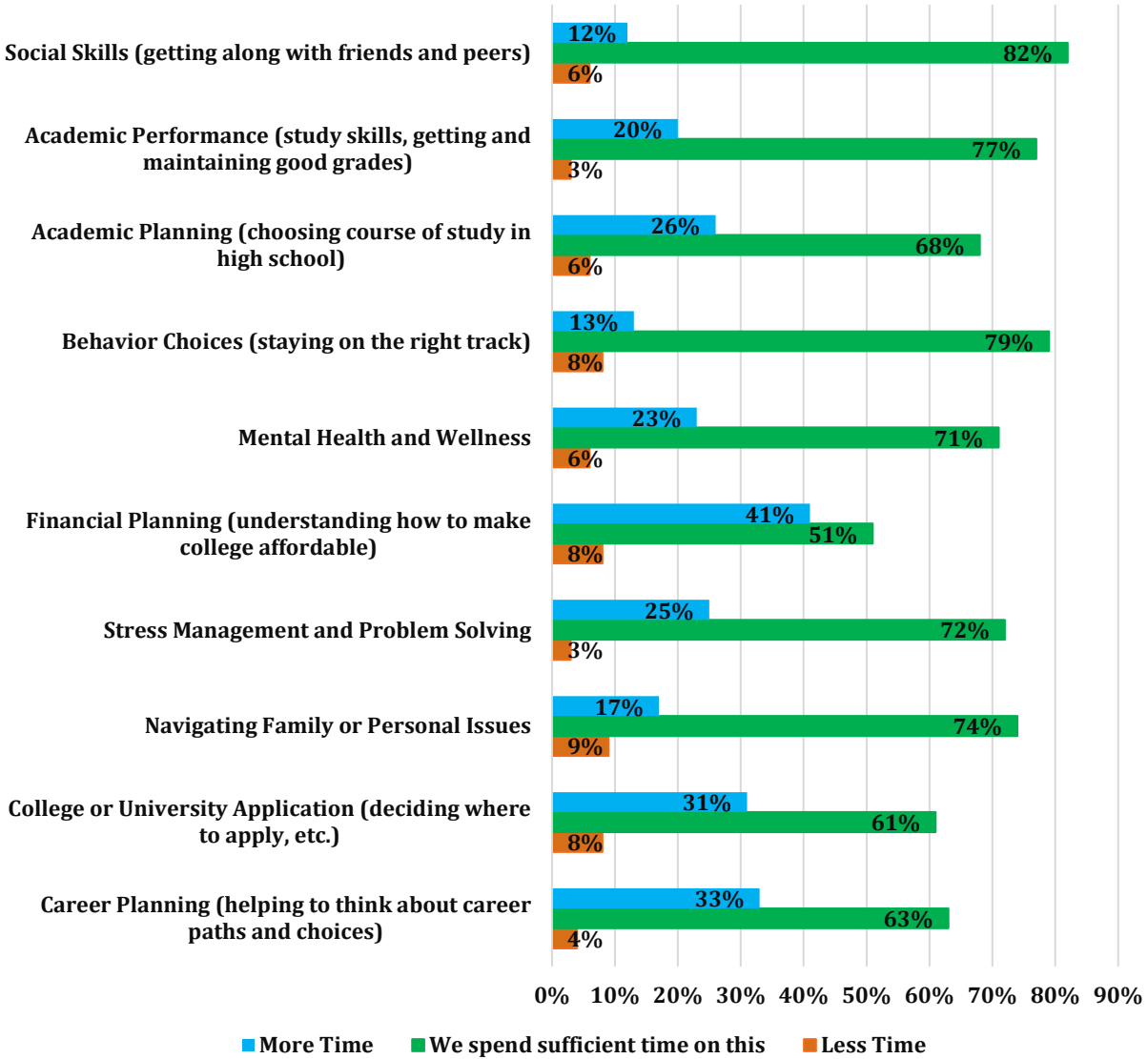


As part of the survey, students and mentors reported the amount of time they would like to spend on selected areas during their mentor sessions. For most areas, the students and mentors reported they spend enough time on these areas. Students indicated that they would like to spend more time working on financial and career planning and their college or university applications (i.e., deciding where to apply and completing the paperwork). Much like the students, most mentors reported that they would like to spend more time helping their students in the area of financial planning (FIGURES 39-40).

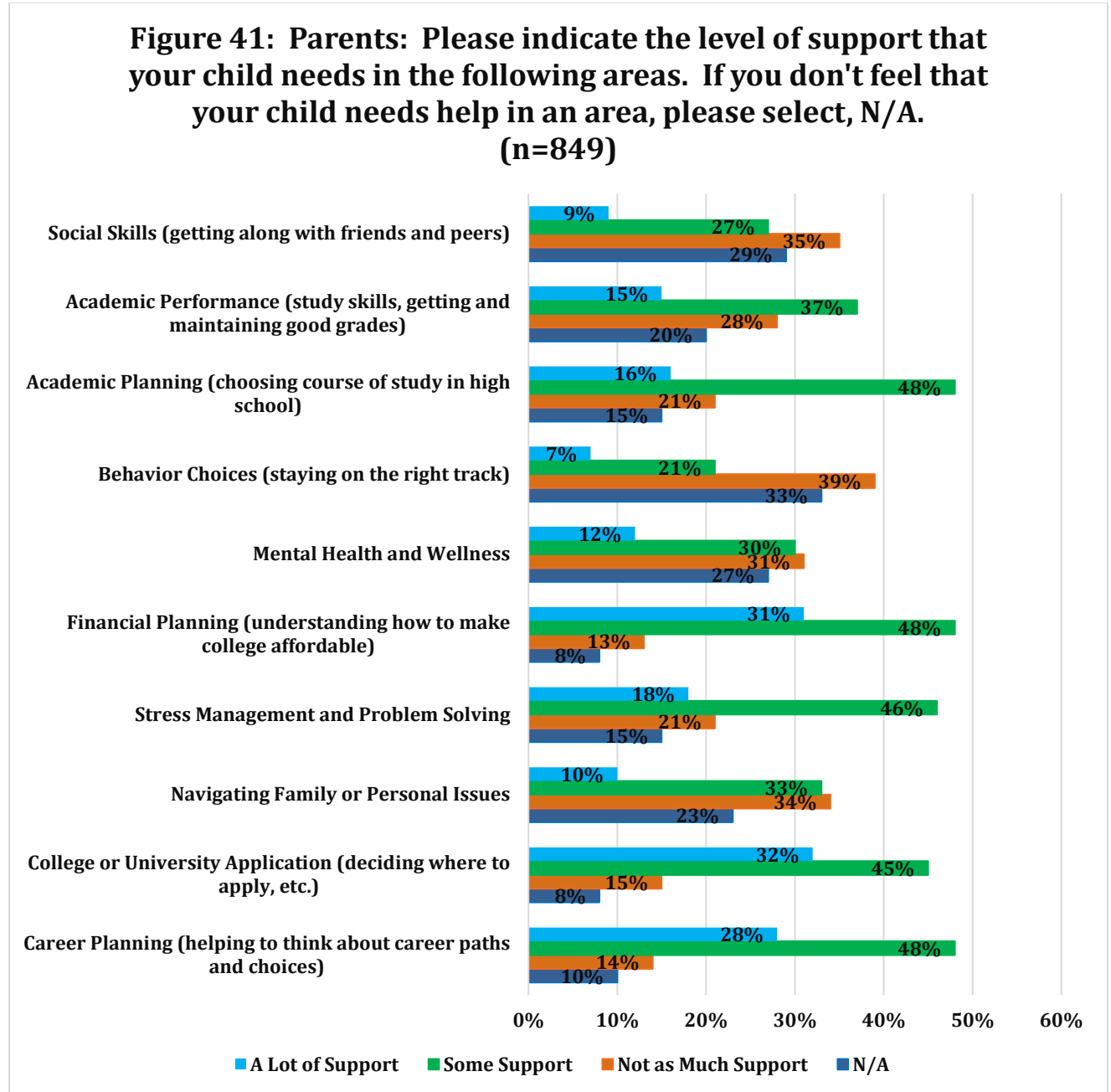
Figure 39: Students: Please indicate how much time you would like to/should spend on the following topics with your mentor:
(n=1,125)



**Figure 40: Mentors: Please indicate how much time you would like to spend on the following topics with your mentee:
(n=1,103)**



Parents also indicated that they felt their child needed the most support in the area of financial planning (**FIGURE 41**). On the survey, parents, like mentors, also expressed concern about the college application process. Several parents responded that they would like their students to receive more support with the college application process when asked how Take Stock could further support your student. The survey results highlight that Take Stock in Children students are the first generation in their families to pursue postsecondary education and, as such, parents were uncertain how to best support their children through the application process.



POSTSECONDARY ENROLLMENT & COMPLETION

Take Stock in Children also collected data from all survey respondents regarding their perspectives on postsecondary readiness and expectations from students, parents, and mentors.

On the survey, when students, parents, and mentors were asked about their belief in whether or not students will attend college or university, at least 90% of respondents in each group answered: “yes” (**FIGURES 42–44**).

Figure 42 Students: Do you believe you will attend college or university? (n=1,125)

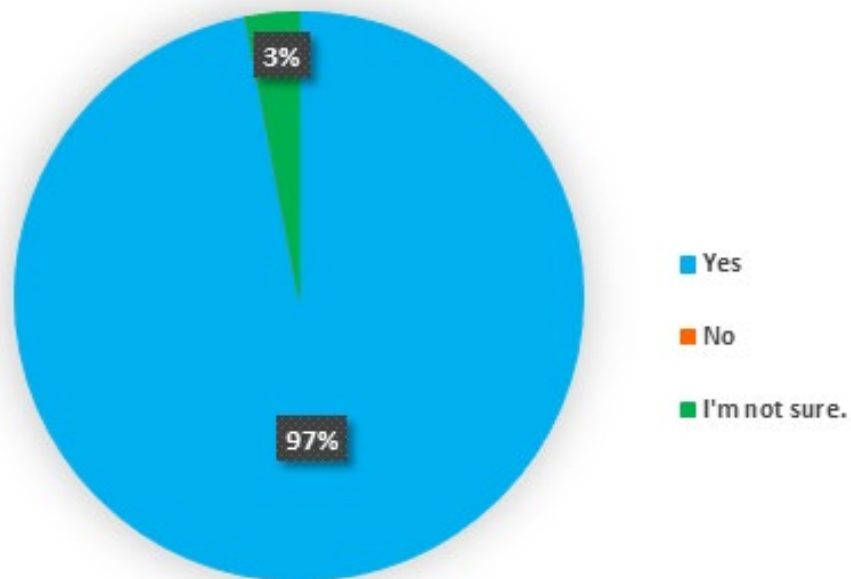


Figure 43 Parents: Do you believe your child will attend college or university?

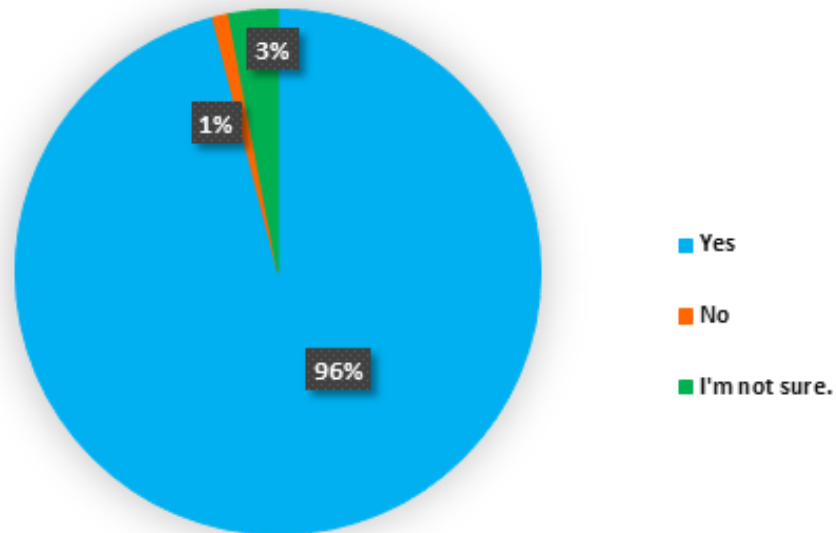
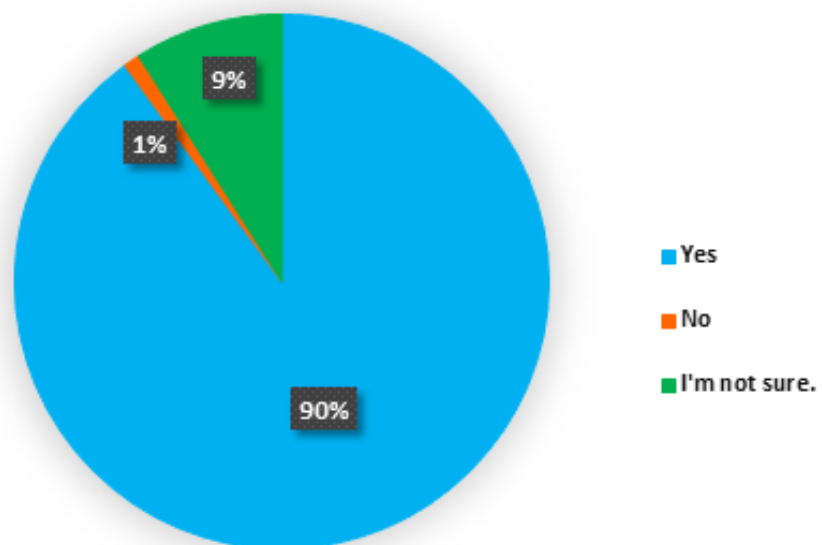


Figure 44 Mentors: Do you believe your mentee will attend college or university? (n=1,103)



All three groups surveyed also shared their perspective on the likelihood that students will complete postsecondary education. Again, over 90% of parents and students answered that they believe that students would complete. A total of 79% of mentors who responded to this question believed that their mentee would complete college; however, 20% were not sure, while only 1% believed that they would not (FIGURES 45 - 47). Respondents generally had a positive outlook on postsecondary completion and seemed confident that students would be successful.

