



Take Stock in College Summative Evaluation 2021-2022

June 2022

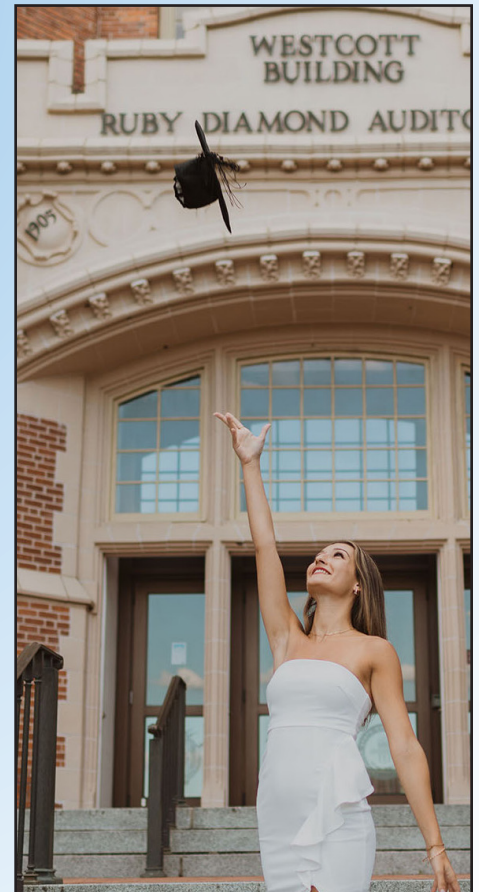
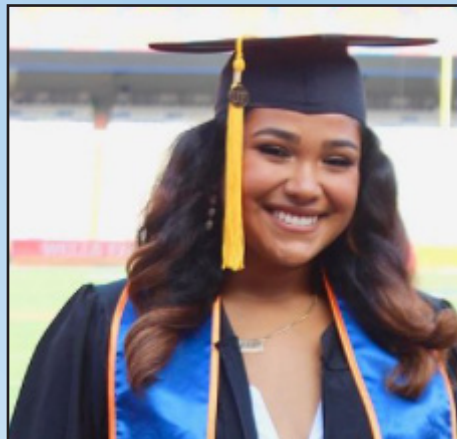


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Executive Summary

The Take Stock in College program was created in 2018 to provide support strategies confirmed by research as effective to help the Take Stock in Children program's high school graduates attain postsecondary degrees. The evidence-based strategies used by the Take Stock in College program are designed to promote Take Stock in College program scholars' postsecondary education persistence and completion. The Take Stock in College program strives to meet the highest levels of postsecondary graduation rates and to mirror the high school graduation rates of the Take Stock in Children program, which consistently remain above 95%. The 2021-2022 academic year marked four years since the inception of the Take Stock in College program. Many of the Take Stock in College program seniors graduating with four-year degrees this past spring were the first cohort to receive Take Stock in College program support throughout their collegiate journey.

Receiving a college degree in the United States is associated with many life advantages, including lower unemployment rates and higher incomes (Irwin et al., 2021). Nevertheless, students who have been historically underserved, including students of color and students experiencing poverty, have had low postsecondary degree attainment. The Take Stock in College program was created to ensure that the \$264 million investment in scholarships for Take Stock scholars, many of whom are students of color and/or students from families with low incomes, resulted in the successful utilization of the scholarship and completion of postsecondary education. The goal was to provide a continuum of support for the Take Stock in Children program students, and connect them with existing college campus resources to support their journey toward postsecondary degree attainment.

Since its founding in 1995, the Take Stock in Children nonprofit organization has supported over 38,000 students from families with low incomes across Florida to graduate from high school and pursue postsecondary education. The well-established Take Stock in Children model offers multi-year services for deserving academically qualified students in middle and high school. The three-pronged service approach includes access to a caring volunteer adult mentor, college readiness services, and a Florida Prepaid Project STARS Scholarship. The unique combination of these components has demonstrated its effectiveness. At the writing of this report, 97% of Take Stock students graduate from high school, and 88% enter two- or four-year postsecondary programs. Given the success of the Take Stock in Children model, the Take Stock nonprofit organization embarked on the logical next step and founded the Take Stock in College program.

Every Take Stock in Children program graduate receives a Florida Prepaid Project STARS scholarship to facilitate postsecondary degree attainment. These scholarships are just the first step. Take Stock in College program scholars, many of whom are first-generation college attendees, frequently need additional support to successfully complete their degrees. In response to that need, the Take Stock in College program was created to provide a continuum of research-based supports to promote college success. Collaboration

with existing supports is vital. The program works closely with local Take Stock in Children affiliate partners, key regional and statewide stakeholders, and staff at Florida's 40 public colleges and universities. The Take Stock in College program does not duplicate services already provided by Florida's postsecondary institutions but instead connects scholars to existing resources and services.

Take Stock in College program scholars currently graduate college at a rate of 70%, which is much higher than the state average of 27% for students from families with low incomes. The Take Stock in College program also engages in data-driven decision-making to expand its reach across Florida's 40 public colleges and universities, and to provide personalized, consistent communication with Take Stock in College program scholars. The Take Stock in Children program provides trusted support to students beginning in middle school and through high school. The Take Stock in College program is the next step in the continuum of care promoting students' success in college, career, and life.



Evaluation Purpose

The University of Florida Lastinger Center for Learning (“Lastinger Center”) was invited to provide an external evaluation of the Take Stock in College program for the 2021–2022 grant year. The Lastinger Center was asked to synthesize findings across multiple sources and make recommendations for the Take Stock in College program’s continued improvement. The Lastinger Center sought to answer these questions:

1. What evidence supports statewide postsecondary supports as impacting student behavior and postsecondary persistence?
2. Is the Take Stock in College program model being implemented with fidelity?
3. What is the development status of Take Stock in College program activities and how are scholars engaging in activities?
4. What is the Take Stock in College program’s impact on key indicators of increasing postsecondary graduation rates/degree attainment?
5. How can the Take Stock in College program improve the effectiveness and the efficiency of implementation to reflect the significant return on investment of the program for the state of Florida?
6. How has the COVID-19 pandemic affected outcomes of the Take Stock in College program, and how has implementing virtual service enhancements to the Take Stock in College program model mitigated any negative impact?

The external evaluation was conducted in two parts: a formative and summative evaluation. The formative assessment considered evidence of progress towards the end-of-year objectives and overall implementation fidelity from the first two quarters. The purpose was to provide a snapshot of the program’s progress up until that point and recommendations to promote final achievement of yearly goals.

The evaluation process concludes with this summative evaluation. In conducting this evaluation, the Lastinger Center considered evidence from all quarters to determine whether the Take Stock in College program met its yearly objectives. This report details that achievement in addition to highlighting areas of considerable programmatic strength and areas of potential improvement.

Summary of Findings

The Lastinger Center reviewed relevant program literature, examined program and survey data provided by the Take Stock in College program, and conducted qualitative interviews to explore evaluation questions aimed at understanding how the Take Stock in College program is supporting the students toward degree attainment. Combined, these data confirmed that the Take Stock in College program is on track to meet deliverables and achieve program goals for 2021–2022. Surveys with Take Stock in College students and interviews with Take Stock in College students, postsecondary staff, and participating affiliates confirmed the success of the program. Overall, the Take Stock in College program should continue its efforts in implementing evidence-based strategies, sharing information about these opportunities with key stakeholders, and building collaborative partnerships at all colleges and universities.



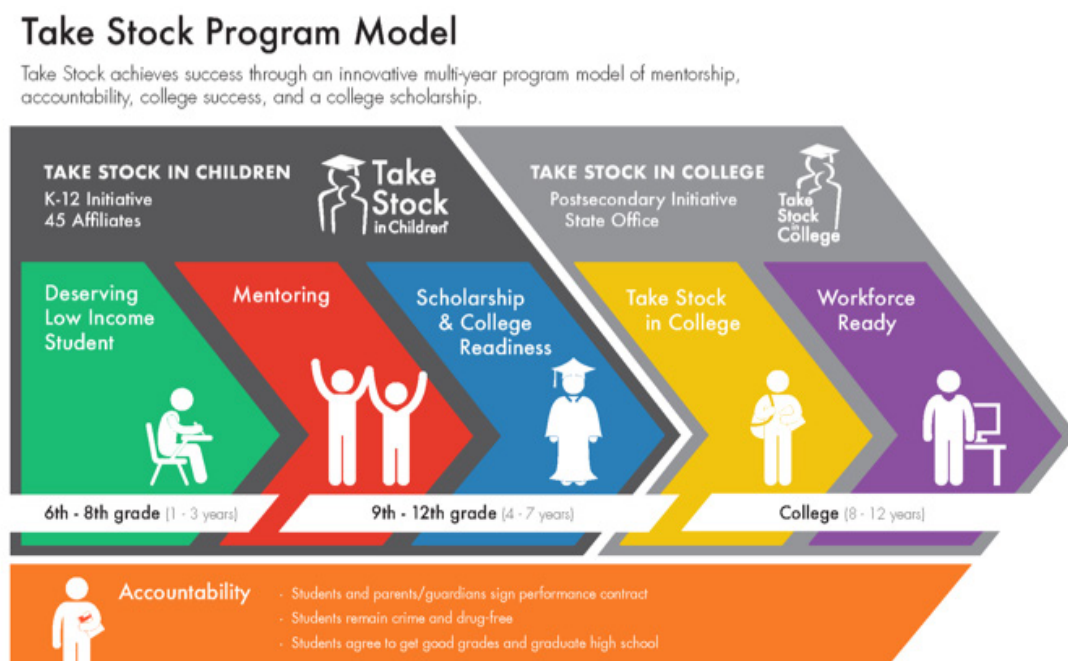
Description of the Take Stock in College Program

Children experiencing poverty – who are disproportionately represented by students of color – often face challenges in completing high school and postsecondary education. Reduced opportunities stem from multiple factors, including historical housing segregation leading to school funding disparities (Orfield, 2013) and limited school resources leading to fewer opportunities for student academic enrichment and growth (Stearns & Glennie, 2010). Furthermore, COVID-19 has taken unprecedented health and economic tolls on children and families, which includes reduced access to college. Without higher education, historically underserved and underrepresented students are unable to benefit from many of the opportunities presented in the current economy. As a result, children may continue experiencing poverty into adulthood.

The purpose of the Take Stock in College program is to increase the postsecondary graduation rate of Take Stock scholars. It aims to accomplish this by connecting scholars with existing resources at each of Florida's 40 public state colleges and universities, and provide additional student support services and coaching to students. The Take Stock in College program is available to all Take Stock in Children students currently enrolled in Florida's public postsecondary institutions. The intent of the initiative is not to duplicate additional services provided by postsecondary institutions, but rather to leverage those already in place by actively connecting students to institutional resources. By doing this, the Take Stock in College program builds the successful continuum of support that students utilize throughout their middle school, high school, and postsecondary experiences. Figure 1 illustrates this support model.

Figure 1. The Take Stock Support Model

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



Program History

The 2021–2022 academic year marked the Take Stock in College program’s fourth year. Table 1 provides a summary of the many milestones achieved during these four years.

Table 1. Take Stock in College Program Milestones

Academic Year	Milestones
2018–2019	• The Take Stock in College program, a postsecondary completion program of the Take Stock in Children nonprofit organization, launched in July 2018. • Take Stock Connect online community platform launched in October 2018. • The Take Stock in College program worked to provide supports to Take Stock collegiate scholars through Take Stock in College Clubs and Student Ambassadors at Florida’s 40 public universities and college campuses.
2019–2020	• The Take Stock in College program pivoted to virtual activities and supports in response to the COVID-19 pandemic in Spring 2020. • Launched mental fitness and focus, and financial aid series.
2020–2021	• The Take Stock in College program continued to adapt and innovate supports for scholars to mitigate the effects of the ongoing COVID-19 pandemic, including virtual office hours. • The Take Stock in College program, in partnership with the Helios Education Foundation, distributed student support fund grants to 2,405 college students in response to difficulties caused by the pandemic. • The Take Stock in College program launched a social media campaign featuring student ambassadors to communicate with students on their platforms.
2021–2022	• Sunny, the AI Chatbot , was introduced as part of the Take Stock in College texting program to increase engagement with students. • The first cohort of Take Stock in College student scholars graduated with a four-year degree.