Figure 45 Students: Do you believe you will complete college or university? (n=1,125)

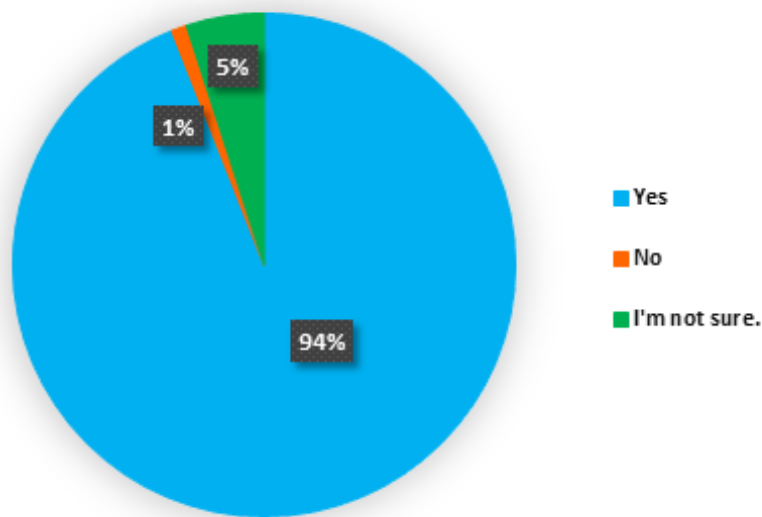


Figure 46 Parents: Do you believe your child will complete college or university? (n=849)

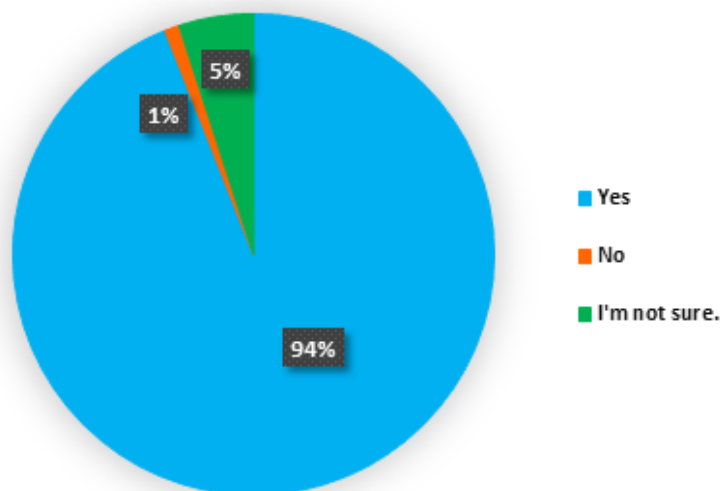
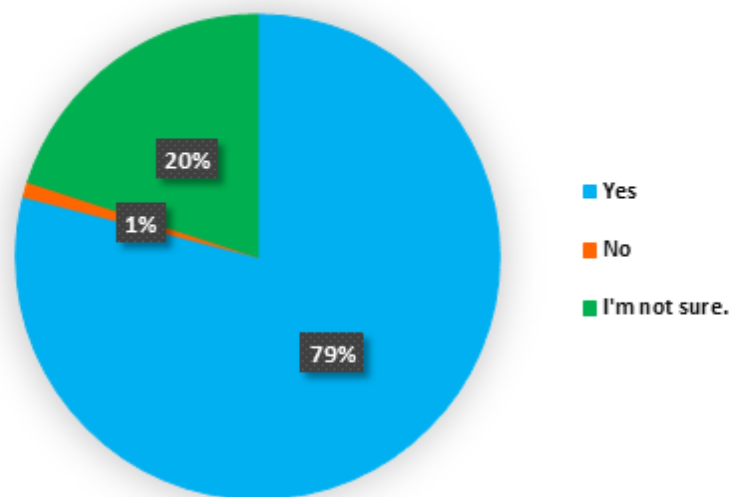


Figure 47 Mentors: Do you believe your mentee will complete college or university? (n=1,103)



To better understand how Take Stock students will navigate some of the common challenges that may arise as they work to complete postsecondary, all three survey groups were asked to select all of the challenges they believe would most likely prevent students from postsecondary completion. The results showed that the top two reasons for students and parents were related to college affordability. A total of 32% of mentors who responded to the question indicated that they did not believe any of the challenges listed would prevent their mentee from completing postsecondary. This response had the highest percentage for mentors compared to the other options (TABLES 28-30).

Table 28 – Student Take Stock in Children Postsecondary Enrollment & Completion

Which of the following statements best describe how you feel about challenges that would prevent you from attending and completing college or university? (Check all that apply. If none apply, check “None of the above.”) (n=1125)	Percent
“I am worried that I won’t be able to afford college tuition.”	59%
“I’m afraid that I won’t be able to get into the college of my choice because my grades aren’t good enough.”	25%
“My family doesn’t believe that college is important.”	.4%
“I don’t think I will be able to get to classes because I don’t have a car or can’t take public transportation.”	13%
“I’m not sure how I’ll pay for things like food and other basic expenses while I’m going to school.”	42%
“I don’t think I’ll fit in with people or make friends in college.”	20%
“I’m afraid that the coursework will be too difficult, and I won’t be able to get good grades.”	46%
“I’m nervous about going to college because I’ve never been away from home for a long time before.”	22%
“I’m worried about how my family will make enough money to pay bills if I am going to school instead of getting a job to help out.”	21%
“If the current pandemic environment continues, I am worried about being successful in college or university should virtual learning continue.”	50%
“If the current pandemic environment continues, I am concerned about my health should I attend college or university and interact on a campus environment.”	26%
“If the pandemic environment continues, I am concerned the financial expense will outweigh the full academic benefit of attending college or university during this time.”	37%
None of the above.	11%

Table 29 – Parents Take Stock in Children Postsecondary Enrollment & Completion

Which of the following statements best describe how you feel about challenges that would prevent your child from attending and completing college or university? (Check all that apply. If none apply, check “None of the above.”) (n=849)	Percent
“I am worried that we won’t be able to afford college tuition.”	65%
“I’m afraid that my child won’t be able to get into the college of their choice because their grades aren’t good enough.”	13%
“I’m not sure that college is important.”	.5%
“I don’t think my child will be able to get to classes because they don’t have a car or can’t take public transportation.”	8%
“I’m not sure how my child will pay for things like food and other basic expenses while they going to school.”	36%
“My child is worried they won’t fit in with people or make friends in college.”	9%
“I’m afraid that the coursework will be too difficult, and my child won’t be able to get good grades.”	12%
“I’m nervous about my child going to college because my child has never been away from home for a long time before.”	32%
“I’m worried about how my family will make enough money to pay bills if my child is going to school instead of getting a job to help out.”	14%
“If the current pandemic environment continues, I am worried about my child being successful in college or university should virtual learning continue.”	35%
“If the current pandemic environment continues, I am concerned for my child’s health if they attend college or university and are interacting on a campus environment.”	26%
“If the pandemic environment continues, I am concerned the financial expense will outweigh the full academic benefit of my child attending college or university during this time.”	26%
None of the above.	15%

While respondents expressed confidence in the ability of students to complete their postsecondary education, all three groups expressed a desire for additional information and training on financial planning and scholarship information. This was a consistent theme amongst all three survey groups related to students being financially prepared and ready for college or university. However, many parents, students, and mentors also expressed appreciation for the workshops and activities Take Stock currently has to help prepare students. Still, the overall sense is that all three groups would like to see additional information and assistance in this area.

Table 30 – Mentors Take Stock in Children Postsecondary Enrollment & Completion

Which of the following statements best describe how you feel about challenges that would prevent your mentee from attending and completing college or university? (Check all that apply. If none apply, check “None of the above.”) (n=1,103)	Percent
“I am worried that my mentee won’t be able to afford college tuition.”	31%
“I’m afraid that my mentee won’t be able to get into the college of their choice because their grades aren’t good enough.”	13%
“My mentee’s family doesn’t believe that college is important.”	4%
“I don’t think my mentee will be able to get to classes because they don’t have a car or can’t take public transportation.”	7%
“I’m not sure how my mentee will pay for things like food and other basic expenses while they are going to school.”	30%
“I’m concerned that my mentee doesn’t feel like they’ll fit in with people or make friends in college.”	8%
“My mentee is afraid that the course work will be too difficult, and they won’t be able to get good grades.”	6%
“I’m nervous about my mentee going to college because my mentee has never been away from home for a long time before.”	20%
“I am concerned about how my mentee’s family will make enough money to pay bills if my mentee is going to school instead of getting a job to help out.”	18%
“If the current pandemic environment continues, I am worried about my mentee being successful in college or university should virtual learning continue.”	28%
“If the current pandemic environment continues, I am concerned for my mentee’s health if they attend college or university and are interacting on a campus environment.”	10%
“If the pandemic environment continues, I am concerned the financial expense will outweigh the full academic benefit of my mentee attending college or university during this time.”	16%
None of the above.	32%

As part of the survey, students and parents were asked to rank statements indicating a commitment to the value of a postsecondary education. Almost all of the statements received a “true” rating of over 80%. While most students indicated that they did not believe that their teachers would help them apply for college, students did indicate commitment from their parent and mentor regarding college attendance. Parent responses aligned with their students, indicating that they were committed to their student’s college attendance (FIGURES 48 & 49).

Figure 48: Students: Please indicate if you believe the following statements are true:
(n=1,125)

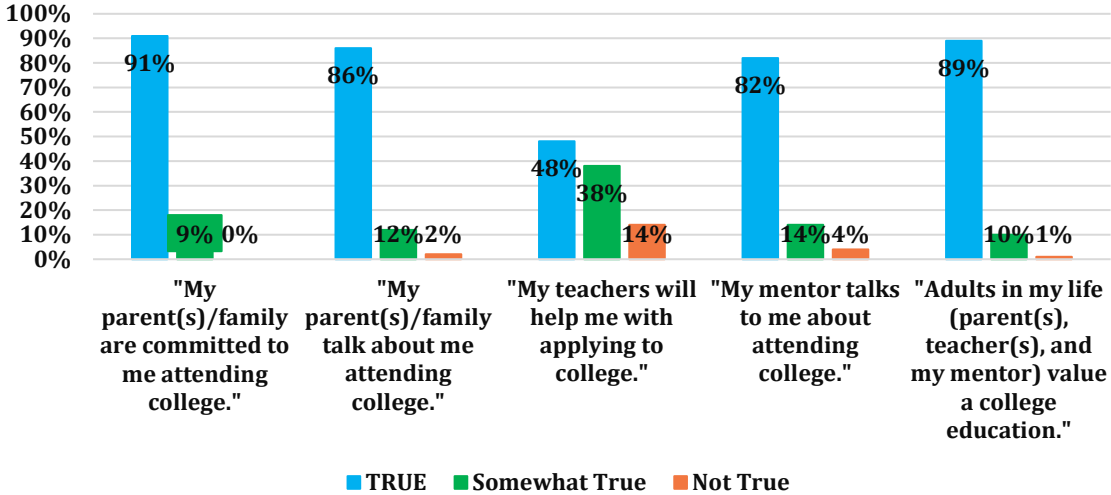
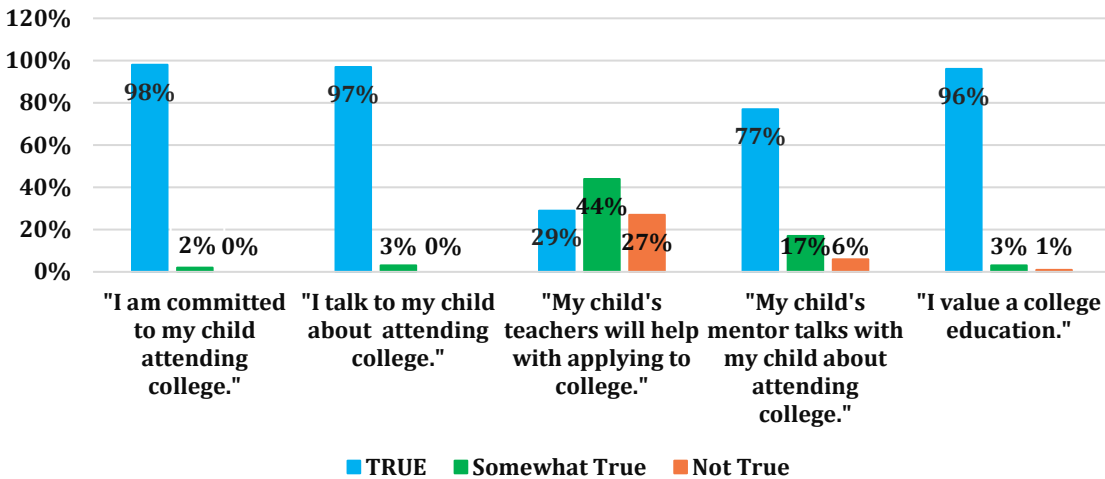


Figure 49: Parents: Please indicate if you believe the following statements are true:
(n=849)



CAREER READINESS

Throughout the survey and data collection process, the general level of understanding of future career options as well as activities to prepare students to successfully select and pursue a career was explored. Students were asked to select the career field in which they are most interested. Additionally, parents were asked to select the career field in which their student was interested. Mentor survey respondents were asked to comment on their current employment areas and the areas of career interest of their mentees. While mentor career fields are broad and diverse, many mentors are retired with the highest concentration of mentors working in education. Students, parents, and mentors report that students have the greatest interest in the field of health and medicine (**FIGURES 50-53**).

Figure 50: Students: Please select the career field that MOST interests you. (n=1,125)

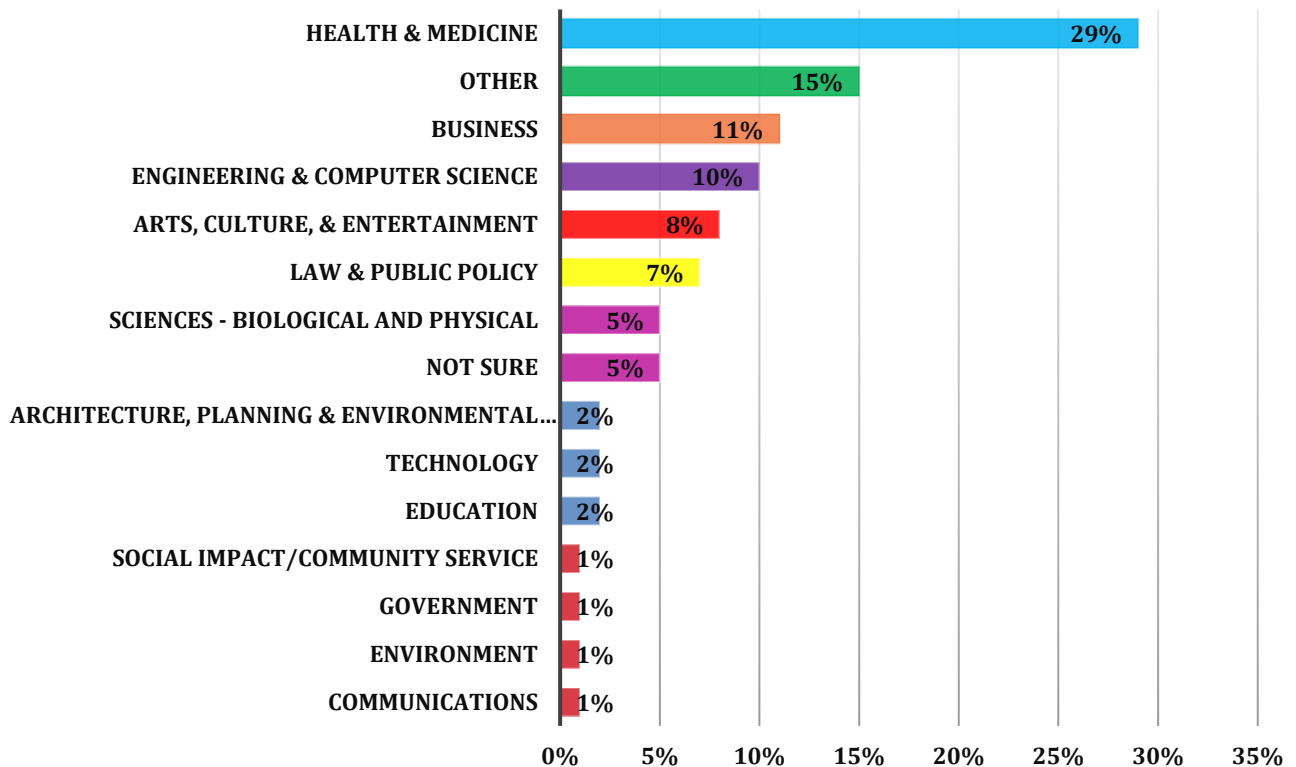


Figure 51: Parents: What career field is your child interested in? (If you don't know, please select "Not Sure" from the list.) (n=849)

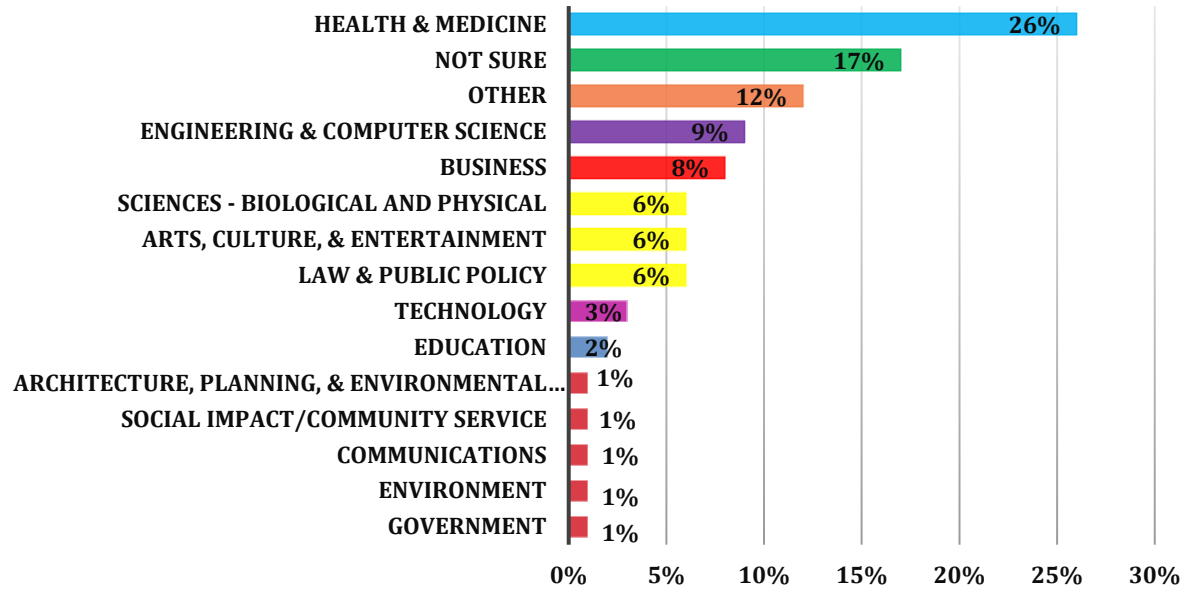


Figure 52: Mentors: What career field is your mentee interested in? (If you don't know, please select "Not Sure" from the list.) (n=1,103)