The Take Stock in College program was a logical next step for the Take Stock in Children nonprofit organization. The Take Stock in Children program was founded in 1995 to counter a troubling and persistent high school dropout rate. Initially created by a local education foundation with the support of concerned community leaders, the initiative sought to provide resources to high-potential students from families with low incomes to graduate from high school, go to college, and transition successfully into careers.

In 1995, the Take Stock in Children program served 500 students. Local businesses soon took notice, recognizing Take Stock in Children's potential as a valuable tool for building a more educated workforce. Among others, Florida's largest bank and largest grocery chain urged the program to expand. One year later, the Take Stock in Children nonprofit organization had affiliate programs in every Florida county. The simplicity of the program and its emphasis on local community involvement helped the organization to thrive in diverse environments statewide. The next logical step was to expand services to support scholars throughout the completion of their postsecondary education through the Take Stock in College program.



The inaugural year of Take Stock in College (2018–2019) focused on building awareness of the program. In the subsequent years (2019–2020, 2020–2021, 2021–2022), the Take Stock in College program implemented research-based strategies to support students' persistence and completion of postsecondary education. As with other educational programs, the COVID-19 pandemic impacted the Take Stock in College program. The organization quickly pivoted from in-person events and student contact to virtual activities, which includes but is not limited to the following:

- one-on-one virtual coaching sessions
- high-touch text nudging campaigns
- informative webinars with guest lecturers in conjunction with campus and community partners
- student engagement via social media featuring student ambassadors

In addition to pivoting to virtual activities, the Take Stock in College program offered scholars emergency assistance through grants and support. The continued use of these resources and additional supports assist students as they navigate postsecondary environments and persist toward degree attainment.

The First Year of Sunny, the AI Chatbot

In 2021, the Take Stock in College program secured a state-of-the-art artificial intelligence (AI) chatbot named Sunny. A chatbot is a program that uses AI technology to interact with a person in a way that resembles a conversation. Sunny enabled the Take Stock in College program to interact with scholars by sending text nudges, which remind students to do an action and have successful behaviors (see Figure 2), and interactive texts, to which students can respond. Sunny is programmed to answer the responses (see Figure 3). These interactive messages can increase student engagement and sense of belonging, and can sometimes serve as survey questions that can be applied to programming to meet the current needs of students. In this way, Sunny, the AI Chatbot, can provide targeted student support and identify students in need in the Fall and Spring semesters. For example, it can identify students experiencing “summer melt,” or those admitted students who do not attend college in the fall. The Take Stock in College program combats this phenomenon with specific programming geared towards incoming first-year scholars, such as understanding their financial aid award letter and how to register for classes.

The Take Stock in College program continues to build out the knowledge base of Sunny, the AI Chatbot. This knowledge includes a wide range of topics, from FAFSA and financial aid to information about the specific institution

Figure 2. Text Nudge

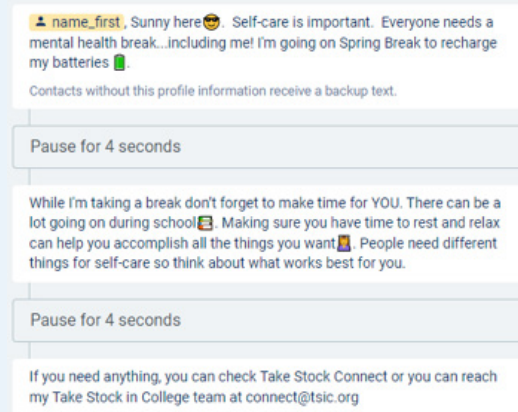
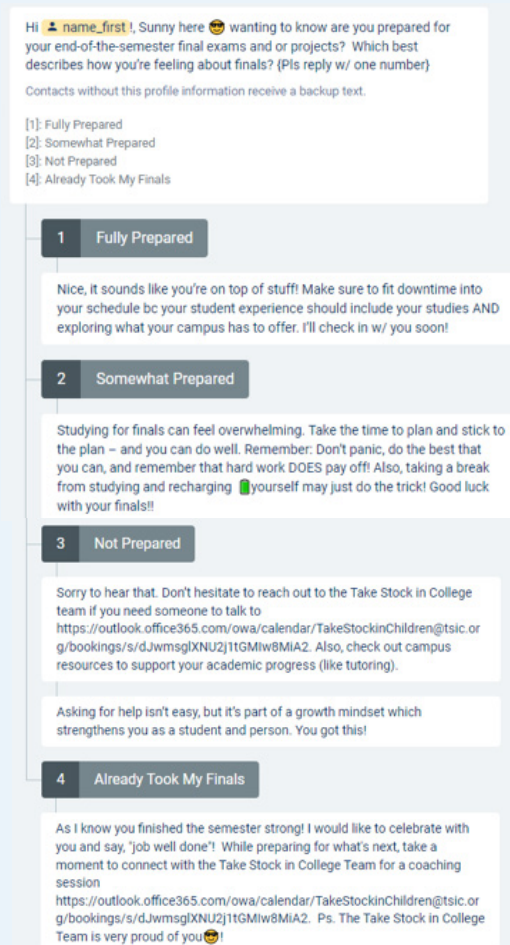


Figure 3. Interactive Text



the student attends. While Sunny can answer a student's questions, the AI Chatbot also allows Take Stock in College program staff members to live chat with students and help them directly within the chatbot system if needed. Sunny can also direct questions to Take Stock in College program staff members if it cannot answer the questions. The Take Stock in College program utilizes Sunny to help generate targeted interventions for its students, especially those within the thirty percent struggling with postsecondary degree attainment. For instance, sending questions about FAFSA completion enables the Take Stock in College program to target those students who have yet not completed it, allowing the program to send more resources, encouragement, or personal follow-ups to ensure the students complete it. This is important, as FAFSA completion is an indicator of postsecondary persistence. While Sunny has always been used to gather student feedback, the Take Stock in College program continues to explore ways to maximize this tool. In previous years, surveys were usually conducted through an online survey platform. This year, the program tried asking some of those questions through Sunny to see if there was an increase in student responses (see Figure 4). The survey was tested on the senior class, and it showed a greater response rate than that of the online survey.

Figure 4. Robust Survey Questions

Hi name_first, we have a couple more questions for you today! It's quick! Let's go! Did you participate in any Take Stock in College programming for 2021-22 academic year (ex: virtual one-on-one office hours, webinars, Take Stock Connect, etc.)

Contacts without this profile information receive a backup text.

Y Yes

Overall, how satisfied were you with the Take Stock in College program?

[1] Very satisfied
[2] Somewhat satisfied
[3] Neither satisfied nor dissatisfied
[4] Somewhat dissatisfied
[5] Very dissatisfied

1 Very satisfied

Thank you for your feedback! This will help our future incoming freshman. I'll be back tomorrow with a few more questions.

2 Somewhat satisfied

→ Thank you for your feedback! This will help our future incoming freshman. I'll be back tomorrow with a few more questions.

3 Neither satisfied nor dissatisfied

→ Thank you for your feedback! This will help our future incoming freshman. I'll be back tomorrow with a few more questions.

4 Somewhat dissatisfied

→ Thank you for your feedback! This will help our future incoming freshman. I'll be back tomorrow with a few more questions.

5 Very dissatisfied

→ Thank you for your feedback! This will help our future incoming freshman. I'll be back tomorrow with a few more questions.

N No

Can you share why you weren't able to participate in these programs? We understand life gets busy. These answers will help us provide a better experience for future Take Stock in College students.

[1] I didn't have time/I was very busy with school
[2] The subject matter was relevant to me.
[3] I wasn't aware of the resources
[4] Other

1 I didn't have time/I was very busy with school

→ Thank you for your feedback! This will help our future incoming freshman. I'll be back tomorrow with a few more questions.

2 The subject matter was relevant to me.

→ Thank you for your feedback! This will help our future incoming freshman. I'll be back tomorrow with a few more questions.

3 I wasn't aware of the resources

→ Thank you for your feedback! This will help our future incoming freshman. I'll be back tomorrow with a few more questions.

4 Other

In your next message, reply with any feedback

The Take Stock in College program is considering how Sunny can be used in the future to enhance programmatic initiatives. Among the 6,500 students who Sunny contacted in the first year, the program achieved an overall 91% engagement rate. Over 43% “actively” engaged with Sunny (e.g., Sunny messaging a student and the student responding) and 48% “passively” engaged with Sunny (e.g., students reading the messages, potentially leading to completion of critical activities). These encouraging results have demonstrated to the Take Stock in College program that being strategic in employing messaging is key to influencing students’ engagement with navigating resources and services. Sunny will be integrated with Take Stock’s new constituent relationship management (CRM) system called HOPEforce data system (Harnessing Opportunities through Postsecondary Education). This integration will assist in scaling the program’s work, allowing for data in real-time, and increasing postsecondary completion for Take Stock in College program scholars. Integrating these new technologies into the Take Stock in College program will allow more proactive support to serve students better and be more intentional with programming.

Themed Programming

The Take Stock in College program delivers comprehensive postsecondary persistence programming through weekly outreach curricula (see programming description in Appendix A). Topics are chosen that are relevant to college students’ common needs and concerns, such as adjusting to college life, mental fitness and focus, and career planning. Social media posts and resources, such as the College Corner Podcasts published on Instagram TV, Spotify Podcasts, Google Podcasts, and Apple Podcasts, are planned to align with the programming’s topics (see a sample of social media programming in Appendix B). Much of Take Stock in College’s programming includes third-party expertise around financial aid, mental health, and academic success, career goals, and degree completion.

Coaching Support

The Take Stock in College program offers individual coaching opportunities for students. These one-on-one connections are designed to boost college success factors and connect students with key resources on campus. To encourage students to schedule coaching appointments, the program conducts numerous student outreach initiatives, including engaging with postsecondary partners at public colleges and universities, planning and hosting virtual events, and guiding Student Ambassadors as they engage with students for peer-to-peer support. The Take Stock in College program uses a range of resources to address the barriers students face in completing their degrees, connecting students to campus services and resources already available to them.

“[The Take Stock in College Program] supports student completion... We have 45,000 students seeking credits and trying to wrap our arms around every single one of them can be difficult... having external agencies with coaches and specialists that work with students in addition to what we do is very supportive to our college. They are also capable of doing beyond what advisors can do, which can sometimes feel limited to such as monthly check-ins with the students.”