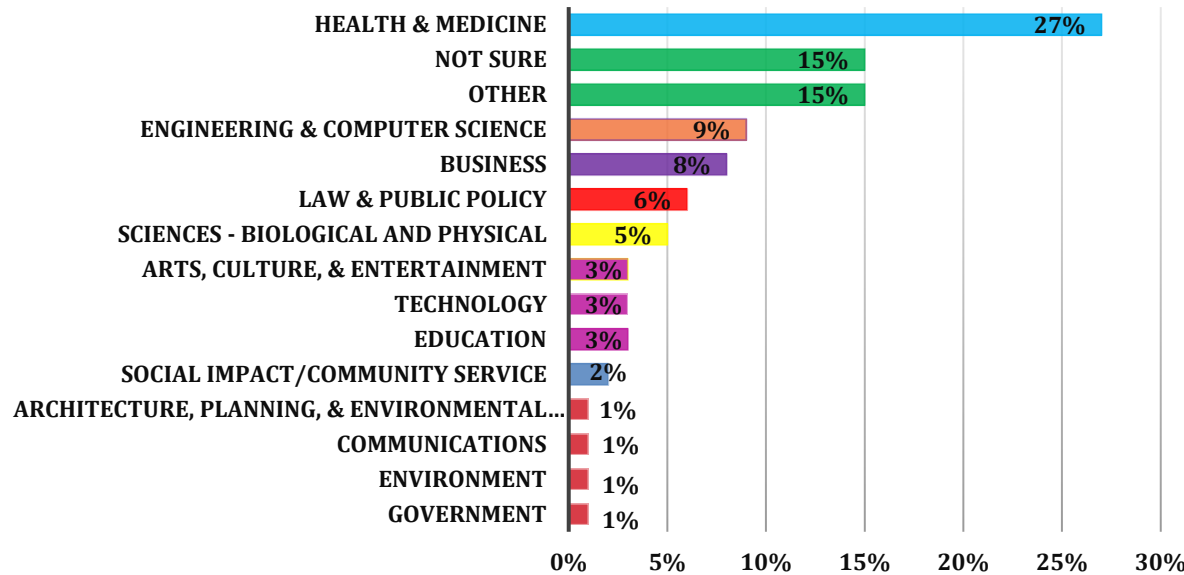
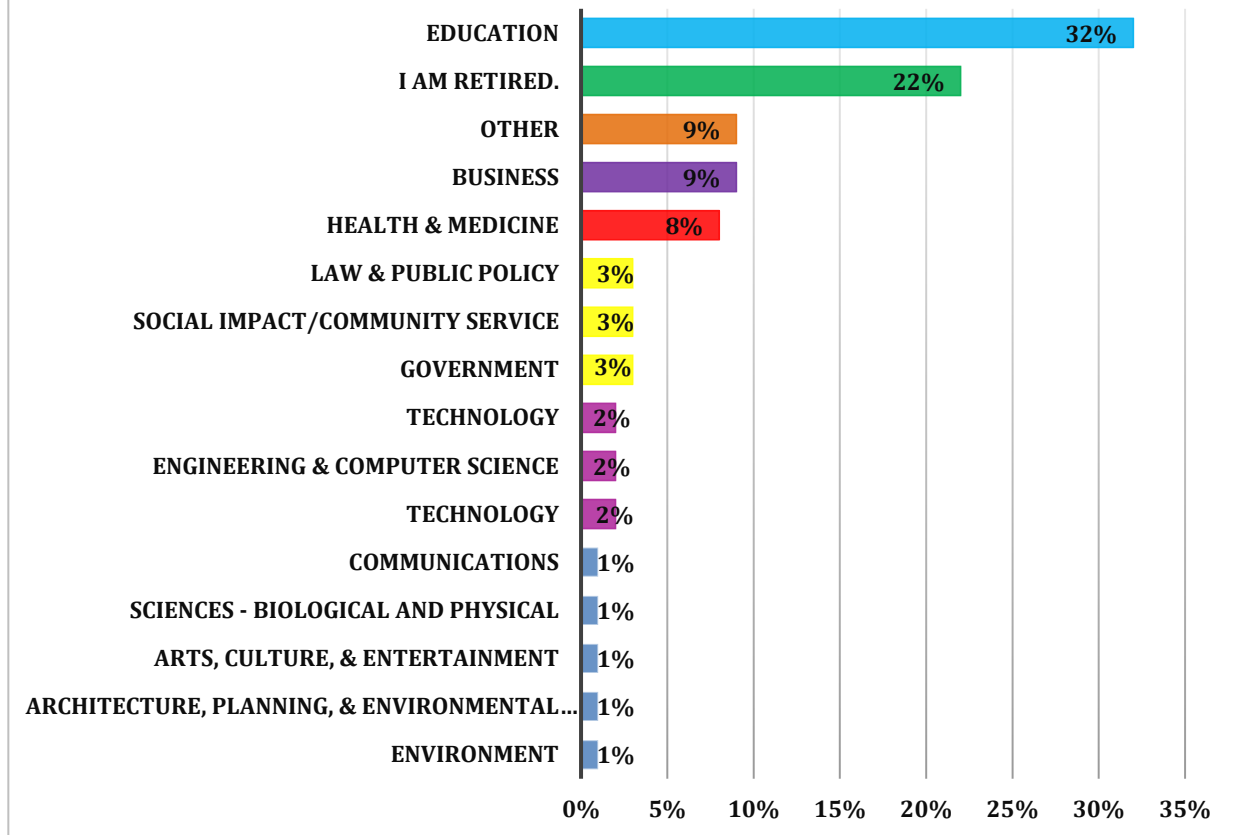


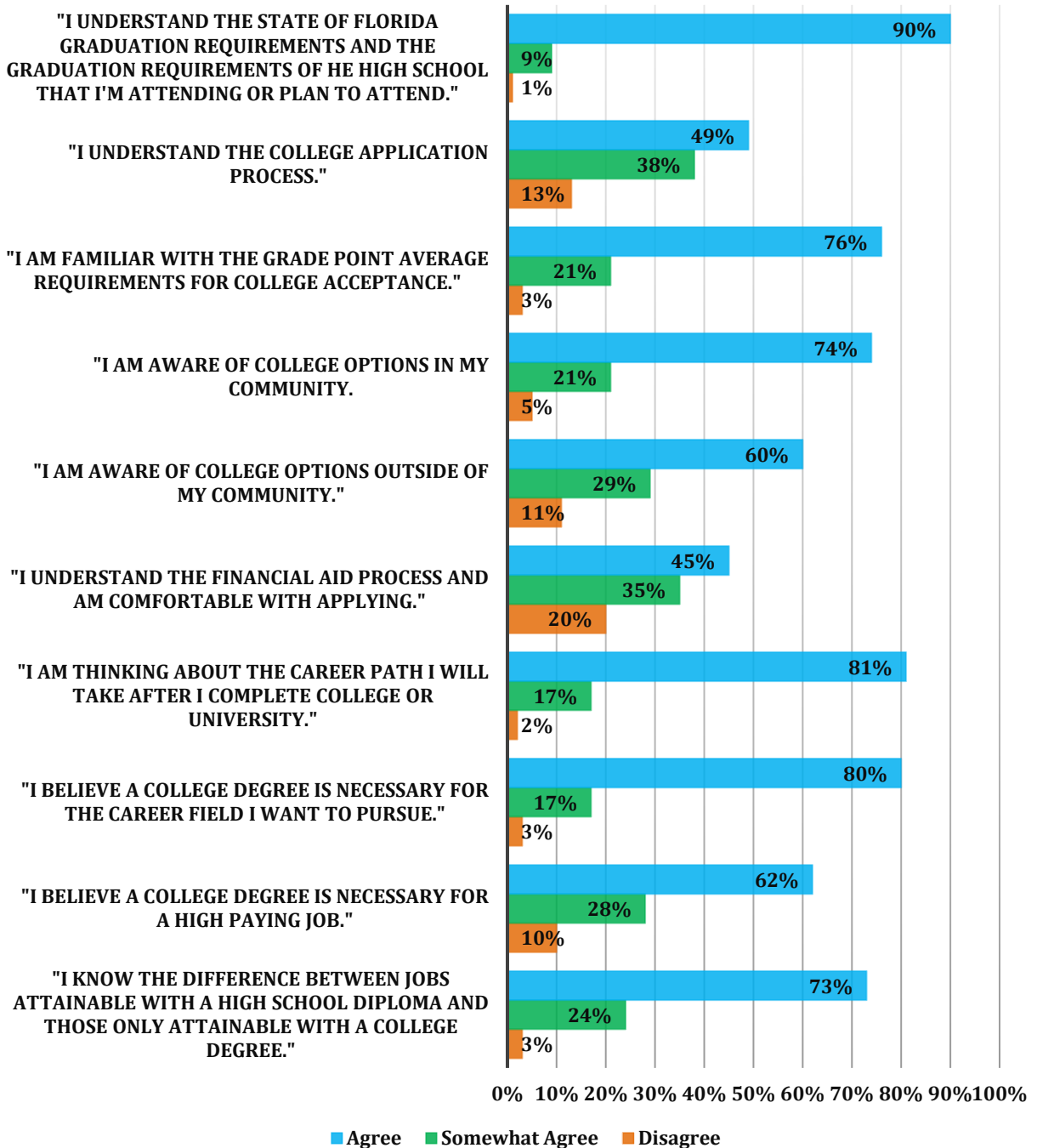
Figure 53: Mentors: Please indicate your field of employment. (n=1,103)



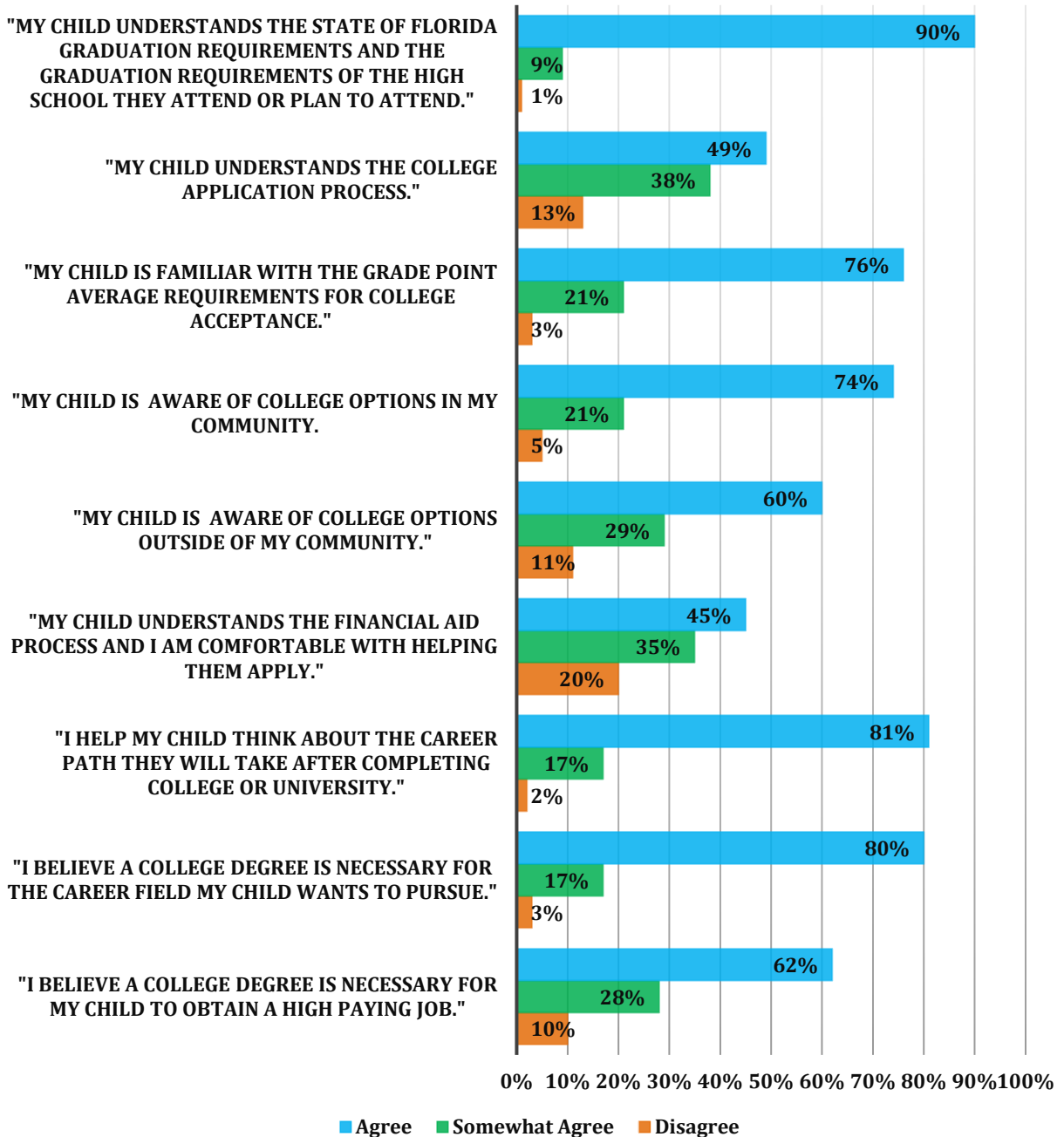
Students, parents, and mentors were also asked to share their knowledge about how attaining a postsecondary degree impacts their careers. Take Stock students, parents, and mentors believe that a postsecondary degree is necessary to pursue the student's career and secure a high-paying job. Survey results also indicated that students could benefit from a greater understating of the financial aid process (FIGURE 54-56).



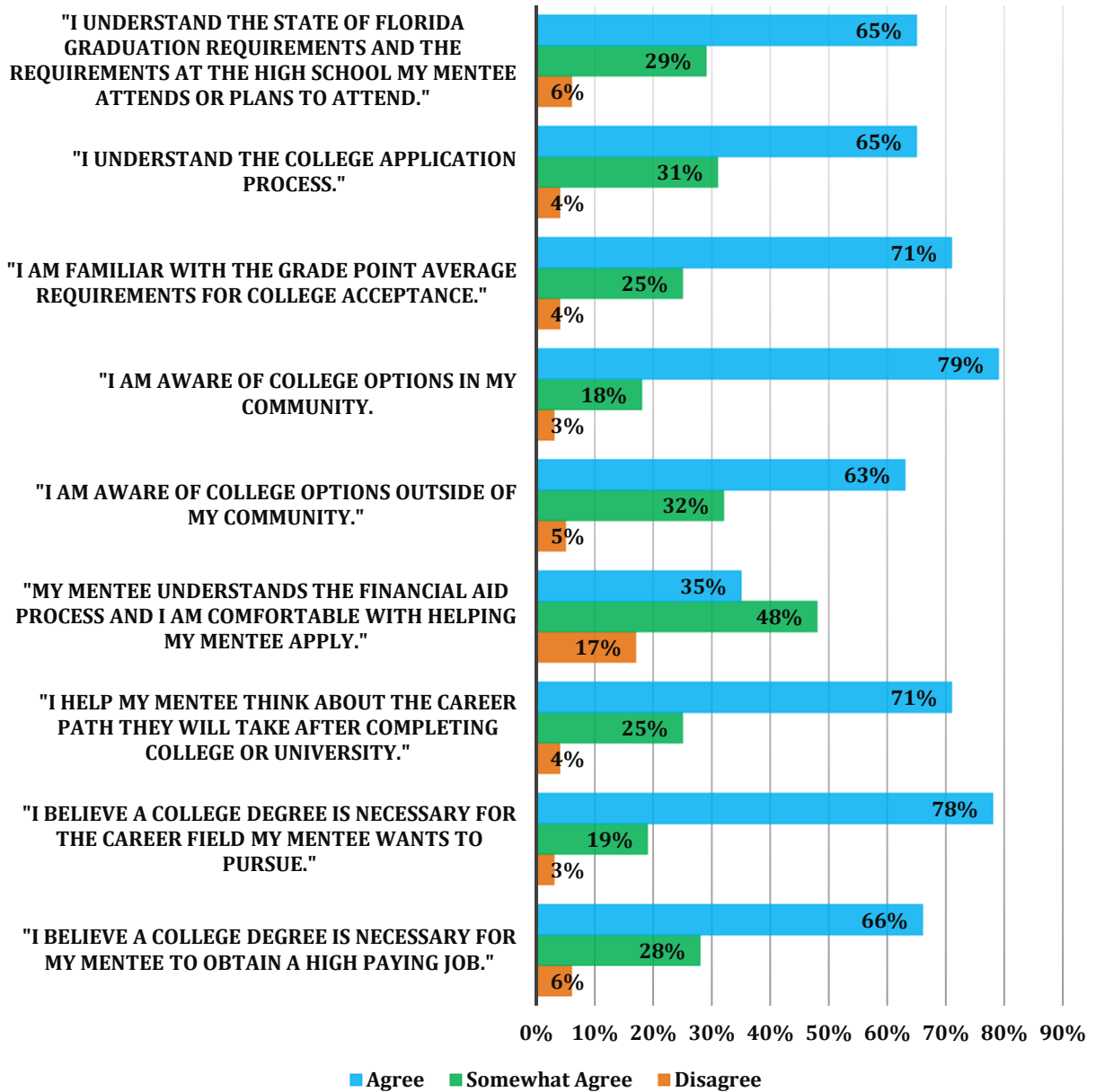
**Figure 54: Students: Please indicate if you agree or disagree with the following statements:
(n=1,125)**



**Figure 55: Parents: Please indicate if you agree or disagree with the following statements:
(n=849)**



**Figure 56 : Mentors: Please indicate if you agree or disagree with the following statements:
(n=1,103)**



COMMUNICATION & CONNECTEDNESS

Take Stock in Children is interested in understanding how students, parents, and mentors connect with the Take Stock program and how they prefer to communicate with the program and each other. This understanding ensures Take Stock leadership has information to help make the best decisions about communication techniques and methods. As part of the survey, students, parents, and mentors were asked to share information about how connected they feel to the Take Stock program and their most preferred method of communication. A total of 94% of student survey respondents reported that they feel somewhat or very connected to local Take Stock in Children staff. Parents reported feeling somewhat or very connected at a rate of 88%, while mentors reported feeling somewhat or very connected at a rate of 95% (**FIGURES 57–59**).

The overall consensus among respondents was that the local Take Stock in Children program offices are very responsive and involved. One parent respondent stated, “My child has had a great relationship with the staff of Take Stock. They have given him the proper guidance needed to be successful in school and to be prepared for college.” Mentors reported feeling incredibly connected to their local Take Stock staff and reported that staff is supportive and responsive to students and mentors. One respondent stated, “Whenever I have a concern, and I call the Take Stock office, I always get a response then, or they return my call in a timely manner.” Connectedness to Take Stock was felt among student respondents as well. As expressed by one student, “It is very easy to communicate with my local Take Stock in Children program staff if I have any questions, comments, or concerns.”

Figure 57: Students: How connected do you feel to your local Take Stock in Children program staff? (n=1,125)

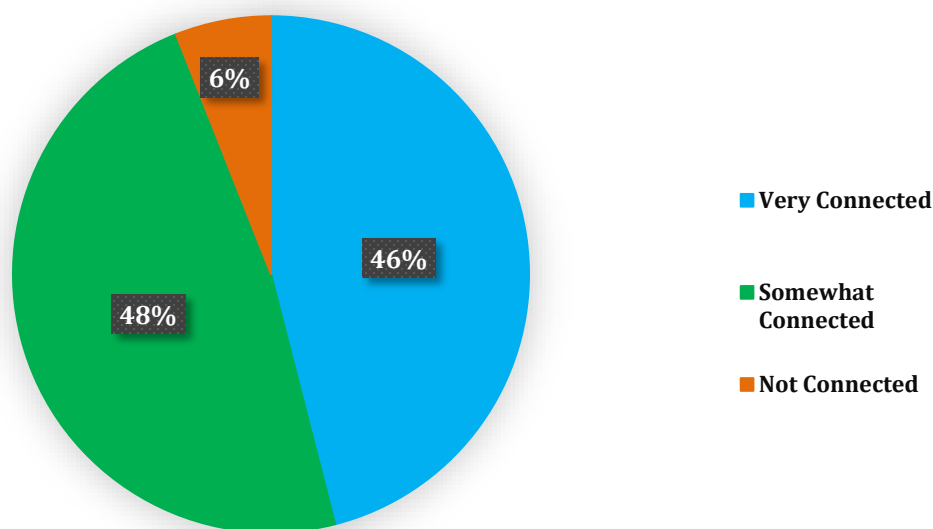


Figure 58: Parents: How connected do you feel to your local Take Stock in Children program staff? (n=849)

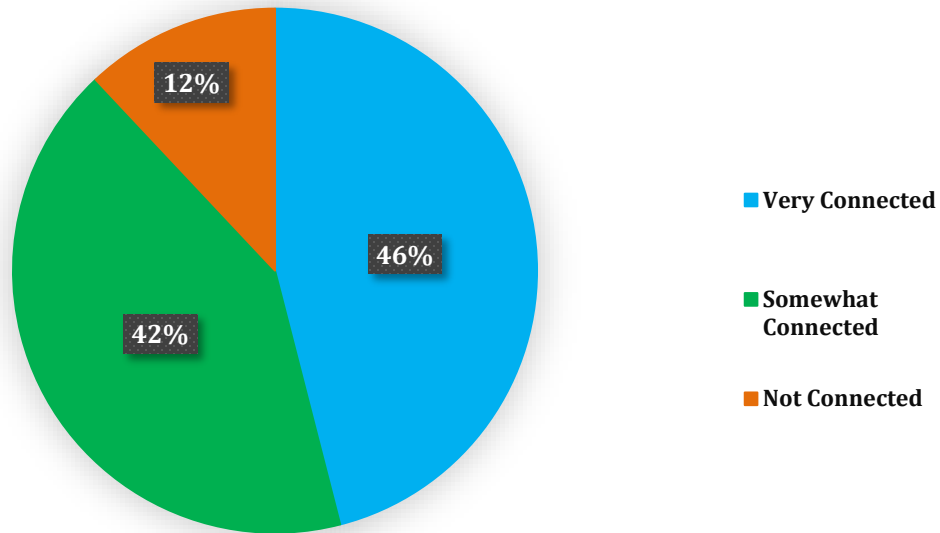
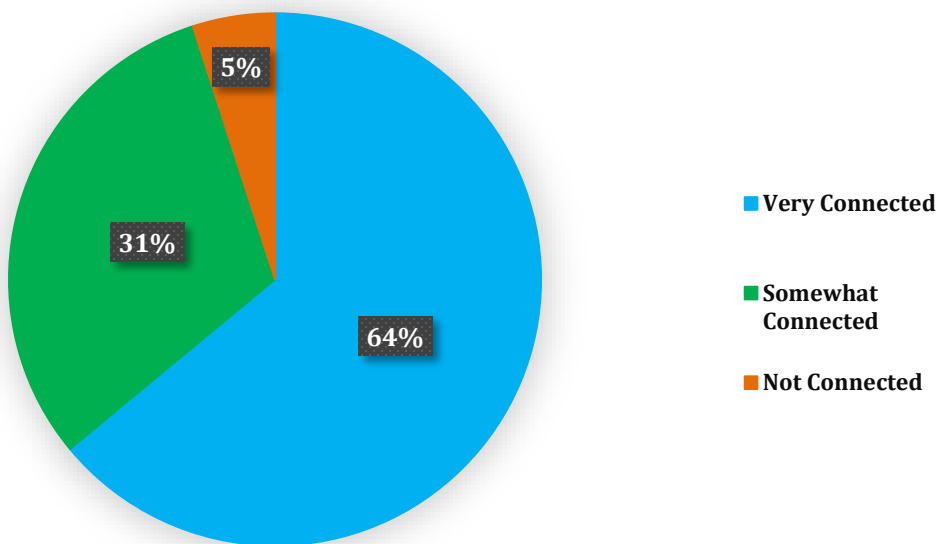


Figure 59: Mentors: How connected do you feel to your local Take Stock in Children program staff? (n=1,103)



One reason students, parents, and mentors felt more connected to Take Stock is the level of training and support they received. All three survey groups were asked to reflect on the support, training, and materials offered by Take Stock in Children, and the majority of respondents to this question reported high levels of support. Students and parents both indicated high levels of support received. Mentors were also asked to assess support, training, and materials on several different items. Mentors expressed the highest levels of support with the regular communication provided by Take Stock and knowing who to contact if their mentee has a problem. One mentor stated, “the quality and communication skills of TSIC staff has been excellent.” Another responded, “my thanks for all the support I receive. Let's carry on together!” Of mentors surveyed, 99% of mentors indicated that they would highly recommend mentoring with Take Stock to others. (FIGURE 60-62).

Figure 60: Students: Please indicate the level of support you received through College Readiness trainings and materials offered by Take Stock in Children. (n=1,125)

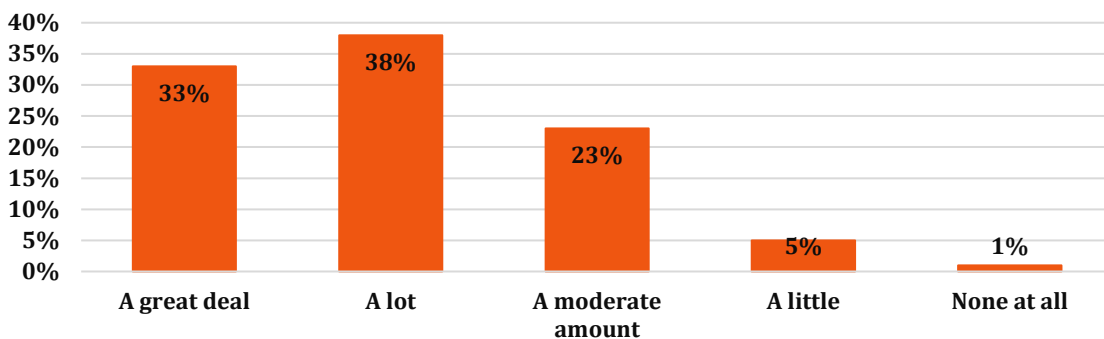


Figure 61: Parents: Please indicate the level of support your child received through College Readiness trainings and materials offered by the Take Stock in Children program. (n=849)

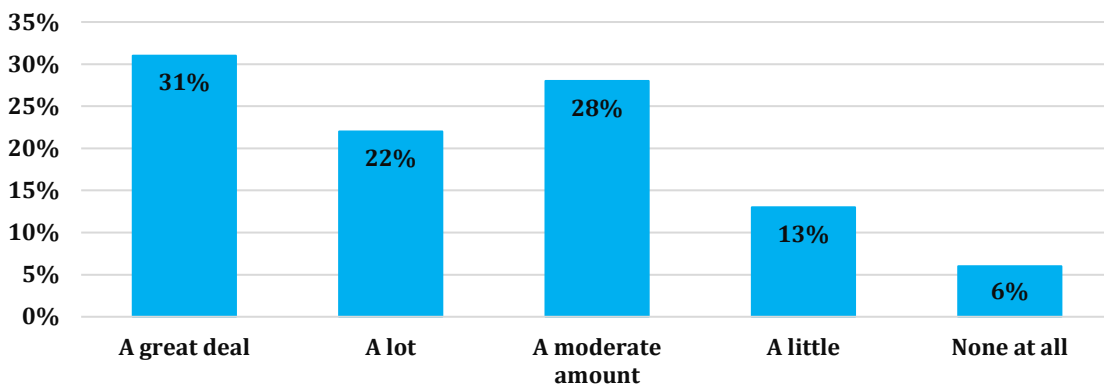
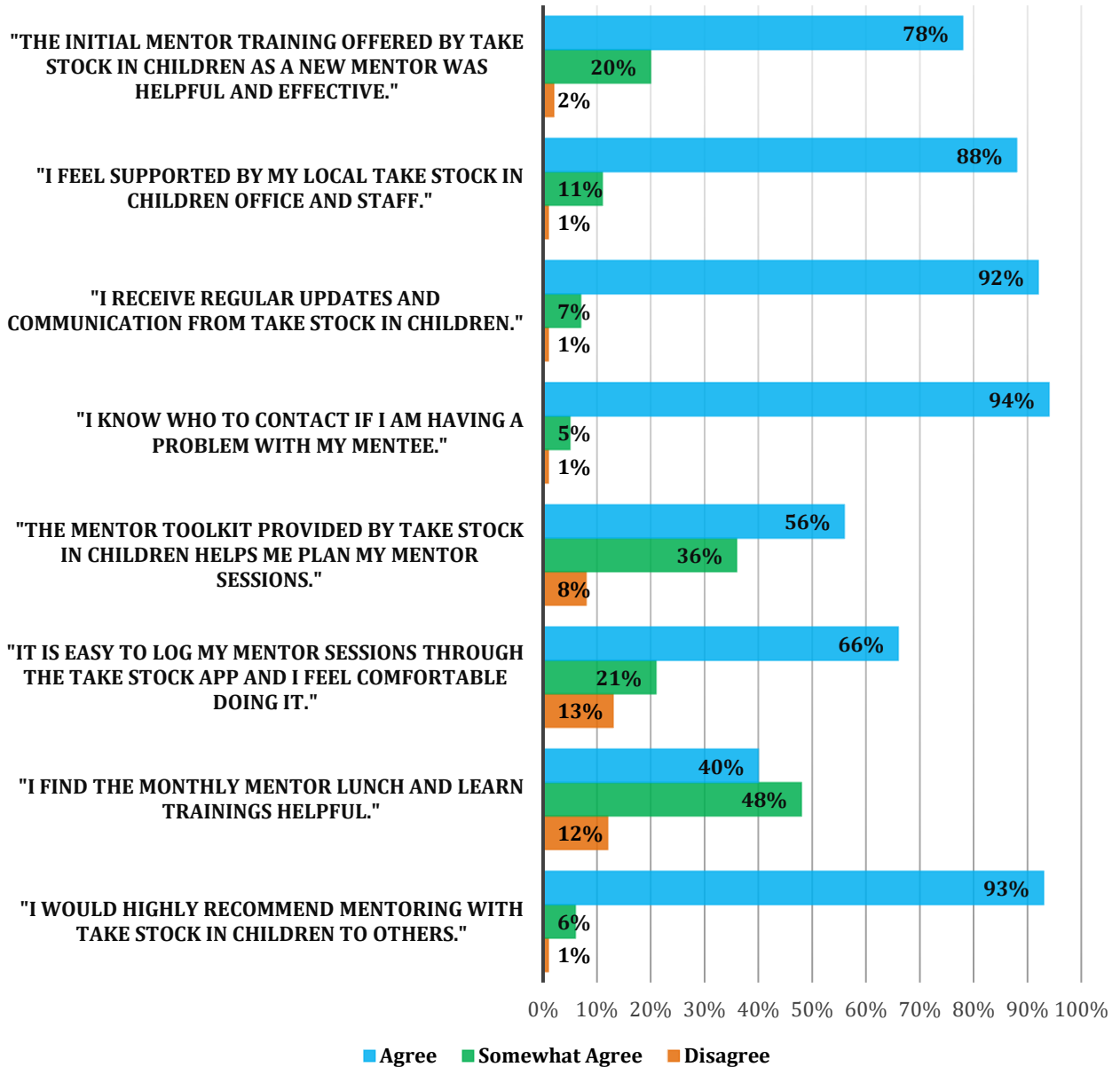
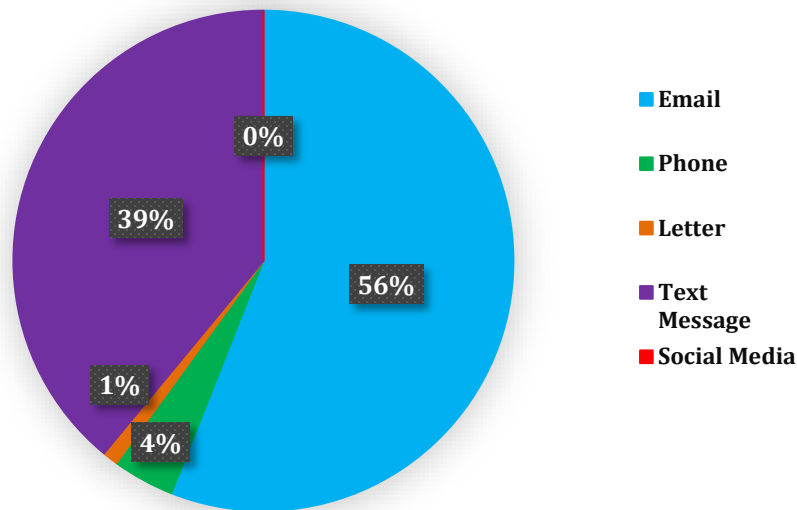