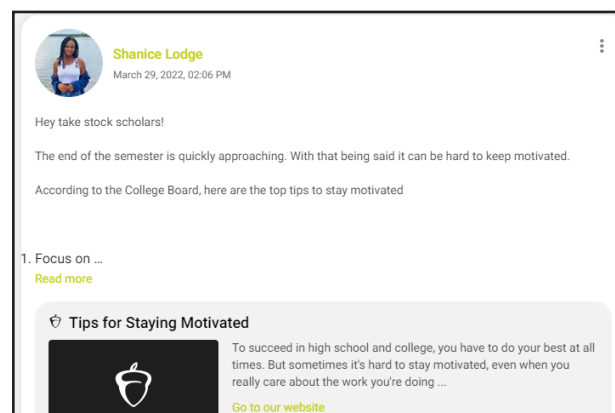
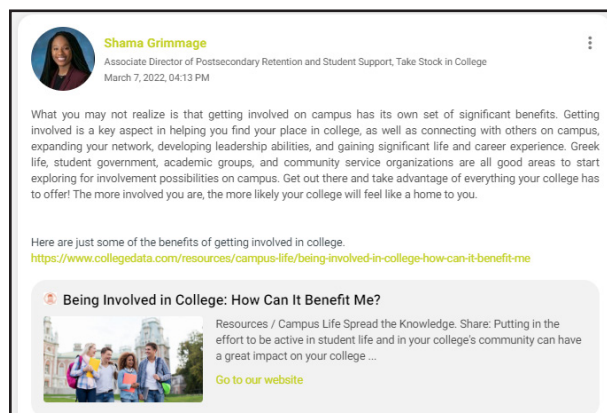
-Postsecondary Partner Institution Staff

Innovative Use of Technology and Social Media

The Take Stock in College program employs innovative technology platforms to communicate important information with their college-enrolled students, such as scholarship opportunities and resume writing tips.

Take Stock Connect, an Online Community

Take Stock Connect was designed as an online community platform where Take Stock in College program scholars can interact with and find support from other students, including those students from their own campus or all Take Stock in College scholars across Florida. Take Stock Connect acts as an internal message board, resource library, virtual event organizer, and support network. Students can post questions on the main feed or in their college groups, receive advice from Student Ambassadors, and even directly message the Take Stock in College program team.



Sunny, Targeted Nudging Campaign, and Rapid Data Collection

This academic school year, the Take Stock in College program piloted the use of Sunny, the AI chatbot system, to provide text nudges to direct students toward successful behaviors. A nudge is a brief message that serves as a reminder and encourages students to take action. Nudges this past academic year included topics such as FAFSA completion, participation in informational webinars, and key opportunities for social-emotional connection with the Take Stock in College program.

The implementation of Sunny was different from the previous year's effort at text nudging in that it incorporated artificial intelligence, or AI. The AI component allowed Sunny to offer conversational support and build parasocial, or one-sided, relationships with scholars. Sunny was designed to encourage students to both "actively" engage (e.g., Sunny messaging a student and the student responding) and "passively" engage (e.g., students reading the messages, potentially leading to completion of critical activities). A growing evidence base supports the effectiveness of passive engagement. Thus, even though Take Stock in College scholars may not respond to Sunny directly with a text message, they may still be prompted to important actions that will promote their postsecondary education persistence and completion, such as completing their FAFSA in a timely manner.



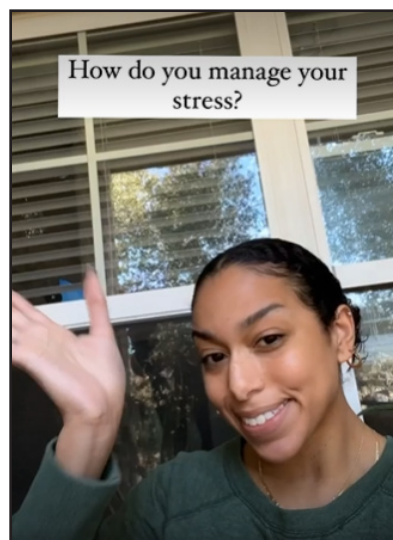
In addition to targeted nudging, Sunny was also used this past spring to administer four short surveys to seniors. These surveys were adaptive, in that follow-up questions varied based on students' previous responses. For example, scholars who answered they had not participated in Take Stock in College programming activities were asked why they had not participated. The response rate to Sunny's initial survey was approximately five (5) times greater than the response to the online survey, and although the response rate decreased over time, it was still greater than the online survey. Thus, this year demonstrated that Sunny could be used to quickly and efficiently collect student feedback.

This past academic year, Take Stock in College program staff used student data gathered from Sunny to provide individualized intervention plans to students with multiple risk factors and to assist them with problem solving. This human connection has the potential to help students work through various obstacles that are hindering their progression toward postsecondary degree completion. In the future, the Sunny AI chatbot system will be fully integrated into Take Stock's new constituent relationship management (CRM) system, HOPEforce. This will allow the Take Stock in College program to connect with students who are at risk of dropping out and intervene using PERSIST strategies. These PERSIST strategies focus on seven factors identified in research as strong predictors of student retention: successful progression through the postsecondary education program, financial support, institutional commitment, social support, social involvement, academic optimism and sense of self-efficacy, and academic skills.

Take Stock in College Student Ambassadors

Student ambassadors serve in the role of Postsecondary Degree Attainment Influencers. It is through this innovative approach that the Take Stock in College program has increased its social media reach, or the total number of people seeing the content, and social media engagement by over 150%. The content and topics covered by social media posts are planned to align with the curriculum topics (Appendix B). These posts address issues such as FAFSA completion, financial planning, academic success, mental fitness and focus, first-generation student success, and adjusting to college life. Student ambassadors work with Take Stock in College program staff to facilitate virtual webinars and podcasts and engage with students virtually on Take Stock Connect. These activities are aimed at further engaging students in campus life at each college or university.

In the 2020–2021 academic year, the Take Stock in College program began featuring students on social media pages to offer near-peer advice, pivoting to engaging with students via social media to be more responsive to students. The Take Stock in College program started working with student ambassadors on social media content creation in the 2020–2021 academic year. During the 2021–2022 academic year, Take Stock in College employed 40 student ambassadors to create relevant student-centered content every month across the state of Florida. Student ambassadors are trained and work with Take Stock in College program staff to ensure successful service delivery. Student ambassadors are full-time Take Stock in College program scholars at their postsecondary institution. Each student ambassador completes a background check and signs an attestation of good moral character form. Following training, Take Stock in College formally engages the student ambassador. They are awarded a \$500 stipend per semester for their service.



"I am a student ambassador at New College of Florida. I connect with other students as well as other ambassadors in other colleges. We talk about ways to engage students with the program. My job is to be a point of contact and guiding figure to those in college. I like [being an ambassador] because we can be a bridge between the student and staff members. It also gives me a lot of great leadership experience and monetary compensation."

-Take Stock in College Student Ambassador

Virtual Office Hours

In response to the COVID-19 pandemic, the Take Stock in College program began to offer virtual office hours where scholars could schedule virtual one-on-one appointments with Take Stock in College staff members. There was more student engagement from students meeting virtually and higher response rates from students because students live in a virtual and mobile world. The Take Stock in College program was able to meet students where they are. Students are encouraged to make appointments with program staff through Sunny and Take Stock Connect. The Take Stock in College program conducted over 300 virtual one-on-one appointments in the 2021-2022 academic year. These one-on-one virtual coaching opportunities continue to be provided to all 6,500+ Take Stock in College student scholars, allowing them to build personal connections with program staff. These coaching session topics range from academic resources and time management to emotional wellbeing as well as others.

“As a freshman, I did not have much guidance from the school. I had to figure out everything on my own.... Take Stock helped me even choose my own major and helped me feel like I always had guidance.”

-Take Stock in College Program Scholar

College Success Learning Resources

Numerous multimedia resources are provided to Take Stock in College program scholars, each designed to support postsecondary degree attainment by boosting first-generation student performance, increasing self-efficacy, and navigating campus resources. The multiple types of multimedia resources are all designed to increase student engagement, and they include webinars, informational videos, College Corner podcasts, and the Take Stock in College blog.



Take Stock in College Contracted Deliverables

The State University System of the Florida Board of Governors (BOG) set forth contract deliverables that must be met for Take Stock to receive funding in support of the Take Stock in College program. The Take Stock in College program has met or exceeded all required deliverables (see Tables 2–5).

Table 2. Quarter 1 BOG Deliverables

Quarter 1: July 1 – September 30, 2021			
Quarter 1 BOG Deliverables		Submitted to BOG	Approved by BOG
1	Maintain appropriate staffing, including, but not limited to identifying, vetting, and hiring: Postsecondary resource specialists, Communications and Social Media Manager, and Social Media Fellow.	✓	✓
2	Identify, vet, and contract (stipend) at least 20 of 40 student ambassadors at the 40 public colleges and universities, or more than one ambassador at a college or university where Take Stock in College program student enrollment would require additional student ambassador services.	✓	✓
3	The Take Stock in College program will complete at least 75 virtual one-on-one student meetings/appointments.	✓	✓
4	Expose Take Stock in College program scholars to a minimum of 3 multimedia College Success Learning Resources.	✓	✓
5	Implement an SMS text messaging with high-touch nudging 7 times this quarter.	✓	✓
6	Submit an Evaluation Plan.	✓	✓



Table 3. Quarter 2 BOG Deliverables

Quarter 2: October 1 - December 31, 2021			
Quarter 2 BOG Deliverables		Submitted to BOG	Approved by BOG
1	Replace positions as needed by identifying, selecting, and onboarding staff members including, but not limited to, Postsecondary resource specialists, Communications and Social Media Manager, and Social Media Fellow.	✓	✓
2	Identify, vet, and contract (stipend) at least 40 of 40 student ambassadors at the 40 public colleges and universities, or more than one ambassador at a college or university where Take Stock in College program student enrollment would require additional student ambassador services.	✓	✓
3	The Take Stock in College program will complete at least 75 virtual one-on-one student meetings/appointments.	✓	✓
4	Expose Take Stock in College program scholars to a minimum of 3 multimedia College Success Learning Resources.	✓	✓
5	Implement an SMS text messaging with high-touch nudging 7 times this quarter.	✓	✓
6	Submit a Formative Evaluation of the program that will examine the progress made to the program goals and provide recommendations on ways to improve implementation. An independent party conducts the evaluation.	✓	✓

Table 4. Quarter 3 BOG Deliverables

Quarter 3: January 1 - March 31, 2022			
Quarter 3 BOG Deliverables		Submitted to BOG	Approved by BOG
1	Replace positions as needed by identifying, selecting, and onboarding staff members including, but not limited to, Postsecondary resource specialists, Communications and Social Media Manager, and Social Media Fellow.	✓	✓
2	Develop and provide in-service training attended by at least (40) staff and student ambassadors; training will be selected based on needs identified to create new or build existing capacity	✓	✓
3	The Take Stock in College program will complete at least 75 virtual one-on-one student meetings/appointments.	✓	✓
4	Expose Take Stock in College program scholars to a minimum of 3 multimedia College Success Learning Resources.	✓	✓
5	Implement an SMS text messaging with high-touch nudging 7 times this quarter.	✓	✓
6	Summary report of annual student survey results.	✓	✓

Table 5. Quarter 4 BOG Deliverables

Quarter 4: April 1 – June 30, 2022			
Quarter 4 BOG Deliverables		Submitted to BOG	Approved by BOG
1	Replace positions as needed by identifying, selecting, and onboarding staff members including, but not limited to, Postsecondary resource specialists, Communications and Social Media Manager, and Social Media Fellow.	✓	✓
2	Develop and provide in-service training attended by at least (40) staff and Student Ambassadors; training will be selected based on needs identified to create new or build existing capacity.	✓	✓
3	The Take Stock in College program will complete at least 75 virtual one-on-one student meetings/appointments.	✓	✓
4	Expose Take Stock in College program scholars to a minimum of 3 multimedia College Success Learning Resources.	✓	✓
5	Implement an SMS text messaging with high-touch nudging 7 times this quarter.	✓	✓
6	Submit Summative Evaluation of the program to determine if the goals identified in the evaluation plan were met and provide recommendations to improve future implementation.	✓	In progress



Evaluation Method

As described above, The UF Lastinger Center examined multiple sources of data to understand how the Take Stock in College program is supporting students toward postsecondary degree attainment. The purpose of the Take Stock in College program evaluation was to answer the following questions:

1. What evidence supports statewide postsecondary supports as impacting student behavior and postsecondary persistence?
2. Is the Take Stock in College program model being implemented with fidelity?
3. What is the development status of Take Stock in College program activities and how are students engaging in activities?
4. What is the Take Stock in College program impact on key indicators of increasing postsecondary graduation rates/degree attainment?
5. How can the Take Stock in College program improve the effectiveness and the efficiency of implementation to reflect the significant return on investment of the program for the state of Florida?
6. How has the COVID-19 pandemic affected Take Stock in College program outcomes, and how has implementing virtual service enhancements to the Take Stock model mitigated any negative impact?