Figure 62: Mentors: Please indicate the level of support you received through mentor training and materials offered by the Take Stock in Children program? (n=1,103)

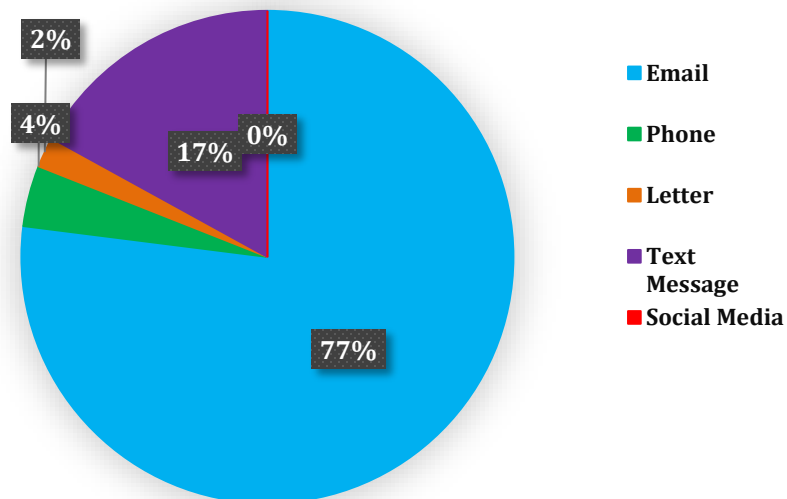


As noted above, determining how students, parents, and mentors prefer to communicate is critical to maintaining effective programming, communication, and connectedness. On the survey, students, parents, and mentors reported that they prefer to receive communication from Take Stock first via email and second via text messages (FIGURES 63 - 65).

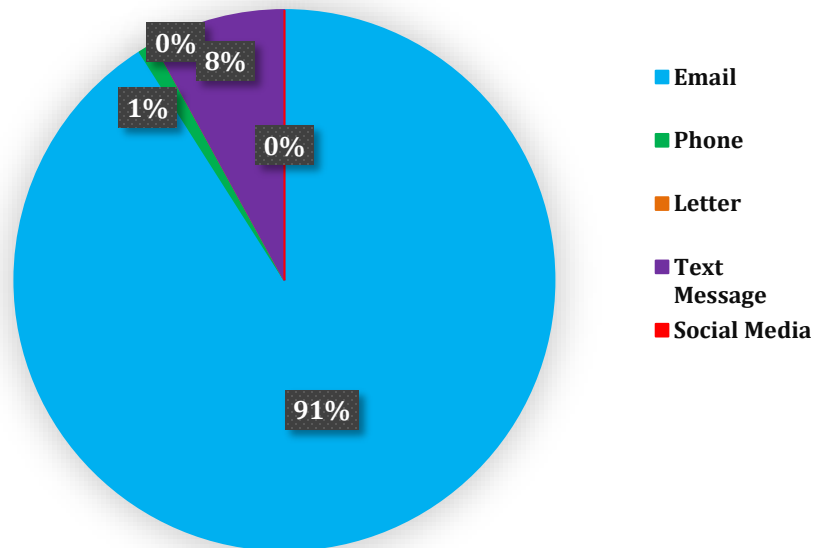
**Figure 63: Students: How do you prefer to receive communication from Take Stock in Children?
(n=1,125)**



**Figure 64: Parents: How do you prefer to receive communication from Take Stock in Children?
(n=849)**



**Figure 65: Mentors: How do you prefer to receive communication from Take Stock in Children?
(n=1,103)**



One issue that can sometimes prevent efficient and effective online or remote communication for children in poverty is a lack of access to the internet and electronic devices in the home. The pandemic created an increased need for virtual learning and support services, which created a necessity for students to have internet access and connectivity. To understand if and how this access may have impacted Take stock students, the survey measured if students, parents, and mentors have a computer or tablet and internet access at home (**FIGURES 66 & 67**).

Over 93% of student, parent, and mentor survey respondents indicated that they have a computer/tablet at home, and 98% indicated that they have internet access at home.

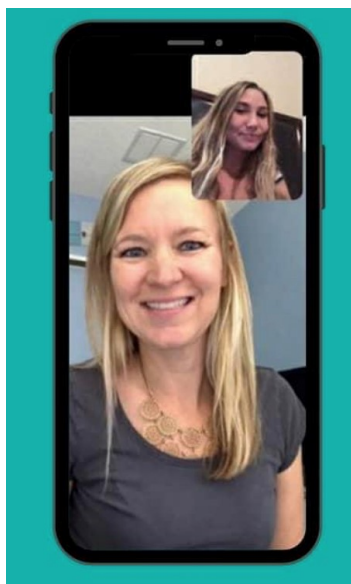


Figure 66: Students (n=1,125)/Parents (n=849)/Mentors (n=1,103): Do you have a computer or tablet at home?

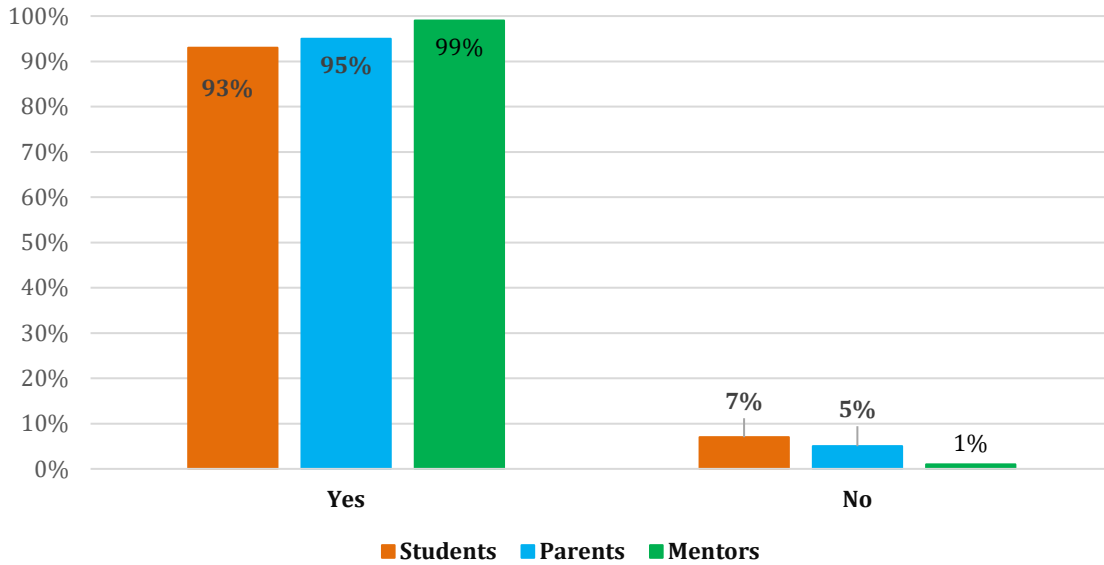
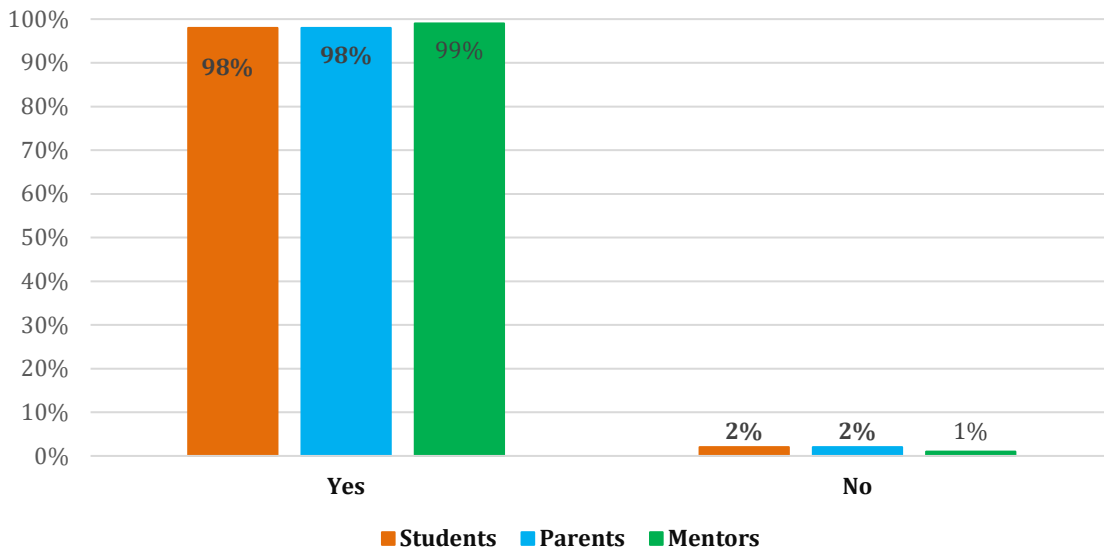
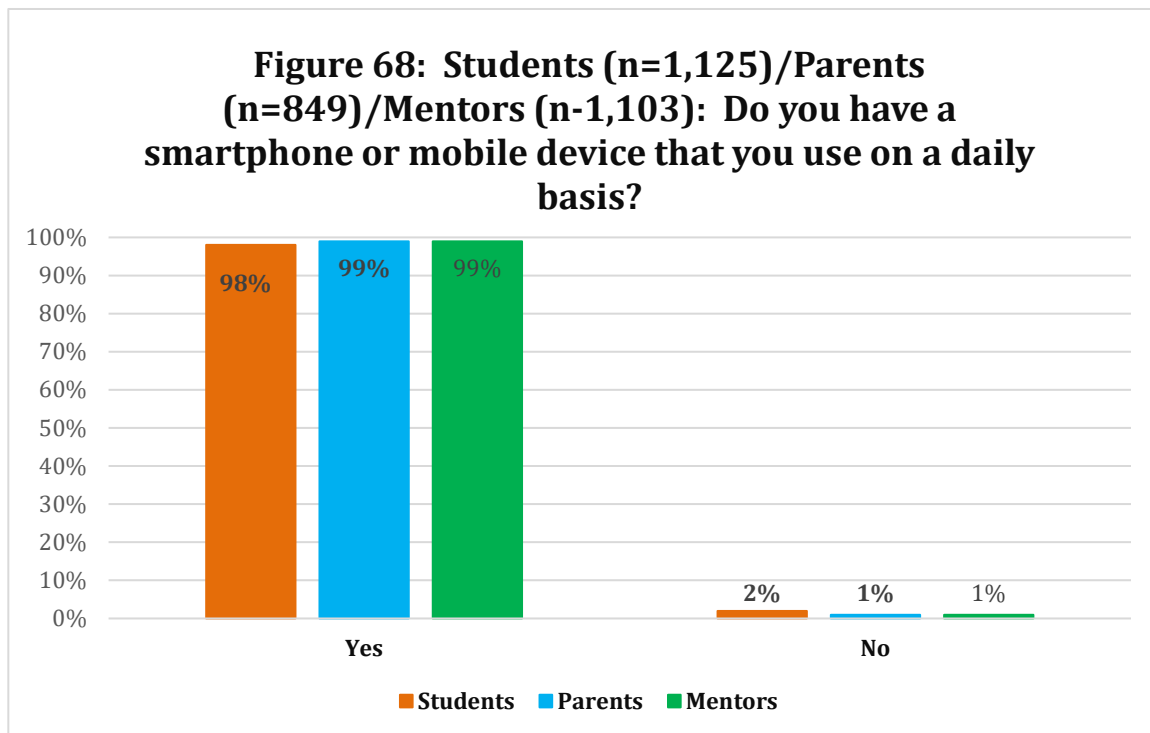


Figure 67: Students (n=1,125)/Parents (n=849)/Mentors (n=1,103): Do you have internet connection/access at home?



In addition to understanding Take Stock students, parents, and mentors' access to the internet and a computer/tablet, the survey also investigated access to a smartphone and mobile device technology. This information is helpful to Take Stock as the program has developed a Take Stock App that includes texting, video chatting, and session scheduling/reporting and continues to pursue innovations that rely on smartphone technology and applications (**FIGURE 68**).

According to the survey, 98% or more of students, parents, and mentors use a smartphone or mobile device daily.



IMPACT OF COVID 19 PANDEMIC

At the onset of the COVID-19 pandemic, the Take Stock in Children program quickly pivoted a 25-year in-person in-school service model to incorporate virtual service methodologies to ensure continued support to students during one of education's most challenging times. Students, parents, and mentors were asked to assess each virtual service model enhancement as part of this year's survey. The majority of students, parents, and mentors indicated that each virtual enhancement was effective to very effective. All three survey groups expressed a preference that Take Stock should move forward in the new school year with a hybrid student support service model, combining both in-person and virtual service opportunities (**FIGURES 69-73**).

Figure 69: Students: Due to COVID-19, Take Stock has adapted its model to include additional virtual service options. How would you rate the effectiveness of each virtual enhancement alternative to in-person student support services listed below.

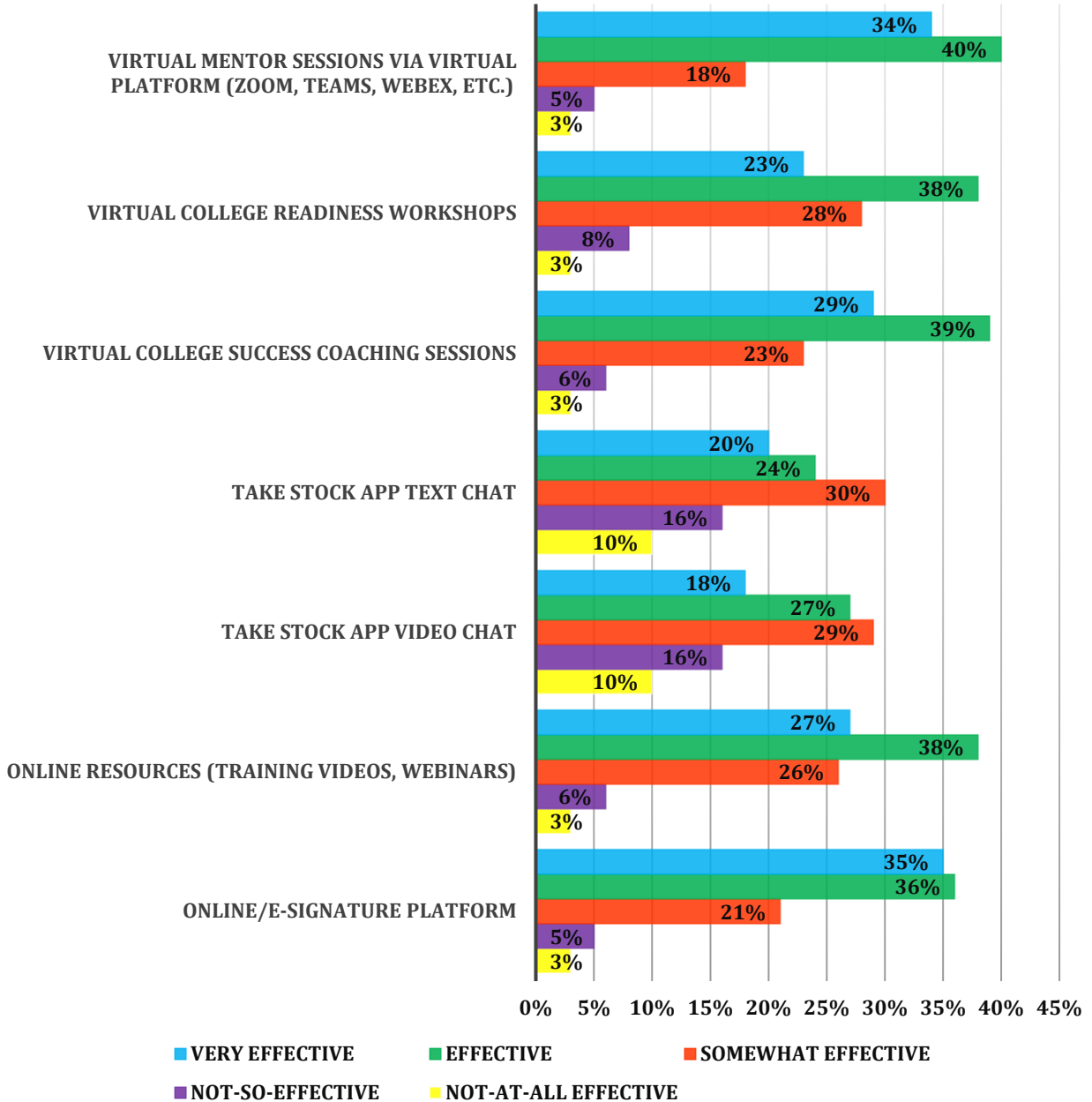


Figure 70: Parents: Due to COVID-19, Take Stock has adapted its model to include additional virtual service options. How would you rate the effectiveness of each virtual enhancement alternative to in-person student support services listed below.

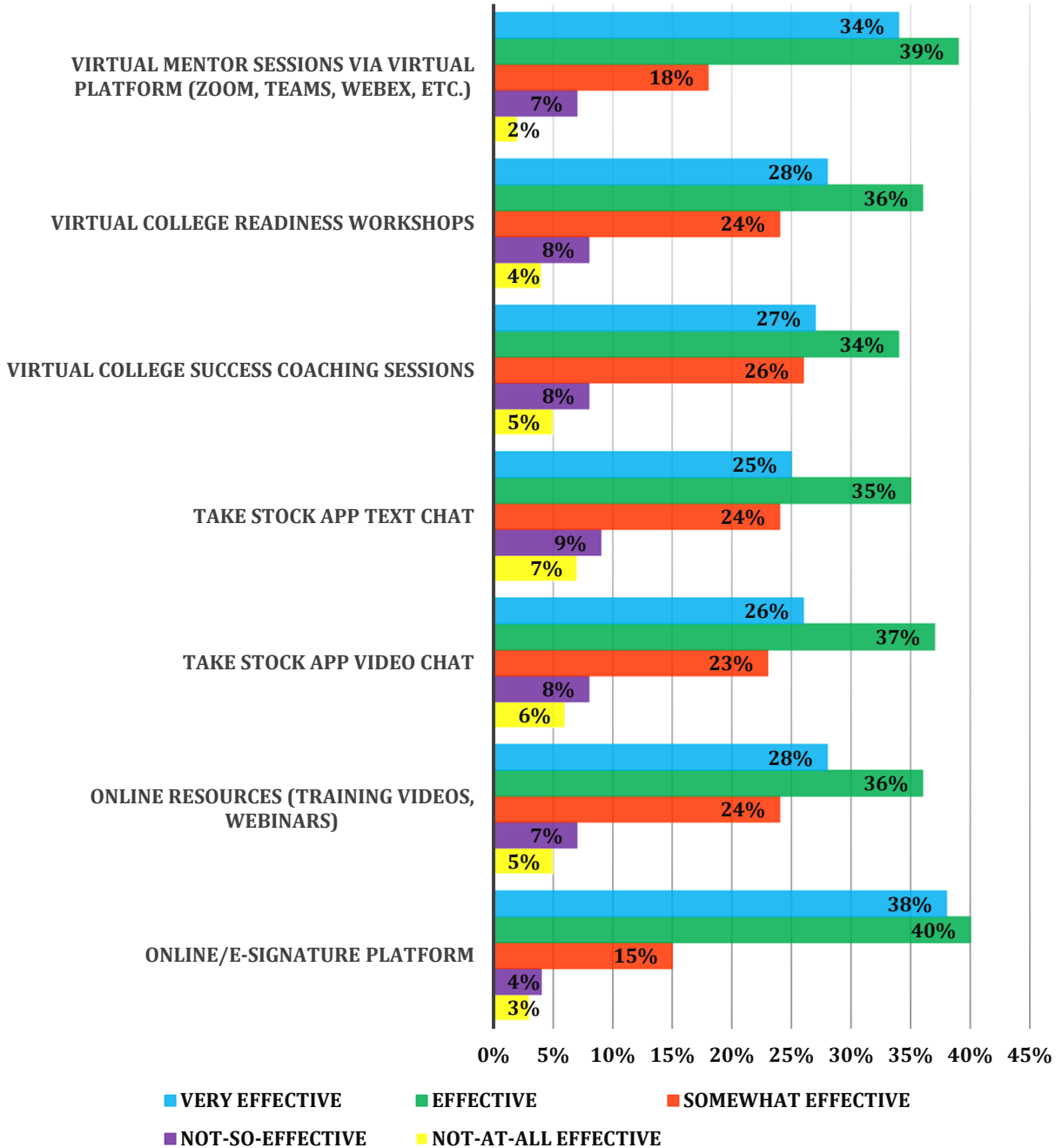
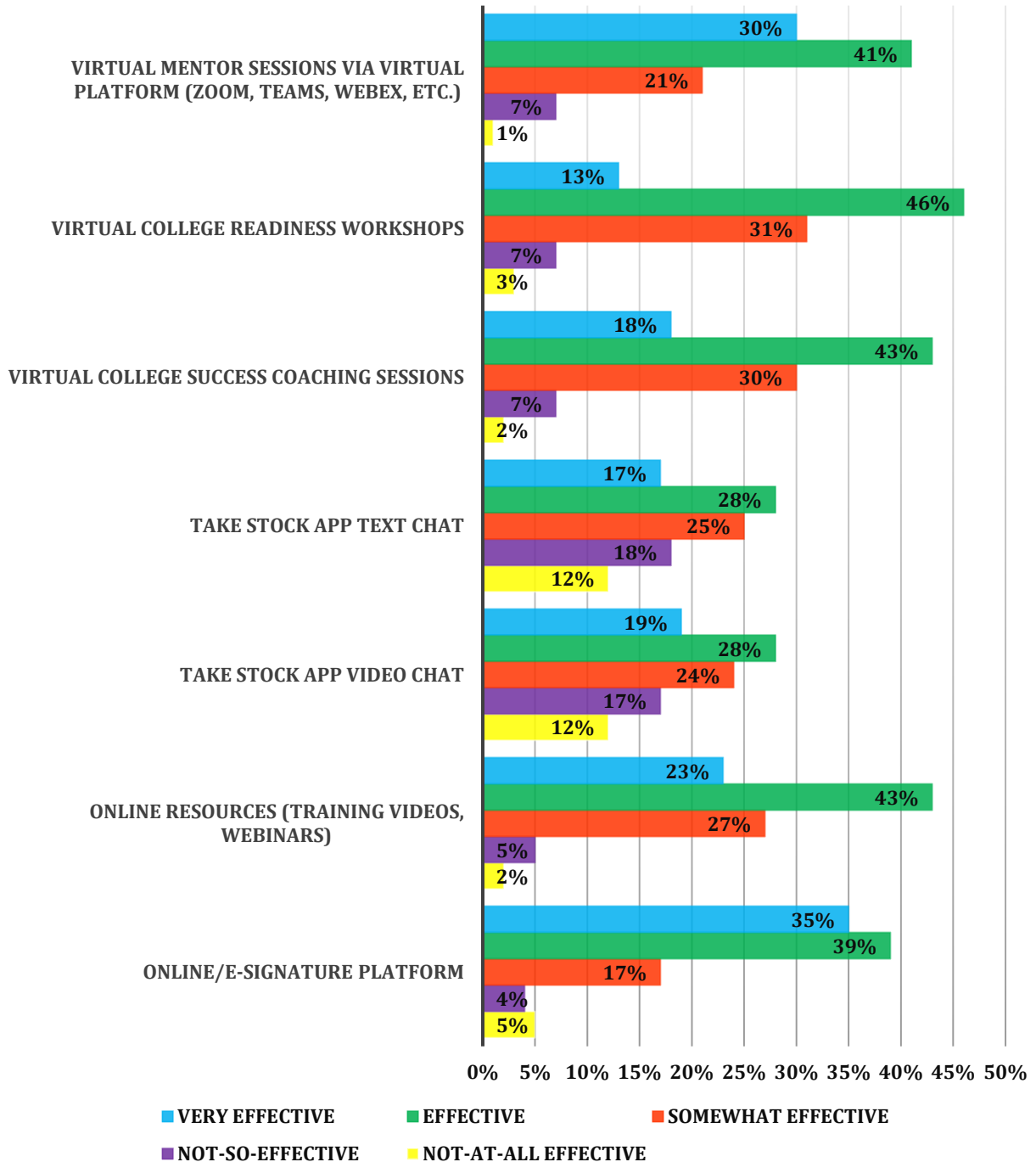
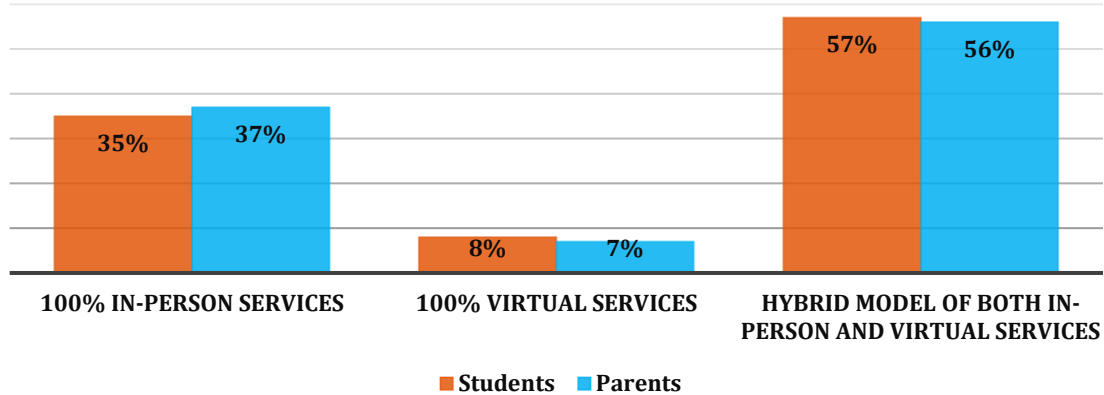


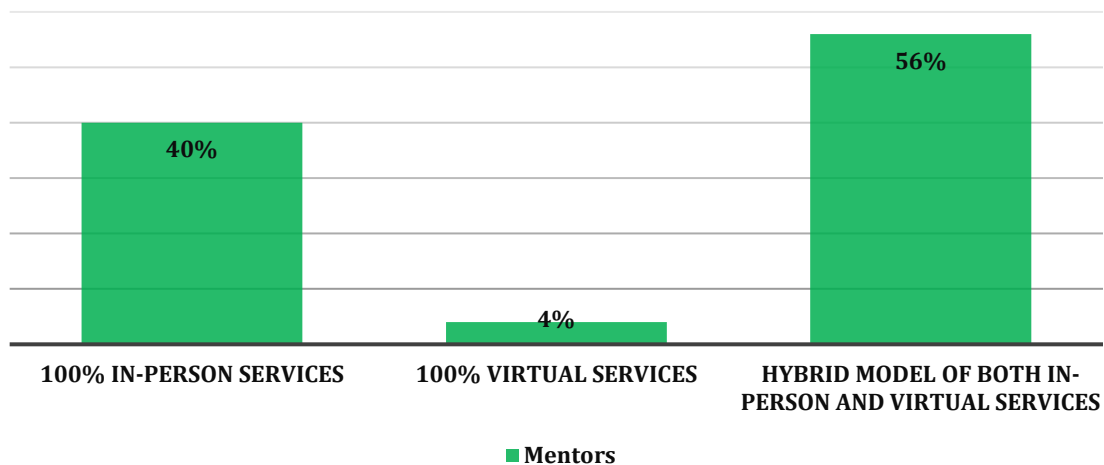
Figure 71: Mentors: Due to COVID-19, Take Stock has adapted its model to include additional virtual service options. How would you rate the effectiveness of each virtual enhancement alternative to in-person student support services listed below.



**Figure 72: Students (n=1,125) and Parents (n=849):
When the COVID-19 pandemic passes, my preference
would be for the Take Stock program to conduct
student support:**



**Figure 73: Mentors (n=1,103): When the COVID-19
pandemic passes, my preference would be for the
Take Stock program to conduct mentoring:**



Observations: Evaluation Questions

Take Stock in Children reviewed the data presented above and compared it to the data on program execution in 2020-2021. A performance assessment along with the associated evaluation questions (included in **Appendix A**) are presented below.

Evaluation Question 1 – *What is the level of program participation?*

Metric: Student enrollment data and demographic information as presented in Tables 3-7.

Assessment: By the end of the 2020-2021 grant year, there were 8,198 students enrolled in Take Stock in Children. New student recruitment challenges have been noted due to postponements at the start of the school year and increased online learning limiting access to students at their school site due to the COVID-19 pandemic. New strategies and technologies have been introduced to transition new student recruitment from in-person to online. While annual enrollment has declined, Take Stock in Children has exceeded the end-of-year enrollment requirement of 8,000 students for the 2020-2021 grant year.

Evaluation Question 2 – *What is the program impact on key indicators of high school completion and college readiness?*

Metric: Student grade point average, attendance rate, and graduation rate from the STAR database report.

Assessment: Take Stock in Children exceeded all three metrics.

A total of 95% of students achieved a GPA of at least 2.0 for Semester 1, and 95% of students maintained at least a 2.0 for Semester 2. A total of 92% of students had fewer than 17 unexcused absences for the 2020-2021 school year. Finally, 97% of seniors completed the Take Stock in Children program and graduated from high school on time.



Evaluation Question 3 – Is Take Stock in Children’s model being implemented with fidelity?

Metric: Meeting at least **85%** of grant objectives by the end of the grant year.

Assessment: The data presented in this evaluation indicated that Take Stock in Children has implemented model fidelity based on the key grant objectives listed in Table 31.

Table 31- Analysis of Model Fidelity Based on Key Grant Objectives

Deliverable	End of Year Objective	Model Fidelity Achieved
1. Student Enrollment	By the end of the year, TSIC will serve at least 8,000 students.	Yes
2. Mentor Match	Mentor-to-student match rate will average at least 90% statewide.	Yes
3. Recruitment Activities	A total of 4 multi-regional mentor recruitment activities will be conducted (one per quarter).	Yes
4. Mentor Recruitment and Training	A minimum of 1,400 new mentors will be recruited, screened, and trained by the end of the grant year.	Yes
5. Mentoring Sessions (Returning Matches)	Students who have been matched with a mentor for the entire grant year will receive an average of 15 mentor sessions by the end of the school year.	Yes
6. Mentoring Sessions (New Matches)	Students with new mentor matches will conduct an average of 2 mentor sessions per each month.	Yes
7. College Success Coaches Visits	Visits will average 1 per semester for grades 6-10, and 2 per semester for grades 11-12	Yes
8. College Readiness Workshops	A total of 4 college readiness workshops will be conducted at each site per year (including 2 sessions focused on college readiness and financial aid procedures for seniors), plus a new student orientation where applicable.	Yes
9. Professional Development	A total of 15 professional development opportunities will be provided for staff by the end of the year with five (5) in Q1, three (3) in Q2, four (4) in Q3, and three (3) in Q4.	Yes
10. Student Academic Performance	A total of 90% of students will improve or maintain a G.P.A. at or above 2.0.	Yes
11. Student School Attendance	A total of 90% of students will improve or maintain satisfactory school attendance.	Yes
12. Graduation Rate	A total of 90% of seniors will successfully complete the Take Stock in Children program and graduate from high school.	Yes

Evaluation Question 4 – How can Take Stock in Children improve the effectiveness and efficiency of implementation?