The 2021–2022 Take Stock in College program evaluation was conducted in two parts: a Formative Evaluation and a Summative Evaluation. This report details the results of the Summative Evaluation, and its purpose is to determine whether the Take Stock in College program implemented their programs with fidelity to the model, met grant requirements, and achieved annual targets. In addition, it will offer recommendations for continued improvement of the Take Stock in College program.



Different sources of data were examined during the evaluation, specifically:

1. Literature Review: The Lastinger Center evaluation team synthesized relevant research literature related to success, persistence, and completion of postsecondary education. Those findings were detailed in the Formative Evaluation report and are included in Appendix C.
2. Artifacts: Take Stock in College program staff provided numerous artifacts, including evidence documenting that performance deliverables were submitted to the Board of Governors.
3. Qualitative Interviews: The Lastinger Center evaluation team conducted structured interviews with students, postsecondary college and university institution staff, and Take Stock in Children program staff, whose students participate in the Take Stock in College program (see interview questions in Appendix D). The Lastinger Center evaluation team then analyzed participants' responses identifying overall patterns and themes that were consistent amongst participants. These themes were detailed in the Formative Evaluation report.
4. Student Data: Take Stock in College program staff provided usage and participation information from the Take Stock STAR proprietary database.
5. Take Stock in College Scholar Surveys: The Take Stock in College program administered surveys in the fall semester of 2021 and the spring semester of 2022. Two surveys were administered via email in the spring, one to seniors and one to freshmen, sophomores, and juniors, termed in this report as underclassmen. Take Stock in College also administered four short adaptive surveys with Sunny, the AI chatbot, to seniors over the course of four days in the spring. The online survey was sent to 6,500 students.



Observations and Recommendations

In this section, we will describe the population of scholars served by the Take Stock in College program and the findings related to the evaluation questions.

Take Stock in College Scholar Demographics

The Take Stock in College program serves a diverse population of 6,678 scholars. Figure 5 and Table 6 detail the scholar population by gender, race, and ethnicity.



Figure 5. Gender of Take Stock Scholars

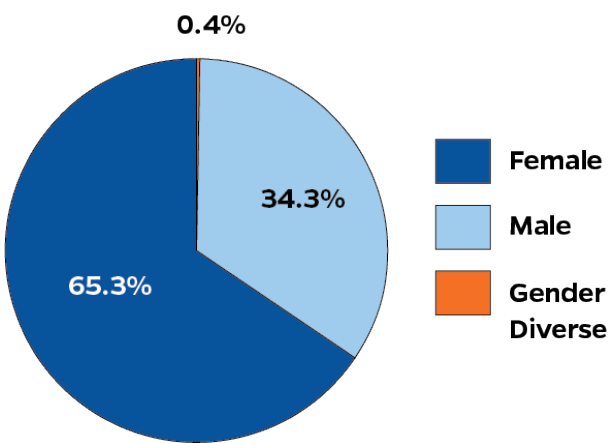


Table 6. Race/Ethnicity of the Take Stock in College Program Scholars

Race/Ethnicity	Percent
Hispanic	33.3%
Black or African American	31.8%
White	26.0%
Multiracial	3.6%
Asian	3.1%
American Indian/Alaskan Native	0.5%
Pacific Islander/Hawaiian Native	0.3%
Other	1.4%

Most Take Stock in College program scholars who responded to the spring online survey indicated that they are continuing their education in the 40 public colleges and universities in the state of Florida. A small percentage are pursuing postsecondary education in other private or out-of-state institutions, are not currently enrolled, or are serving in the military (see Table 7).

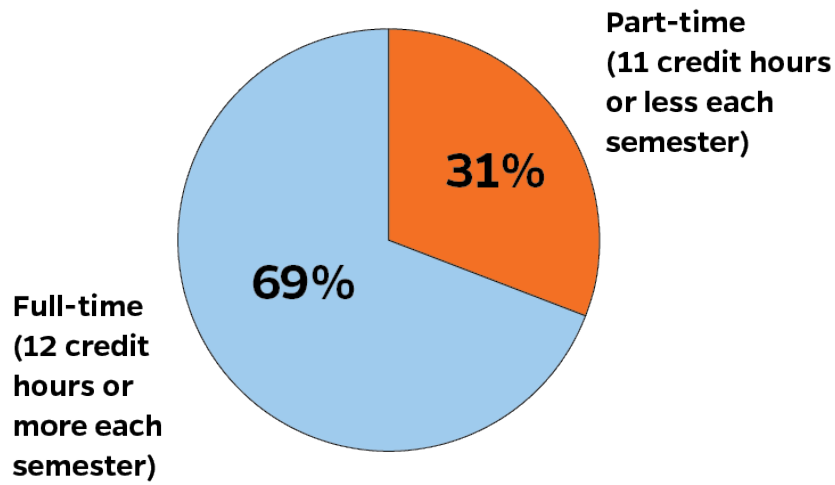
Table 7. Colleges and Universities Attended by the Take Stock in College Program Scholars

College or University	Percent
Broward College	1.4%
Chipola College	0.4%
College of Central Florida	1.3%
College of the Florida Keys	0.5%
Daytona State College	0.8%
Eastern Florida State College	1.0%
Florida A&M University	1.8%
Florida Atlantic University	3.4%
Florida Gateway College	0.8%
Florida Gulf Coast University	3.3%
Florida International University	3.4%
Florida Polytechnic University	0.3%
Florida SouthWestern State College	2.5%
Florida State College at Jacksonville	2.1%
Florida State University	4.4%
Gulf Coast State College	0.7%
Hillsborough Community College	2.3%
Indian River State College	4.2%
Lake-Sumter State College	0.5%
Miami Dade College	2.5%
North Florida College	0.4%
Northwest Florida State College	0.2%
Palm Beach State College	5.8%
Pasco-Hernando State College	0.7%
Pensacola State College	0.7%
Polk State College	0.5%
Santa Fe College	1.9%
Seminole State College	1.2%
South Florida State College	0.7%

College or University	Percent
St. Johns River State College	0.5%
St. Petersburg College	7.0%
State College of Florida	2.6%
Tallahassee Community College	1.8%
University of Central Florida	4.8%
University of Florida	4.3%
University of North Florida	1.8%
University of South Florida	8.6%
University of West Florida	2.7%
Valencia College	2.8%
Other	9.1%
Military	0.5%
Not Currently Enrolled	3.2%

Figure 6. Underclassmen Student Status

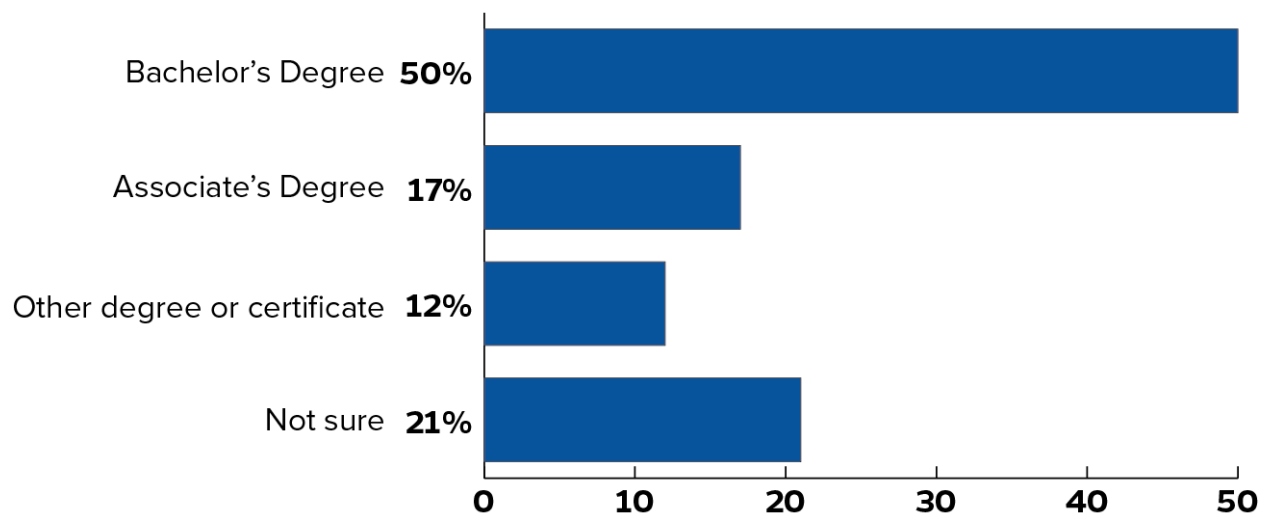
Are you currently a full-time or part-time student?



Most underclassmen (69%) indicated that they are full-time students (see Figure 6) and pursuing a Bachelor's Degree (50%; see Figure 7).

Figure 7. Underclassmen Degree Pursuit

What type of degree are you pursuing?



Research Base Supporting the Take Stock in College Initiative

Evaluation Question 1: What evidence supports statewide postsecondary supports as impacting student behavior and postsecondary persistence?

The Lastinger Center conducted a review of relevant research literature to identify key factors in promoting student success, persistence, and completion of postsecondary education. The findings of this review were detailed in the Formative Report and are summarized below in Table 8.

Table 8. Key Factors Documented in Research to Support Students' Persistence and Completion of Postsecondary Education

Research-Documented Support
• Institutional investment in student support services (Chen, 2011; Garcia, 2013; Hamrick et al., 2004; Webber & Ehrenberg, 2010). • Programs and courses for historically underserved student populations: • Mentoring and coaching programs, both by peers and faculty (Arco-Tirado et al., 2019; Bettinger & Baker, 2013; Dennehy & Dasgupta, 2017; Hernandez et al., 2017; Lisberg & Woods, 2017; Oreopoulos & Petronijevic, 2017). • Targeted coursework, such as online preparatory classes to address knowledge gaps (Dagley et al., 2015; Harrington et al., 2016). • Social support and engagement (Baker & Robnett, 2012; Rasco et al., 2020). • Information and advice through text messaging (Castleman & Meyer, 2020; Castleman & Page, 2015). • Financial supports: • Scholarships and grants (Bartik et al., 2015; Castleman & Long, 2016; Goldrick-Rab et al., 2016). • Incentives (Binder et al., 2015). • Comprehensive supports that combine financial and non-financial support (Clotfelter et al., 2017; Page et al., 2016). • Student-particular factors, such as familial support, motivation, and coping strategies (DeBerard et al., 2004; Roksa & Kinsley, 2018; Slanger et al., 2015).

Recommendation

The Take Stock in College program employs many of the strategies documented to positively impact postsecondary education persistence and completion, including financial support, coaching and mentoring, text messaging, and activities to promote students' social support and engagement. Next steps could include matching students with peers who share similar backgrounds. Continuing to provide support and resources that focus on mental health is especially vital considering the disruptions caused by the COVID-19 pandemic and resulting feelings of uncertainty and isolation.

Implementation Fidelity

Evaluation Question 2: Is the Take Stock in College program model being implemented with fidelity?

The Lastinger Center used the contracted deliverables stipulated by Florida's Board of Governors (BOG) as a metric of the Take Stock in College program's implementation fidelity. These deliverables were described above and relate to maintaining appropriate staffing, selecting and training student ambassadors, engaging students in virtual activities, connecting students to resources, using text messaging nudges, and conducting formative and summative evaluations of the program. All BOG deliverables were submitted to and approved by the Florida BOG (see Tables 2-5 and Table 9).

Recommendation

The Take Stock in College program should continue to prioritize meeting all BOG deliverables to ensure the program is being implemented with fidelity in addition to other recommendations outlined in this report.



Program Activities and Engagement

Evaluation Question 3: What is the development status of Take Stock in College program activities and how are students engaging in activities?

Program Development

Take Stock in College offers a variety of programmatic activities to support scholars' academic success. Table 10 lists these activities, as described above.

Virtual Office Hours

The Take Stock in College program's virtual office hours allow scholars to meet one-on-one with Take Stock staff members to receive personalized support. The Take Stock in College program met or exceeded the 75 virtual meetings established as a deliverable by the Florida BOG.

Meetings Conducted				
Q1	Q2	Q3	Q4	Total Meetings
78	84	75	83	320

Table 9. Take Stock in College Program Activities

Activity	Description
College Corner Podcasts	Podcasts on topics relevant to college students
Social Media Posts	Posts on various social media platforms, including posts from Student Ambassadors
Student ambassadors	Full-time Take Stock in College program scholars who provide near-peer advice to other Take Stock scholars
Texting nudging system	Sunny, the AI Chatbot
Take Stock Connect	Online community for Take Stock scholars
Virtual Office Hours	Opportunities for scholars to meet individually with a college completion coach
Webinars	Webinars on topics relevant to college students, often delivered by third party experts on the topic
Cultivating Postsecondary Partnerships	Continuing to build partnerships with all 40 public colleges and universities in Florida.

"The most helpful thing is that they are there and ready to answer any questions. This has helped me because my parents don't necessarily have the answers all the time since they didn't experience it."

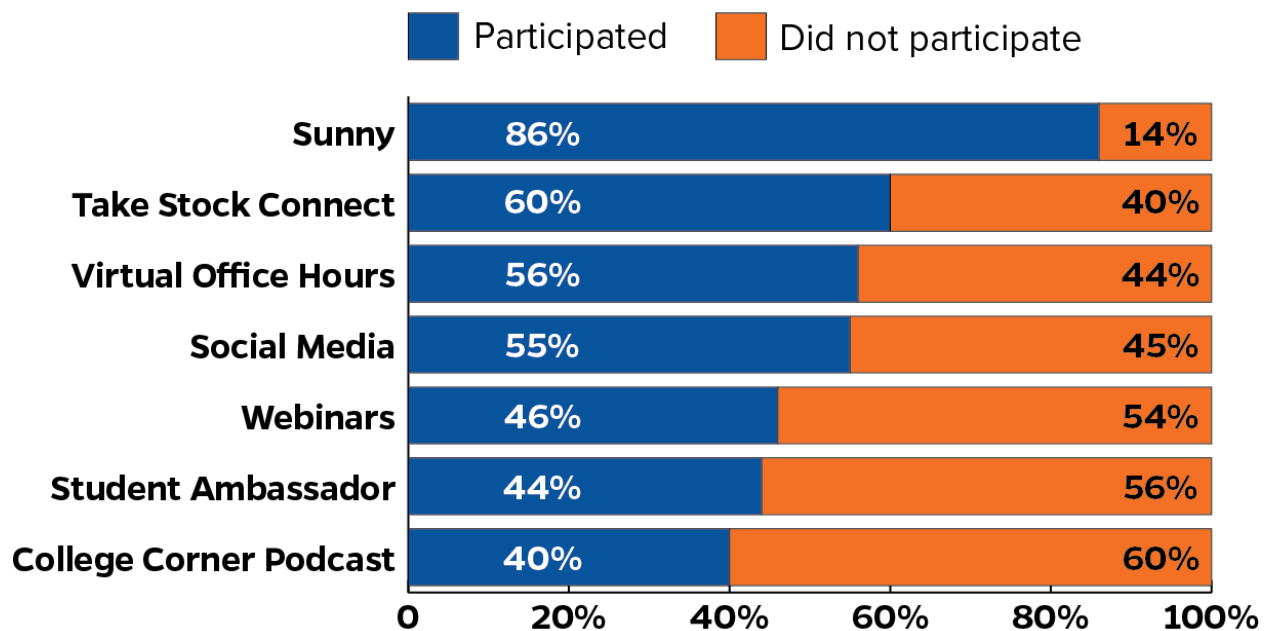
-Take Stock in College Program Scholar, first generation college student

Student Engagement

Scholars indicated on the online survey how much they engaged with and how supported they felt by individual Take Stock in College programmatic components. Scholars were most likely to engage with Sunny (86%) followed by Take Stock Connect (60%; see Figure 8).

Figure 8. Student Engagement by Program Activity

Please indicate the level of participation in the following activities:

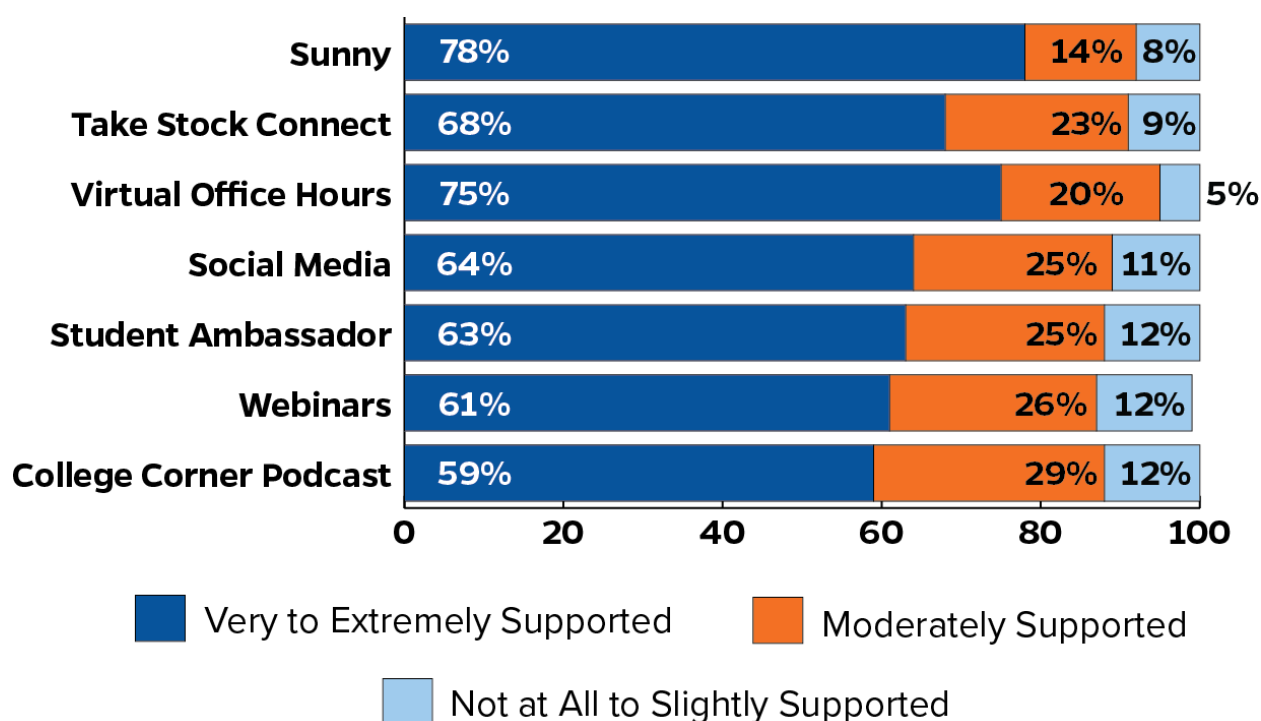


Scholars' responses revealed that they felt supported by various programmatic activities, specifically: Sunny, Take Stock Connect, and virtual office hours, with 68%–78% of scholars indicating feeling “very to extremely supported” by these resources. Scholars also felt supported by additional resources, including social media, student ambassadors, webinars, and the College Corner podcasts, with 59%–64% of scholars indicating feeling “very to extremely supported” by these resources (see Figure 9).

Interview data also provided evidence of the benefits of the Take Stock in College program's student ambassador role. For example, one interviewee commented that “Becoming an ambassador is the best way to network with others.” In addition, the Take Stock in College program's student ambassador posts often provided tips, which were ranked with high interest by online survey respondents (discussed later; see Figure 12).

Figure 9. Students' Perceived Support by Individual Programming Components

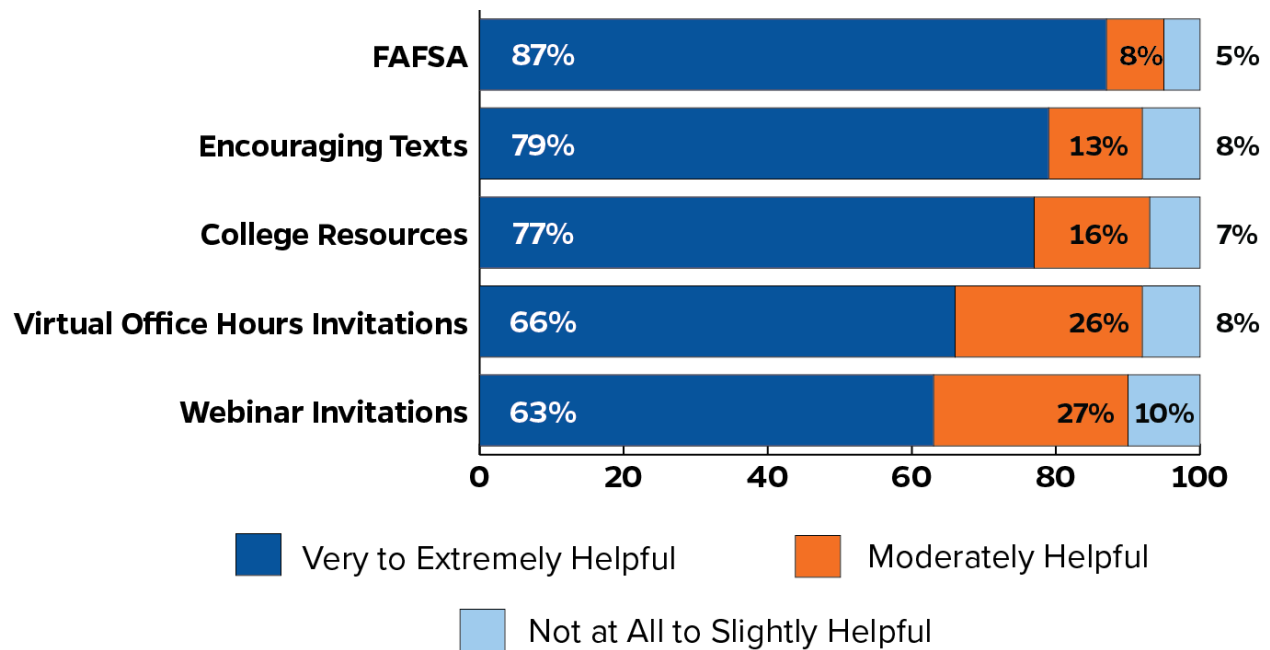
Please indicate the level of support received from the following areas:



The Take Stock in College program scholars reported feeling most supported by Sunny, the AI chatbot. Sunny’s text messaging capabilities were used for a variety of purposes, such as FAFSA reminders, encouraging texts, college resources, virtual office hour invitations, and webinar invitations. Participants agreed that each type of messaging was helpful, especially FAFSA reminders, which 87% of scholars indicated as “very to extremely helpful” (see Figure 10). This finding was supported by results from the short surveys administered to seniors using the Sunny technology. Nearly all (91%) respondents indicated that they felt supported by Sunny and that they believed Sunny made a difference in their journey toward postsecondary attainment.