Metric: Data on model fidelity and key indicators of student impact as detailed in **Table 1** and the Program Data section.

Assessment: The data presented in this evaluation indicates that Take Stock in Children has exceeded all grant deliverable targets for the 2020-2021 year. This evaluation also assesses the Take Stock in Children support model in light of current research in the field of mentoring and postsecondary readiness. This evaluation finds that Take Stock in Children employs several research-based model elements that produce positive student outcomes.

Evaluation Question 5: How has the COVID-19 pandemic affected program outcomes, and how has implementing virtual service enhancements to the Take Stock model mitigated any negative impact?

Metric: Meeting at least 85% of grant objectives by the year-end and customer feedback provided through annual survey data.

Assessment: Data analyzed as part of this Summative evaluation indicates that Take Stock in Children exceeded program deliverables by the end of the grant year (as detailed in **Table 1**). Based on the data collected, it appears that Take Stock has been able to successfully mitigate much of the negative impact of the COVID-19 pandemic by implementing virtual service enhancements. The program impact noted thus far has been outlined below. Take Stock also reported customer feedback on its virtual student service support enhancements as conveyed through student, parent, and mentor surveys conducted in March 2021 and reported as part of the Student, Parent, and Mentor Feedback section of this Summative Evaluation.

Impacts of the COVID-19 Pandemic on Take Stock program metrics:

- **Mentor Recruitment:** Take Stock in Children quickly pivoted to provide virtual training and student support services and provided all the materials electronically to each affiliate program. Mentor, student, and staff training materials were conducted using virtual platforms. In addition, supplementary resources were made available to local affiliate programs via the Take Stock in Children App or website to ensure these essential items were received and utilized correctly. As new resources were introduced and implemented, the number of mentors recruited increased to meet annual deliverable requirements.
- **Mentor Training:** Many of the initial mentor training dates were postponed due to school start delays due to the COVID-19 pandemic, and as a result, many mentors were unable to secure training, clearance, and access to their mentees during Quarter 1 in particular. Despite these roadblocks, Take Stock in Children not only met but also exceeded the deliverable target for this metric. Virtual mentor training

has been implemented as and where needed, and background clearance procedures resumed as normal throughout most areas of the state.

- **New Student Enrollment:** New student recruitment and enrollment were challenged by school start delays and remote learning, making it increasingly difficult to reach those potential eligible Take Stock students in need. Despite these variables, Take Stock in Children met the end-of-year objective for this deliverable. New strategies and technologies were introduced to transition new student recruitment from in-person to online, resulting in increased student recruitment in the later part of the school year.
- **Mentor Sessions:** Prior to the onset of the COVID-19 pandemic, Take Stock in Children developed the Take Stock App to provide mentors and students with ease and consistency of mentor session scheduling and reporting. The Take Stock State Office quickly enhanced the Take Stock App to include secure virtual mentoring capabilities, allowing mentors and mentees to maintain their connection while in-person mentoring opportunities remained limited. Despite the challenges, Take Stock in Children not only met the mentor session deliverable but exceeded the deliverable target for all quarters producing more mentoring sessions than in previous grant years.
- **College Readiness Workshops:** Due to the COVID-19 pandemic, Take Stock has enhanced opportunities for virtual learning through live-online workshops and recorded video content. Utilizing new content delivery methodology, Take Stock in Children exceeded grant workshop requirements for the 2020-2021 grant year.

Recommendations

This evaluation finds that Take Stock in Children has exceeded all program requirements of the 2020-2021 grant year based on the data provided. It is recommended that the Take Stock in Children organization and its program affiliates continue to implement the program with the same level of fidelity and quality that it has throughout this grant year. This is no small feat considering the continued challenges brought on by the COVID-19 pandemic and the unprecedented disruptions for students, parents, mentors, and education professionals to the academic year and daily life. Take Stock in Children provided continued support services through a hybrid model of in-person and virtual support services to all Take Stock in Children students across the network. As the organization moves into the 2021-2022 academic year, Take Stock in Children will continue to consider how the benefits of innovations used and learned during the pandemic can be expanded to help the organization grow or provide more effective and efficient service.

The following are programmatic recommendations for Take Stock in Children to consider as they work to continue the successful implementation of the program.

1. Continue to offer and enhance virtual service opportunities in the areas of student recruitment, mentoring sessions, college coaching, mentor training, professional development, and student college readiness workshops.
2. Consider expansion of support and training for students, mentors, and parents in the area of financial preparedness for college/university.
3. Continue to monitor academic indicators to ensure that students meet all requirements and receive the necessary support to maintain and improve their progress.
4. Continue to initiate, develop, and sustain partnerships to leverage the investment made by the state of Florida to help more students connect with Take Stock in Children support.
5. Continue to invest in technology and data platform advancements to facilitate organizational growth or provide more effective and efficient service.

While Take Stock in Children continues to exceed grant objectives and requirements, there are some areas where additional capacity could be built and programmatic improvements made as detailed in the recommendations above.

Summative Evaluation Conclusion

Take Stock in Children exceeded grant deliverables despite challenges faced due to the COVID-19 pandemic. The Take Stock in Children program continues to be implemented with fidelity. The transition to virtual student support services has played a critical role in maintaining high-level services to students and mentors. It also appears to have been well-received throughout the Take Stock network based on analysis, including affiliate feedback and student, parent, and mentor survey results included in this Summative Evaluation Report.



Guiding Research

Guiding Research: Effects of COVID-19 Pandemic on Low-Income Students

There were already many inequalities to quality education between students in urban and rural areas and students from families with higher and lower socioeconomic status. Even before the COVID-19 pandemic, first-generation students were 71% more likely than continuing generation students to drop out between their first and second year of postsecondary study (Atherton, 2014; Ishitani, 2003). COVID-19 furthered this divide. Early data indicates first-generation, low-income students were disproportionately affected by the unprecedented global health crisis (Goldrick-Rab et al., 2020). Complicating this discouraging trend, even more, completion of the FAFSA (Free Application for Federal Student Aid) is down (DeBaun, 2020).

In the early months of 2020, school closures were widely instituted across the United States as a containment measure for the coronavirus disease 2019 (COVID-19). These school closures increased the inequalities between students in rural areas and from disadvantaged families that lacked access to technology, internet access, and educational resources. As the closures have lingered, the negative impact on education and postsecondary attainment has continued to grow. Though all students have been adversely affected by this disruption somehow, it has become exceedingly clear that pre-existing inequalities in educational attainment have been spotlighted and exacerbated by the pandemic (Bott-Hansson and Tonkin).

Research shows that the Free Application for Federal Student Aid (FAFSA) completion rate is positively associated with college enrollment. The FAFSA completion rate is also an important indicator of postsecondary early access and success (Reeves and Guyot). Historically students of color, students from low-income backgrounds, and those who are first in their families to attend college experience disproportionately lower postsecondary success rates. Low-income students are 29% less likely to enroll in postsecondary education directly after high school than students from high-income families (Ma, Jennifer, et al.). Data released from the National College Attainment Network (NCAN) on November 27, 2020, indicates that FAFSA rates have fallen by 16.23% compared to FAFSA completion during the same timeframe in 2019. The most significant impact has been on low-income students and minority students, with completion rates currently down by 20% in Title 1 Schools, 22.3% in high minority high schools, and 22.4% in small towns and rural areas (DeBaun).

The National Student Clearinghouse Research Center reports that 1 in 5 students from the high school class of 2020 who should have enrolled in college this fall did not. That number is 1 in 3 for students from low-income high schools (NSCRC-NCAN 12-2020 Report). This is the first graduating class impacted by COVID-19, the resulting economic downturn, and a time of exacerbated inequities in health, education, and opportunity.

Guiding Research: Youth Mentoring, College Readiness, and College Completion

This section presents highlights from the research conducted in youth mentoring, college readiness, college success, and completion. Specifically, a current and comprehensive perspective was applied to the evaluation. The evaluation team carefully examined significant studies released in recent years, given the changing landscape and dynamics. The information presented in this report builds upon the research conducted for previous evaluation reports. It is inclusive of information presented in past years and new information discovered for 2020–2021. Take Stock in Children utilizes this information to ensure that its programming reflects the most current trends in the body of research with Youth Mentoring, College Readiness, and College Success & Completion. For an expanded discussion of these points, please refer to **Appendix C** of this report.

Youth Mentoring

Positive Impacts – At-risk youth participating in mentoring typically experience the following positive impacts, as confirmed by current research:

- Improvement in self-esteem;
- Better parental and peer relationships;
- Greater connectedness to school;
- Improved academic performance (including grade point average and test scores);
- Reductions in substance use, violence, and other risky behaviors; and
- Mitigation of the impact of certain risk factors, such as having an incarcerated parent or being a foster youth.

Match Qualities – Mentor-mentee matches that are consistent, close, and enduring have positive impacts. Youth are most positively affected when their mentor makes them feel they matter and are important.

Challenges for Mentoring Programs – The most significant vulnerability for the effectiveness of programs mentoring at-risk youth is premature match closure, defined as an abrupt end to a previously successful mentor-mentee pairing.

Race, Culture, and Ethnicity – In matches where the mentor and mentee are from different races, ethnicities, or cultures, there is some concern about whether the mentor will empathize with their mentee's ethnic and racial identity.

College Readiness

Positive Impacts on College Readiness – At-risk youth who are mentored report setting high educational goals more frequently than their peers without mentors. Mentoring is a highly effective practice for increasing college readiness in youth, particularly for students who do not have college readiness support from family members or school staff. Also, mentors help students set career goals.

Role of Secondary Schools – Secondary institutions can create conditions that foster college readiness in students, such as aligning their curriculum with college coursework and encouraging critical thinking to help in decision-making during college.

Students with Diverse Learning Needs and in Foster Care – The current research on students with diverse learning needs indicates low levels of college readiness among this population. Additionally, research suggests that youth in foster care are interested in having opportunities in high school to prepare them for addressing the logistics of transitioning into higher education.

College Success and Completion

Barriers to Students in Poverty – Research shows that the most significant barriers to higher education faced by students in poverty include:

- Financial pressures;
- Lack of adequate student supports;
- Non-traditional experiences (e.g., parental incarceration); and
- Lower rates of school engagement.

Supports for Students in Poverty – Research suggests that the following supports are most effective for encouraging postsecondary college completion for students in poverty. This information is essential for programs working with high school students to understand the obstacles students face when they reach college and university.

- Mentoring in both high school and college;
- Automated and personalized text messaging to provide students with behavioral “nudges;.”
- Activities to improve confidence and self-efficacy for completing college-level work and an area of study;
- Intensive college advising;
- Appropriate college matching;
- Improved academic preparation for college-level work;
- Additional financial aid for college;
- Increased transfer rates from two- to four-year colleges;
- Easing the transition to college by creating an early connection to college and information on what students should expect when they attend;
- Encouraging engagement on the college campus; and
- Promoting entry for young and re-entry for working adults.

Role of Postsecondary Institutions – Postsecondary institutions can create guided pathways that make the college experience more transparent and accessible. Like the Take Stock in Children mentors in high school, the college advisor plays a critical role in ensuring that students’ needs are met. Students must prepare for the role the advisor will play when they arrive at college or university.

Appendix A – Evaluation Plan Table

Evaluation Question	Metrics & Sources ¹	Method of Analysis	Comparison Data and Reference Points ²
1. What is the level of program participation?	Student enrollment in Take Stock in Children and participation in mentoring and coaching services with College Success Coaches; and College Success Workshops, as well as demographic data from STAR database report	<ul style="list-style-type: none"> Frequencies for county/region and state-level enrollment and demographic data. 	Evaluation results as reported in the 2020-2021 Take Stock in Children Formative and Summative Evaluation reports.
2. What is the program impact on key indicators of high school completion and college readiness?	Student grade point average, attendance rate, and graduation rate from STAR database report.	<ul style="list-style-type: none"> Arithmetic means of state and county/region level average rates. Frequencies and modes to detect outlying data and overall distribution. Comparing averages at the county/region, state, and national levels. 	<p>Evaluation results as reported in the 2020-2021 Take Stock in Children Formative and Summative evaluation reports.</p> <p>Data on district, statewide, and national rates.</p>
3. Is Take Stock in Children's model being implemented with fidelity?	Mentor recruitment, participation, and training; mentor match rates; College Success Coach workshops and student meetings data; progress toward program sustainability through program partnerships, and professional development data from STAR database report.	<ul style="list-style-type: none"> Frequencies for county/region and state level mentor recruitment activities, program participation, training, and match rates, College Success Coach workshop and student meeting data, and professional development data. 	<p>Evaluation results as reported in the 2020-2021 Take Stock in Children Formative and Summative evaluation reports.</p> <p>Meeting at least 85% of state of Florida grant objectives, specifically: a minimum of 1,400 new mentors will be recruited and trained; 90% mentor match rate; students who have been matched with a mentor for the entire grant year will receive an average of 15 or more mentor sessions by the end of the school year; students with new mentor matches will receive an average of 2 mentor sessions per month; College success coach visits (1 per semester grades 6-10, 2 per semester grades 11-12); College readiness workshops conducted in each site (4 per year); and evidence of program partnership development, partner maintenance, and contributions.</p> <p>Recommendations for all objectives where progress is not being achieved or is not likely to be achieved by the end of the program year (June 30).</p>
4. How can Take Stock in Children improve the effectiveness and the efficiency of implementation?	Interviews with (respectively) students, mentors, and parents and Take Stock in Children survey data.	<ul style="list-style-type: none"> Content analysis to identify literal and reflexive patterns and relationships 	<p>Evaluation results as reported in the 2020-2021 Take Stock in Children Formative and Summative evaluation reports.</p> <p>Review of national research on college readiness, mentoring, and college success landscape and best practices.</p>
5. How has the COVID pandemic affected program outcomes, and how has implementing virtual service enhancements to the Take Stock model mitigated any negative impact?	Interviews with (respectively) students, mentors, and parents and Take Stock in Children survey data.	<ul style="list-style-type: none"> Content analysis to identify literal and reflexive patterns and relationships 	<p>Evaluation results as reported in the 2020-2021 Take Stock in Children Formative and Summative evaluation reports.</p> <p>Review of national research on college readiness, mentoring, and college success landscape and best practices on how the COVID-19 pandemic has impacted low-income student success.³</p>

¹ STAR database reports will be pulled by the Take Stock in Children State Office staff as indicated in the implementation section of the evaluation plan. STAR data on student GPA and attendance is entered by Take Stock in Children affiliate staff on a semi-annual basis in March and June of the given year.

² All state of Florida and national data will be pulled from the state's website as indicated in the implementation section of the evaluation plan.

³ A Review of innovations and research in the mentoring and college readiness fields will be conducted to provide a reference point of Take Stock in Children program practices nationally and the impact of the COVID-19 pandemic on low-income students.

Appendix B – Take Stock in Children Logic Model

Needs	Inputs	Activities	Desired Results	
			Short-term	Long-term
<ul style="list-style-type: none"> • Academic Readiness • Connection to career options • Funding to afford higher education • Metacognitive skills for success in education and professional careers • Support and guidance in navigating secondary completion and accessing higher education 	<ul style="list-style-type: none"> • Public and Private Funding for Florida Prepaid Scholarships • Volunteer mentors • College Success Coaches • Community-based affiliated organizations across Florida 	<ul style="list-style-type: none"> • Parent/student contract committing to remain drug-free and to prepare for and attend college • Purchase of Florida Prepaid scholarships • Academic support • Development of metacognitive skills • Development of the value of, aspiration to attend, and skills needed for success in higher education • Early intervention to keep students on track for college • Career exploration and pathway development 	<ul style="list-style-type: none"> • Increased College Readiness (academic, social, and emotional) • Graduation from High School • Entry into Higher Education 	<ul style="list-style-type: none"> • Completion of a college or university program • Entry into a well-paying career • A poverty-free future

Appendix C – Further Research: Mentoring, College Readiness, and College Success

Introduction

The research was conducted on the latest advances in youth mentoring, college readiness, and postsecondary success to benchmark the overall evaluation and a context for Take Stock in Children's work. This external research builds on research collected in previous Take Stock in Children statewide evaluations and adds studies recently conducted to ensure currency in perspective.