Figure 10. Students’ Perceived Helpfulness of Sunny’s Text Messages

If you participated in our text messaging with Sunny, please indicate how helpful you found our messaging:



The Take Stock in College program has a social media presence on various platforms. Of the scholars who indicated that they followed the Take Stock in College program on social media, Take Stock Connect (54%) and Instagram (43%) were the most popular platforms (see Figure 11). Most respondents reported they were most interested in social media posts that offered tips (72%) or encouragement (59%). Student ambassador videos, reshares of the Take Stock in College program student's content, and pictures of fellow Take Stock in College program scholars were of less interest to the online survey respondents (see Figure 12).

Figure 11. Social Media Platform

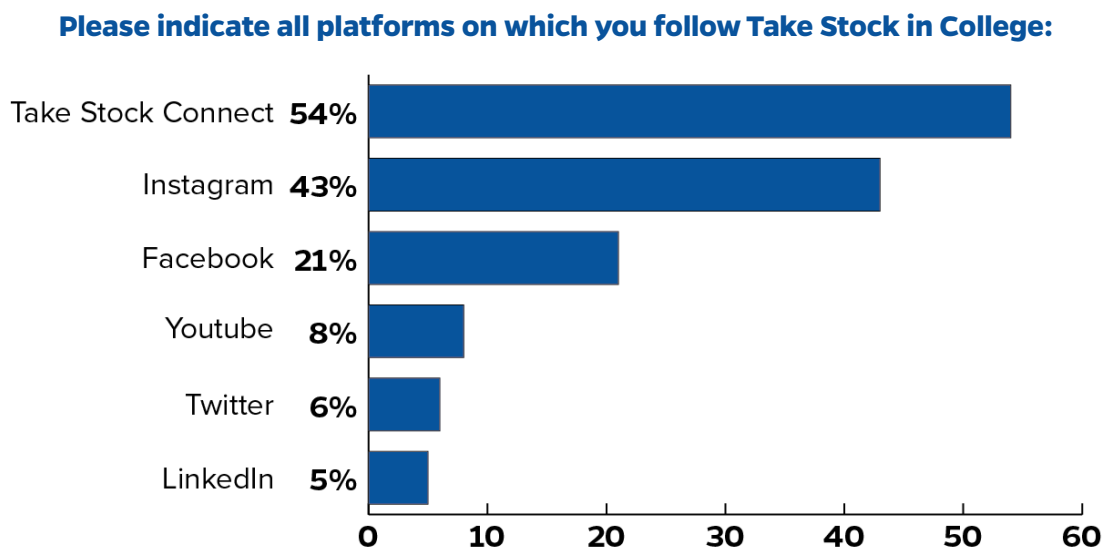
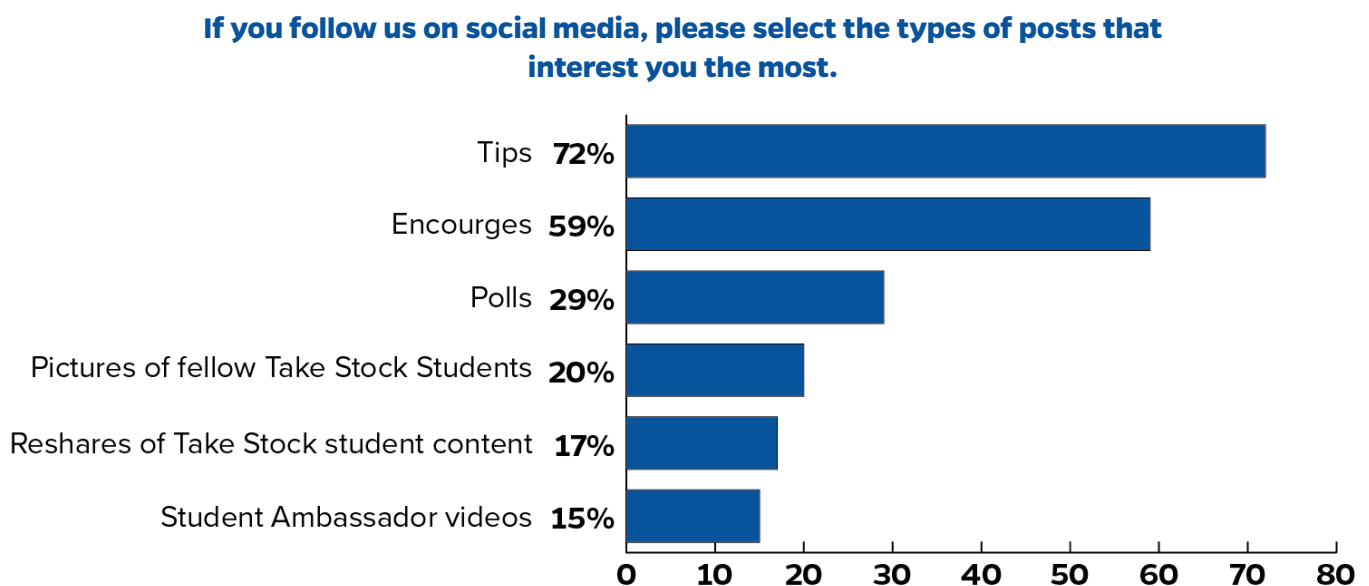


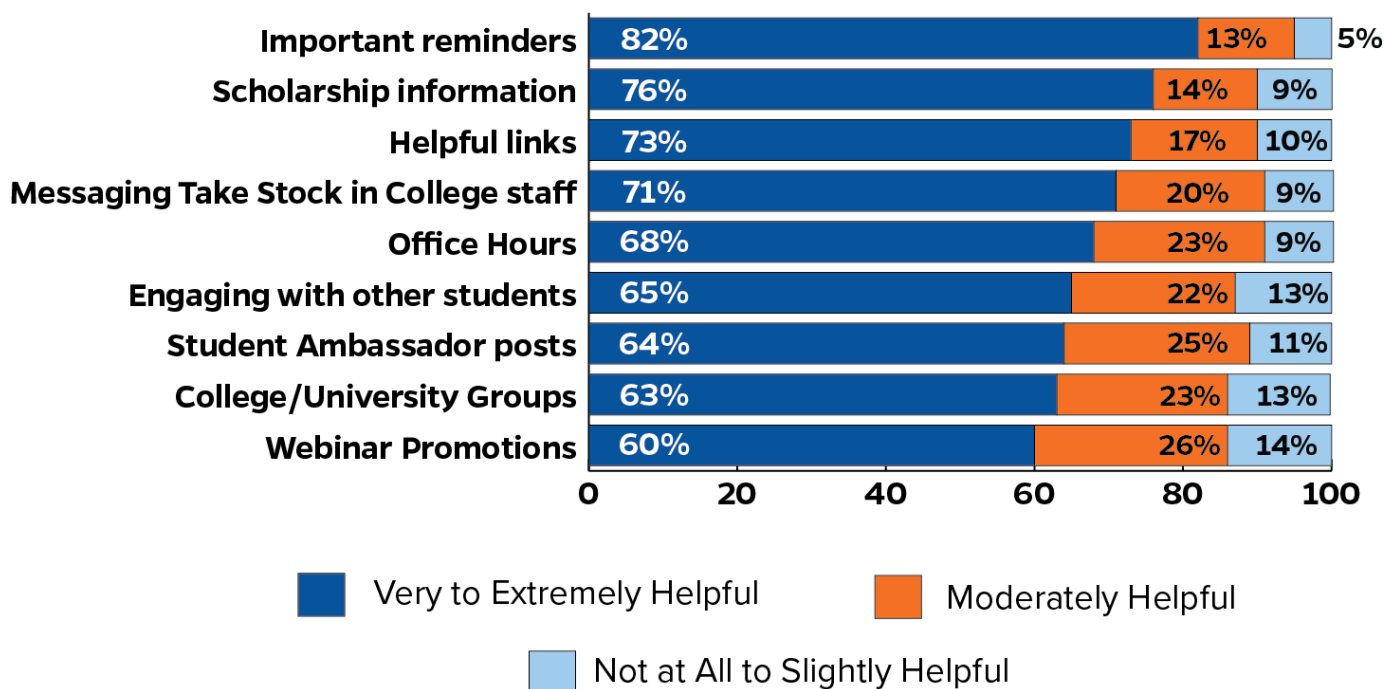
Figure 12. Interest in Social Media Posts



The online survey respondents indicated that Take Stock Connect was the most popular social media platform (see Figure 11). This platform was used to provide scholars access to a variety of resources, including important reminders, scholarship information, and virtual office hours. The overwhelming majority of respondents indicated that the Take Stock Connect components were “very to extremely helpful” (see Figure 13).

Figure 13. Perceived Helpfulness of Take Stock Connect Components

If you participated in Take Stock Connect, please indicate how helpful you found the following features:



Recommendation

The surveys that were piloted with Sunny, the AI Chatbot, were successful in getting quick feedback from a larger number of seniors than those who responded to the more traditional online survey. As the chatbot technology uses text messages, scholars can respond quickly to questions in a way that is convenient for them. The Take Stock in College program could make additional use of this technology to support student engagement. For example, after a webinar, the Take Stock in College program could survey students about their participation and get feedback about whether they attended, their reasons if they did not attend, and how helpful they found the webinars. This could allow Take Stock in College program staff to adjust their strategies for providing and attracting scholars to webinars.

A lack of time, or being too busy, is an issue for college students. Scholars reported the least participation with the podcasts. Of those who did participate, however, 88% reported feeling “very to extremely supported” by what they heard. Smaller clips of the podcasts that are especially important could be selected and pushed out to scholars through social media. A similar approach could be adopted with the webinars.

The Take Stock in College program should continue to provide virtual opportunities to engage with the program. The program currently uses a three-pronged communication strategy, in that students are informed about programming activities through email, Take Stock Connect, and Sunny, the AI Chatbot.



Program Impact

Evaluation Question 4: What is the Take Stock in College program's impact on key indicators of increasing postsecondary graduation rates/degree attainment?

A key predictor of successful postsecondary degree attainment is the measurement of persistence rates, or the percentages of students that continue to progress through the program. This is the first year to calculate persistence rates. Persistence rates were examined for Take Stock in College program scholars who graduated high school in 2020. Despite the difficulties presented by the COVID-19 pandemic, a large percentage, 88% (1,376 students), started a post-secondary program in the Fall 2020 semester. By Spring 2022, 79% of those students either continued in their program or had obtained a postsecondary degree (see Table 12).

Table 10. Persistence Rates for Take Stock 2020 High School Graduates

	# of Students	Percent
Continued in postsecondary program, Spring 2022	1,067	78%
Graduated with a degree by Spring 2022	17	1%
Total Persistence Rate	1,084	79%

Take Stock in College program scholars also indicated that they believed they were on track to graduate. The overwhelming majority of underclassmen responding to the online survey indicated that they were on track to graduate (71%) and that they would return to college next year (95%; see Figures 14 and 15).

Figure 14. Underclassmen Report of Being on Track to Graduate

Are you on track to graduate?