Due to the comprehensive nature of Take Stock in Children's model, the research is divided into three categories:

Mentoring (specifically of at-risk youth);

College Readiness (the possession of the skills necessary to enter postsecondary and complete postsecondary-level work); and

College Success (the capability to complete postsecondary and earn a credential or degree).

MENTORING

The literature demonstrating the positive impact of mentoring on at-risk youth is extensive. Research shows that the mentoring of at-risk youth typically leads to the following:

- Improved self-esteem;
- Improved parental and peer relationships;
- Greater connectedness to school;
- Improved academic performance (including grades and test scores)⁴; and
- Reduced substance use, violence, and other risky behaviors.⁵

Furthermore, research has shown that mentoring can help mitigate certain risk factors' impact on students' capacity to achieve. For example, recent studies have shown that quality mentoring practice has the power to improve the likelihood that youth with incarcerated parents achieve positive outcomes.⁶

Mentoring is a particularly impactful intervention for increasing college readiness in youth, particularly those who do not receive college readiness support or preparation via other means, such as family members or school guidance staff.⁷

It is important to note that studies have consistently shown that “dosage” is a factor. That is, the longer the mentorship, the stronger the outcomes.⁸

A 2017 assessment of Project K Youth Development Program (which showed positive development outcomes)⁹ and another on Friends of the Children¹⁰ (which showed decreased child behavior issues and higher emotional resiliency) confirmed these outcomes.

Further, ample evidence exists that identifies the elements of a highly effective mentoring program. One such study, *The Effectiveness of Mentoring Programs for Youth*, a meta-analytic review including 55 evaluations, identified and summarized some key factors of successful mentoring programs:

- Monitoring program implementation
- Providing structured activities for mentors and youth to engage in
- Setting firm requirements around the expected frequency of mentor-mentee contact
- Providing ongoing training for mentors
- Recruiting mentors with experience in a helping role or profession
- Selecting an appropriate setting for the mentoring program
- Encouraging parental support and involvement¹¹

Fernandes-Alcantara's even more recent meta-analysis of research on mentoring programs highlights the need for strong infrastructure to support relationships, such as good recruiting with an eye on the traits of a successful mentor and clear expectations on the part of both mentor and student. When mentoring relationships are close, consistent, and enduring, they lead to positive outcomes for youth, including the following:

- Improved educational outcomes
- Reduction in some negative behaviors, including some criminal behavior
- Improved social and emotional development¹²

There have been few longitudinal studies to determine whether these outcomes are sustained over time, presenting future research opportunities. Furthermore, a “mentoring gap” exists for some special populations, including older youth, homeless and runaway youth, and youth in foster care and the juvenile justice system.¹³

A “mentor gap” refers to the challenge of matching mentors with students who have specific challenges and need specific support from their mentor.

Research on natural mentorships — informal mentors outside of a young person's relatives — sheds light on the qualities of a successful formal mentorship as well. Kelly and Lee found that when young people feel they matter — in other words, that they are valuable and important to others — then delinquency and dangerous behaviors decrease. Also, the need for female mentors as positive role models was apparent.¹⁴

The greatest vulnerability for the effectiveness of programs that mentor at-risk youth is premature match closure, defined as the mentor match ending abruptly. This may occur for many reasons, including but not limited to the following: a poor mentor/mentee fit (e.g., they do not like each other), relocation, the mentor feeling disengaged or intimidated by the

challenge, or parental concern about the mentor. As even the most recent studies show, premature match closure continues to be the most significant factor hampering successful outcomes.¹⁵ The research on the specific reasons why matches end prematurely is emerging. Still, one 2018 study showed a strong link to mentee criminality, engagement in risky behavior, and problems with self-regulation — all behaviors outside the scope of most mentoring programs, even those for at-risk students — due to the need for specialized supports.¹⁶ A 2018 study showed that premature match closure is particularly prevalent for mentees in foster care.¹⁷

The cutting edge of mentoring research assesses the impact of race, culture, and ethnicity on mentoring. Current studies suggest that while matches of the same race, ethnicity, or culture can prove beneficial, the races of the mentors and mentees can differ and still be effective. The critical variable for efficacy is the mentor's capacity for empathy with the ethnic and racial identity of their mentee.¹⁸

COLLEGE READINESS

College readiness is a highly desired outcome for mentoring at-risk youth. This characteristic is often considered a gateway to better-paying jobs (and a life out of poverty), both now and into the foreseeable future.¹⁹ Many definitions of college readiness are prevalent; however, most experts define college readiness as the skills that contribute to a student's capacity to:

- Graduate from high school.
- Take high school courses that postsecondary institutions require to acquire the necessary skills.
- Demonstrate basic literacy skills.²⁰

Specific to at-risk youth, the report *Keeping College Within Reach: Sharing Best Practices for Serving Low-Income and First-Generation Students* highlights research to demonstrate that low-income and first-generation students also need the following to prepare for the postsecondary experience successfully:

- **Cognitive strategies** such as intellectual openness, inquisitiveness, analytical skills, the constructing of well-reasoned arguments, evaluation skills, the formulating of hypotheses, and problem-solving;
- **Content knowledge** in core academic subjects;
- **Academic behaviors** such as self-awareness, self-monitoring, and self-control; and
- **Contextual skills and awareness** such as understanding how colleges function and navigating postsecondary processes such as registration, financial aid, etc.²¹

Emergent research finds two specific practices highly predictive of four-year college enrollment rates: high teacher expectations during the secondary school experience and access to a college preparatory curriculum. These themes point to strategies that secondary schools can employ to further prepare students for college enrollment.²² David Conley writes

that secondary schools can help increase the number of college-ready students by employing four strategies:

- Align the high school curriculum and instruction with college expectations of knowledge, skills, and habits of mind.
- Develop high-quality syllabi in all up-to-date courses, model communication within and between departments, and are aligned with college expectations.
- Implement senior seminars to help keep students engaged throughout their entire senior year.
- Add missing content to high school courses, such as a targeted focus on writing, problem-solving, critical thinking, and interpreting of sources.²³

Mentoring has been shown to positively impact building college readiness in at-risk youth. For example, one study found the following: “Young people who had mentors report setting higher educational goals and are more likely to attend postsecondary than those without mentors. High expectations and higher educational attainment are key factors in life success.”²⁴ More recent research has revealed that at-risk students who receive mentoring develop an increased capacity for setting career goals, which has a synergistic effect on the chances of completing higher education.²⁵

Additionally, experts in the field of college readiness are examining the relationship between college readiness and students with particular risk factors. For example, the research on students with disabilities cites low levels of college readiness among this population.²⁶

POSTSECONDARY SUCCESS & COMPLETION

This section outlines the challenges that students face when they enter postsecondary. This information is critical for programs serving high school students to consider as they prepare them for the postsecondary transition.

Numerous studies have shown that students in poverty have a significantly higher chance of not completing a postsecondary education program than better-resourced peers.²⁷ More specifically, research has identified the most significant barriers faced by students in poverty:

- **Financial pressures:** Many lower-income students need to work while also attending school. This is also common for first-generation college students, a higher percentage of whom left college without credentials because they could not afford to keep going to school, compared to students with at least one parent with a bachelor’s degree or higher.²⁸ Low-income students who received “no strings attached” need-based grant aid are more likely than their peers to stay continuously enrolled in postsecondary, graduate within six years, and accumulate credits at a quicker pace.²⁹

- **Lack of adequate student supports:** Students living in poverty are less likely to have family members with direct relevant knowledge of how to traverse the postsecondary-related processes and make optimal postsecondary-related decisions.³⁰
- **Non-traditional experiences:** Lower-income students are more likely to have multiple obligations outside postsecondary, such as family and work, which limit their full participation in the postsecondary experience.³¹
- **Less engagement with postsecondary life:** Lower-income students are less likely to be engaged in the academic and social experiences that foster success in postsecondary, such as studying in groups, interacting with faculty and other students, participating in extracurricular activities, and using support services. They are also more likely to live and work off-campus and to take classes part-time while working full-time, which limit the amount of time they spend on campus.³²

Conversely, research has revealed the supports most likely to ensure students in poverty succeed in higher education:

- **Having a mentor** in both postsecondary and high school allowed students to cope more effectively with the stresses associated with higher education.³³ Research has shown that mentored students experience higher motivation throughout the school year. Mentored students also present with lower levels of depression and stress during the school year than students who are not mentored.³⁴
- **Automated and personalized text messaging** to remind students about pre-postsecondary tasks and processes and connect them with counselor-based support.³⁵
- Evidence suggests that **intensive postsecondary advising** results in increases in overall four-year enrollment and persistence through the first two years of postsecondary.³⁶
- **Appropriate postsecondary matching** and an understanding of the full range of higher education options available can be remedied by intensive college counseling to improve informed decision-making. Intensive college advising substantially guides students toward the four-year colleges that best suit each student's individualized needs and interests.³⁷

High school behaviors and successes as early as 9th grade are predictive of postsecondary outcomes for all students. Even more powerfully than test scores do, 9th grade GPA predicts the following: 11th grade GPA (which, in turn, plays a role in college admission), high school graduation, college enrollment, and one-year college retention.³⁸ This cycle is also connected with school attendance, as strong attendance is correlated with strong grades.³⁹

The report *Moving Beyond Access, College Success for Low-Income, First-Generation Students* makes a number of recommendations to improve postsecondary completion and success for low-income and first-generation students. Echoing the research on the importance of early grades, many of these recommendations emphasize needs that should be addressed pre-college enrollment:

- **Improve academic preparation for postsecondary:** Taking a rigorous high school curriculum and including advanced mathematics greatly increases the chances that low-income and first-generation students will attend postsecondary, particularly four-year institutions. Early indicators such as “college-ready” score levels on 11th-grade tests (or earlier) can help identify students who need additional support in high school. Colleges and high schools can work together to develop content for 12th-grade students not yet college-ready.⁴⁰
- **Provide additional financial aid for postsecondary:** With adequate resources, low-income, first-generation students can better afford to enroll in four-year institutions or attend postsecondary full-time, both of which increase their chances of earning four-year degrees.⁴¹
- **Increase transfer rates to four-year colleges:** The reality is that many low-income, first-generation students have to begin their studies in the two-year sector. Thus, a greater emphasis on increasing transfer rates from two- to four-year colleges is crucial.⁴²
- **Ease the transition to postsecondary:** Low-income, first-generation students need considerable academic and social, and emotional support as they transition to postsecondary.⁴³ Recent research shows that students who are exposed to campus life and/or college-level coursework during their high school years are more likely to feel comfortable navigating the postsecondary environment, both physically and academically.⁴⁴
- **Encourage engagement on the college campus:** Colleges must remove the barriers (primarily financial) that prevent low-income, first-generation students from fully engaging in the experiences associated with success.⁴⁵
- **Promote entry for young adults and reentry for working adults:** To meet economic competitiveness needs, young working adults need support to get back on the postsecondary track after dropping out or failing to enter immediately following high school graduation.⁴⁶

Some recent studies focus on guided pathways toward postsecondary success, specifically at community colleges. Guided pathways map student end goals by defining meta-majors – broad career-focused fields – along with sequential course guides, milestones, field-specific math requirements, certificates embedded in the degree pathway, and clear connections for career and transfer opportunities.⁴⁷ These clearly defined curricular pathways, coupled with integrated student advising, can lead to student success. Guided pathways “encourage thoughtful major selection and program planning by each student early in a student’s academic career and thus rely on the ability of each student’s assigned academic advisor to help each student make well-informed decisions.”⁴⁸ Early adopters of guided pathways are beginning to see positive outcomes in early indicators such as the number of college credits

earned in the first year, completion of first-year gateway math and English classes, and the number of courses in a program completed in the first year.

This approach accounts for the dynamic nature of decision-making; making a choice about something like a college major happens over time, not all at once, thus heightening the importance of the student-advisor relationship and understanding how a student uses available resources. One key characteristic to consider is the student's tolerance for ambiguity. Those with high levels of ambiguity tolerance will use many resources available to them; advisors can guide them to think critically about their choices. Others with lower levels of ambiguity tolerance will often look to others to make decisions for them; they benefit from advising that helps them grow confidence and self-efficacy. ⁴⁹

The latest financial aid research indicates that additional financial aid supports postsecondary completion by increasing the number of credits attempted each semester (since students are less constrained by price) and the amount of time worked outside of school.⁵⁰ Another recent study in Texas led to the same conclusions, finding levels of aid correlated with credit load, work, and completion.⁵¹ Recent postsecondary success studies have focused on the impact financial aid has on degree completion and postsecondary success, specifically among Hispanic students.

As the number of Hispanic students in colleges and universities increases, there have been many studies on the factors specifically affecting Hispanic college completion. Hispanics are much less likely than other racial and cultural groups to attend a four-year school and complete their program. Some recent studies have focused on how Hispanic students select colleges, especially programs designed to mitigate potential under-matching. For example, one study that examined efforts to recruit Hispanic students to four-year colleges and universities with few existing Hispanic students found that Hispanic students needed additional financial aid to attend school away from home but had no issue adjusting to the culture of unfamiliar parts of the nation or a four-year program.⁵² Other studies have focused on specific success factors for Hispanic students. This research has revealed the influence of academic experience; demographic, personal, and family characteristics; as well as cultural factors in Hispanic postsecondary success.⁵³

RESEARCH CONCLUSION

The research presented above frames the context of the Take Stock in Children model. It also offers evidence regarding the validity of the model's elements and their relevance to the fields of youth mentoring, college readiness, and postsecondary completion.

In the field of **mentoring**, research confirms that at-risk youth experience several benefits when working with a mentor. Also, the extent of the impact of mentoring is directly correlated to the dosage amount (i.e., how long a relationship has been established and how often the mentor and mentee meet). Research also indicates that the greatest threat to successful and impactful mentoring programs is premature match closure or the abrupt discontinuation of the mentor-mentee relationship. The implication of this finding on mentoring programs like Take Stock in Children is that mentor engagement and retention

are extremely important to long-term student success and the overall impact of the model. Mentor training to help students feel important can also lead to more positive outcomes.

In addition to having basic academic and literacy skills, students who are “college-ready” also need to have developed positive behaviors, solid cognitive strategies, and an understanding and awareness of life in an institution of higher education. As indicated above, recent research places additional focus on the importance of developing these skills for specific groups of students, such as those in foster care or those with learning disabilities. As college readiness programs like Take Stock in Children continue to evolve their programming in response to new research, it is critical that their services prepare students according to their individual needs to transition to life in higher education. Secondary schools can also employ deliberate strategies to align with college courses and identify students early who may need additional support to be college-ready.

Finally, research confirms that students in poverty face significant barriers to becoming **college-ready and completing higher education**. However, it also indicates that many highly effective interventions can be pursued while students are in high school to combat these challenges. As noted above, these interventions primarily focus on early preparation measures, initiating student engagement with postsecondary environments, and increasing access to financial supports. Additionally, research shows that engaging in college success and completion approaches that are culturally sensitive can increase the likelihood that students from underrepresented groups will fully access the supports available to them. Colleges can also design guided pathways to help foster students’ decision-making processes and simplify the process to secure a credential and/or transfer to a four-year institution. College readiness programs like Take Stock in Children can nurture students’ self-efficacy and confidence, so they are better prepared for college.

In conclusion, the fields of youth mentoring, college readiness, and college success and completion are continually evolving. Additional research builds the field’s understanding of the specific impacts that interventions can have on students with various characteristics. As a result, youth mentoring and college readiness programs like Take Stock in Children can use this new knowledge to ensure that their models and services are having the most positive impact on the students they serve.

Appendix C – Further Research: Mentoring, College Readiness, and College Success Bibliography/ References

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