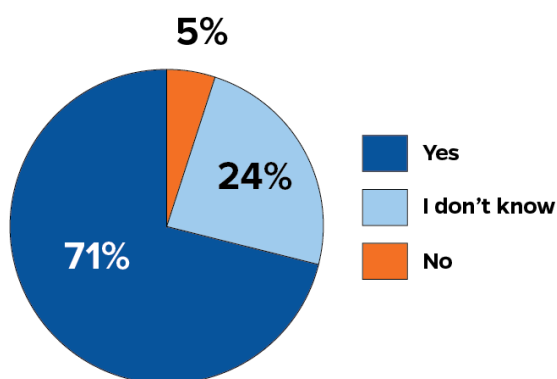
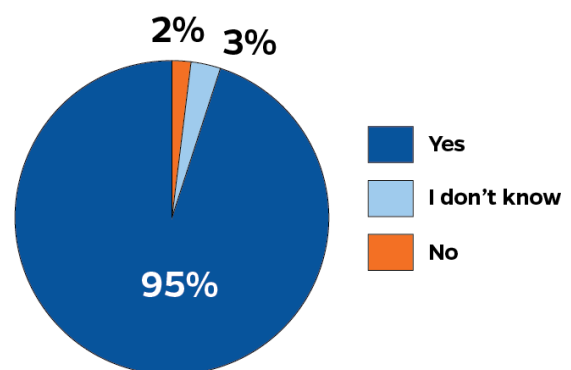


Figure 15. Underclassmen Report of Planning to Persist

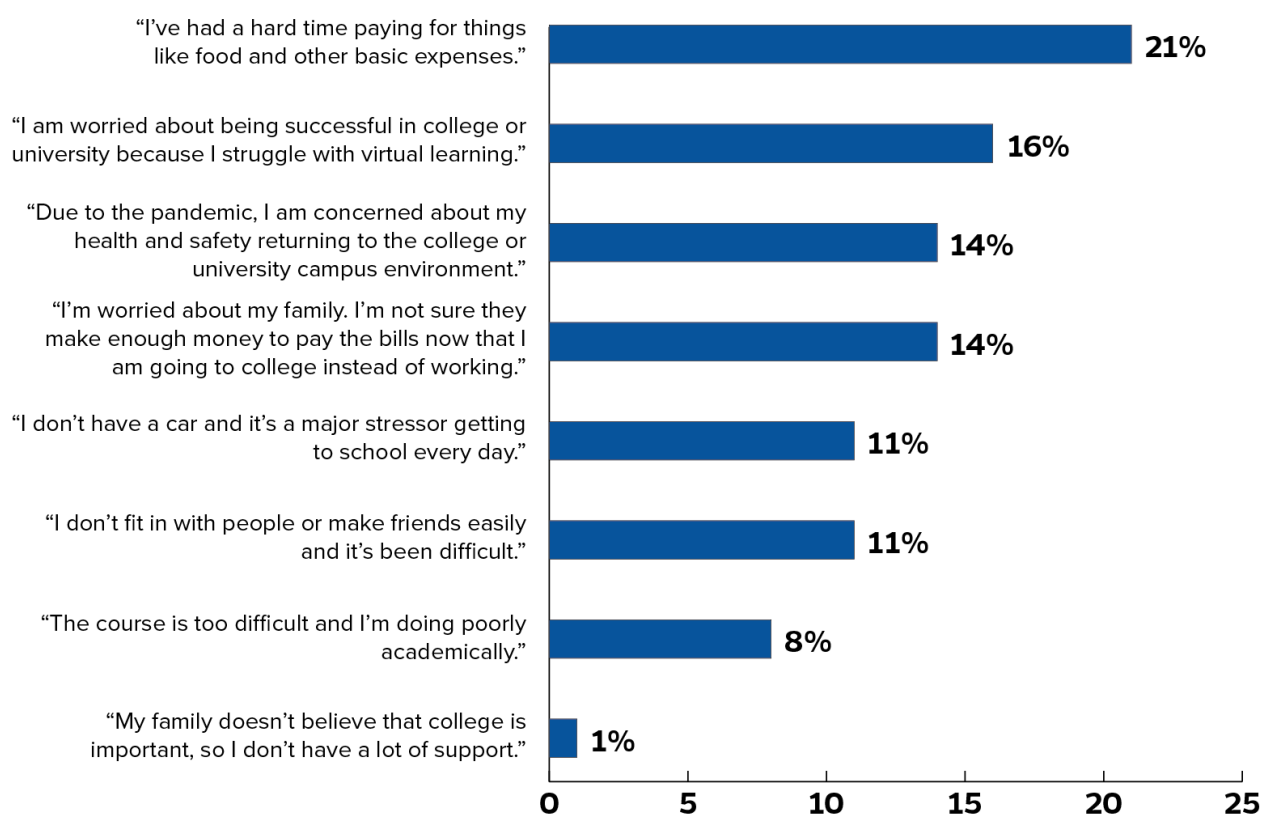
Are you planning to return to college next year?



The state of Florida maintains low tuition and hasn't had tuition increases, creating excellent access to postsecondary education for students. Take Stock in College program scholars received a tuition scholarship. However, the increases in fees and the number of fees that colleges and universities are charging create barriers to completion. Take Stock in College program scholars were asked in the online survey if any of the statements listed described a challenge that could prevent them from earning a college degree. The most frequently reported barriers were related to student finances (see Figure 16). Over a fifth (21%) of students indicated they had challenges paying for basic expenses, including food, which can greatly impede their ability to learn in a college environment.

Figure 16. Challenges to Degree Completion

Which of the following statements best describes the challenges that could prevent you from earning a college degree?



Recommendation

The Take Stock in College program plays an important role in supporting students and connecting with important campus resources that promote their postsecondary education persistence and completion. For example, if a scholar indicated they have a financial need, Take Stock in College program staff connect them to someone in financial aid at their local institution. In addition to continuing to play this role, the Take Stock in College program can utilize the data collection capabilities provided by Sunny to identify students who feel they are at risk of not continuing their college education. These students can be prioritized for more individualized connections.

The Take Stock in College program should continue building and sustaining collaborative partnerships at colleges and universities so that students can benefit from these unduplicated efforts that promote their college success. In addition, Sunny's data collection capabilities can be expanded and tailored to provide more individualized responses to students who need more intensive supports.



"One of my appointments was with a student having trouble figuring out their financial aid disbursements. I was able to share with him our short video on Navigating your Student Portal with him. He loved the resource! It helped him feel more comfortable navigating through his portal and better understand what is important to keep an eye on, and whereabouts they are."

-Take Stock in College Program Staff Member

Improving Effectiveness and Efficiency

Evaluation Question 5: How can the Take Stock in College program improve the effectiveness and the efficiency of implementation to reflect the significant return on investment of the program for the state of Florida?

Assisting students with persisting in college and achieving a degree has been shown to provide higher lifetime earnings, both for two-year and four-year degrees. Studies demonstrate that completing an associate degree yields strongly positive, persistent, and consistent gains in earnings, recently estimated at \$4,640–\$7,160 per year in extra earnings compared to high school graduates (Belfield & Bailey, 2017). In addition, studies show that students who earn an associate degree are more likely to be employed; earn higher hourly wages; own homes; vote in federal, state, and local elections; and volunteer.

Attaining a four-year degree provides these and even more substantial benefits, with persistent positive effects of higher education on earnings over one's lifetime. A meta-analysis based on nine independent studies calculated the gains for a bachelor's degree over a high school diploma and suggested that the expected lifetime earning gained for a bachelor's degree was \$423,800 on average (Barrow & Malamud, 2015). Thus, the modest investment of Take Stock in College can translate into higher earnings and, by extension, a reduction in poverty for Take Stock in College program scholars.

One of the greatest benefits that interviewed stakeholders noticed is that the Take Stock in College program provides a large platform and network where they can connect to support specialists and experts in different fields. A postsecondary partner institution staff member referred to the program as a "huge platform for me to be able to carry out this important job – I have a broader workspace and connections." The individual also remarked that the Take Stock in College program "provided various methods and mediums that accommodates each of the student's needs" that ultimately lead to students' success in college. The connections that are made through the network can ultimately lead to internship and job opportunities of which students can take advantage during their college career or after graduation.

Program Awareness

Interviewed stakeholders expressed the need for better marketing and communication about the Take Stock in College program. The Take Stock in College program has a wide variety of services from which students can benefit. A student expressed that the program has helped her reach her full potential and beyond and that she "wished more people knew about it and had the same opportunities." Marketing and communications strategies that effectively portray the purpose of the program as well as its operations can improve the outreach, efficiency, and effectiveness of the program.

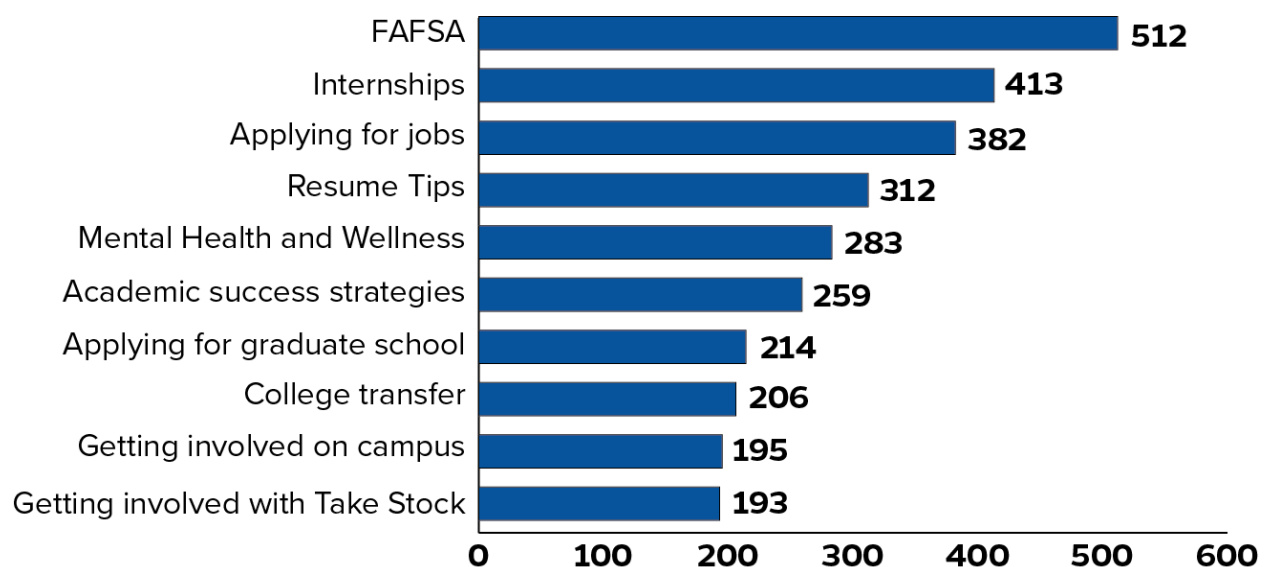
Data-Driven Decision Making

The Take Stock in College program has historically demonstrated responsiveness to scholars' needs. In response to scholars' feedback last academic year, the Take Stock in College program dedicated the month of April to Career Exploration and Career Readiness topics this year. Another example was a four-month long Mental Fitness and Focus series, which was implemented in response to previous requests for mental health support. This practice of data-driven decision making enables the Take Stock in College program to successfully and continuously adapt programming activities to meet scholars' needs. Their capacity to collect data was expanded this year with the adoption of Sunny, the AI Chatbot, described previously.

Online respondents to this year's survey selected the virtual events, topics, and programming most likely to cause them to engage with the Take Stock in College program (see Figure 17). The most selected topic was FAFSA. The three following most selected related to career growth: internships, applying for jobs, and resume tips.

Figure 17. Scholars' Desired Virtual Events, Topics, and Programming

What types of virtual events, topics or programming would get you to engage with Take Stock in College?



Recommendation

The Take Stock in College program provides an excellent return on investment and helps colleges and universities connect with students who may otherwise not be able to attain postsecondary success. Enhanced marketing strategies, as well as communication and collaboration efforts, could strengthen the program.

The Take Stock in College program should also continue to employ its historic use of data-driven decision making. Scholars this year indicated an interest in FAFSA and topics related to career growth, which the Take Stock in College program should continue to prioritize for the next academic year. In addition, feedback from scholars collected by Sunny, the AI Chatbot, could provide helpful guidance for future programming adjustments.



Responding to COVID-19

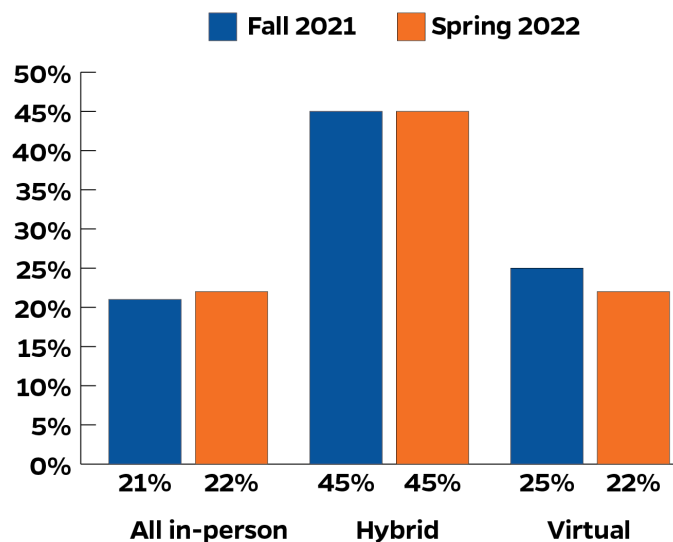
Evaluation Question 6: How has the COVID-19 pandemic affected outcomes of the Take Stock in College program, and how has implementing virtual service enhancements to the Take Stock in College program model mitigated any negative impact?

The global pandemic of COVID-19 has disrupted life for the world's population, and while efforts are being made to adjust to the "new normal," the effects are still being felt by college students, and especially by students in groups who have been historically underserved. Nevertheless, COVID-19 has not affected the Take Stock in College program outcomes. In response to the pandemic, the program quickly moved to virtual programming to continue to successfully engage scholars and implement the program. The changes resulted in making programming activities more accessible to scholars. These modifications have continued to be refined to meet the needs of students. However, evidence of the ongoing effects of the COVID pandemic was evident across many of the data sources examined for this evaluation.

Respondents to the online survey indicated that only slightly more than 20% were attending all in-person classes (see Figure 18). The majority (45%) are engaging in classes in a hybrid modality, and more students are attending all virtual classes than all in-person classes. In such conditions, access to technology is vital. Fortunately, the majority of underclassmen (94%) who responded to the online survey indicated that they had sufficient technology for college. A larger percentage (97%) indicated they had a smart phone or mobile device they used daily.

Figure 18. Instructional Contexts

What learning environment did you take classes in over the last two semesters?



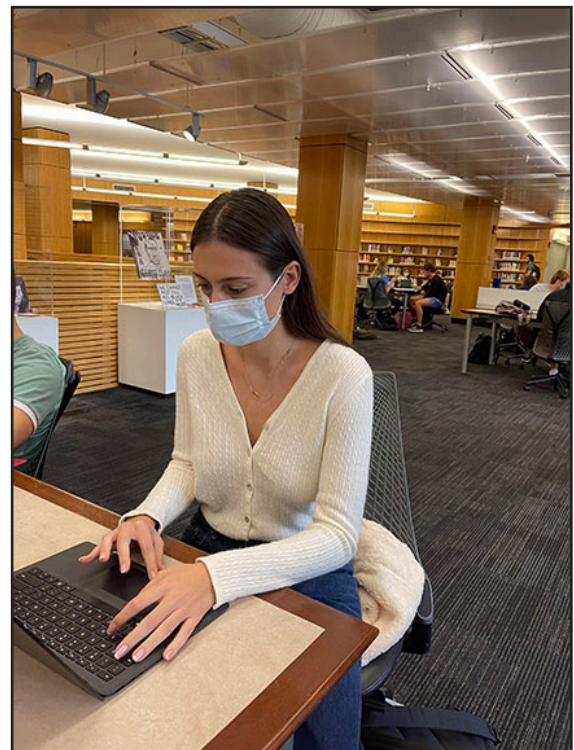
A small percentage of scholars, approximately 6% of underclassmen, indicated they did not have sufficient technology for college. The percentages of scholars without sufficient technology may be even higher, however, as scholars with inadequate access to technology may have been less likely to respond to the online survey. Of those who indicated they had insufficient technology, 63% stated that they needed a computer, laptop, or other device and 22% stated they did not have adequate Wi-Fi.

Despite this small percentage of scholars who indicated they are experiencing difficulties related to insufficient funds technology, it is worth noting that this did not affect overall the Take Stock in College program outcomes. The program has previously successfully pivoted to virtual programming when the realities of COVID-19 made it necessary. The Take Stock in College program has continued to engage students and implement the program successfully.

Of the perceived challenges to postsecondary education completion (reported previously in Figure 16), two of the more frequently selected statements related to COVID-19: 16% of the respondents indicated they were worried because they struggle with virtual learning, and 14% indicated they were worried about their health and safety. Impacts related to COVID-19 were also evident in the qualitative interviews. Students commented on difficulties connecting with other students and college staff due to limited in-person events.

Recommendation

With the COVID-19 pandemic disrupting how students engage in postsecondary education, access to adequate technology is vital. The Take Stock in College program should continue to identify students with limited access to technology and connect them with their college and university computer labs. The Take Stock in College program should also continue to implement and refine their virtual programming.



Summary of Observations and Recommendations

As described above, the Lastinger Center examined multiple sources of data to understand how the Take Stock in College program is supporting students toward postsecondary degree attainment. Overall, the Take Stock in College program has met or exceeded the deliverables and program goals for 2021–2022. Table 13 provides a summary of observations and recommendations related to the evaluation questions.

Table 11. Summary of Observations and Recommendations

Evaluation Questions	Observations	Recommendations
1. What evidence supports statewide postsecondary supports as impacting student behavior and postsecondary persistence?	A review of the research literature showed the program is aligned with evidence-based strategies to promote postsecondary persistence, retention, and degree completion. These include coaching, financial aid support, and strategies to help students feel more connected and supported in postsecondary education environments.	The Take Stock in College program should continue their use of research-based strategies, such as providing coaches who share similar backgrounds to students and who can provide individualized, targeted support as well as providing necessary resources that focus on students' mental health and social-emotional wellbeing.
2. Is the Take Stock in College program model being implemented with fidelity?	All required grant deliverables for Quarters 1–4 were achieved, with many goals exceeded.	The Take Stock in College program should continue to implement their model with fidelity in future years.
3. What is the development status of Take Stock in College program activities and how are scholars engaging in activities?	The Take Stock in College program offers a variety of activities to its scholars. Lack of time, or being too busy, presents a challenge to the level of student participation.	The Take Stock in College program should continue engaging with students with their three-pronged communication strategy. The Take Stock in College program may also consider presenting information in shorter, more easily consumed portions.

Table 11 continued. Summary of Observations and Recommendations

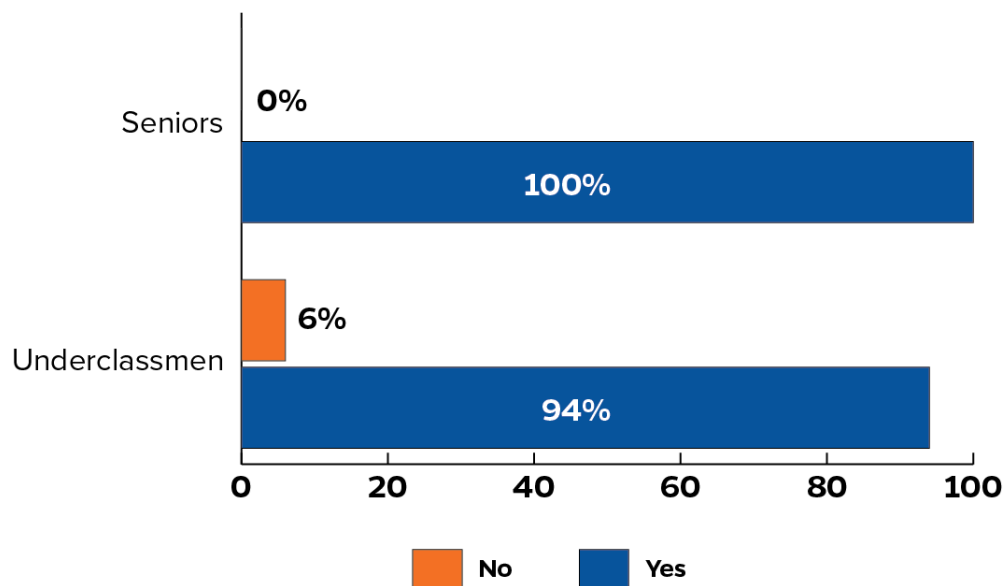
Evaluation Questions	Observations	Recommendations
4. What is the Take Stock in College program's impact on key indicators of increasing postsecondary graduation rates/degree attainment?	The Take Stock in College program increased postsecondary graduation rates by three percent since its inception in 2018. Most respondents to the Spring online survey indicated they were on track to graduate and planned on returning to college next year. The Take Stock in College program has been working to build partnerships with Florida's 40 colleges and universities and has established meaningful collaborative engagement and programming with college and university partners.	The Take Stock in College program should continue building and sustaining collaborative partnerships at colleges and universities so that students can benefit from these unduplicated efforts that promote their college success. In addition, Sunny's data collection capabilities should be continued to be utilized and expanded on to identify students who need more intensive supports.
5. How can the Take Stock in College program improve the effectiveness and the efficiency of implementation to reflect the significant return on investment of the program for the state of Florida?	The Take Stock in College program has historically employed data-driven decision-making to be responsive to students' needs. The Take Stock in College program is still a relatively new program and is not as well-known as the Take Stock in Children program.	The Take Stock in College program's data-driven approach to decision-making should be continued. Employing marketing and communication strategies that portray the purpose of the program could also be used to expand the Take Stock in College program's impact.
6. How has the COVID-19 pandemic affected outcomes of the Take Stock in College program, and how has implementing virtual service enhancements to the Take Stock in College program model mitigated any negative impact?	Take Stock in College program scholars continue to feel the effects of COVID-19: only 22% reported having all in-person classes in the spring, with the rest having virtual or hybrid classes. Concerns related to COVID-19 tops scholars' lists as to why they may not graduate.	In the present circumstances, access to technology is necessary to be successful academically. The Take Stock in College program should prioritize identifying those students with insufficient technology and connecting them to their college and university computer labs. The Take Stock in College program should also continue to promote community amongst its students, many of whom feel disconnected from others.

Conclusion

This year marked the fourth year since the Take Stock in College program's inception. Many of the Take Stock in College program's graduating seniors had support throughout their collegiate journey. All seniors that responded to the survey question "Do you feel that Take Stock in College has made a difference in your collegiate journey?" indicated yes, while 94% of all underclassmen indicated yes (see Figure 19).

Figure 19. Difference in Collegiate Journey

Do you feel that Take Stock in College has made a difference in your collegiate journey?



This evaluation finds that the Take Stock in College program met or exceeded all yearly goals and deliverables. Based on this evaluation's observations, the Take Stock in College program should continue to provide necessary and critical resources pertaining to financial aid, FAFSA, students' mental health, and social-emotional well-being. It should continue its efforts to find innovative ways to reach and engage Take Stock in College program scholars who are navigating college for the first time. Take Stock in College should continue to expand its collaborative partnerships at the 40 public colleges and universities so students can benefit from these unduplicated efforts to promote their college success.

The Take Stock in College program, which serves as an anchor for Take Stock in College program students, is currently using many evidence-based strategies that have been shown to improve college persistence and completion. While the financial impacts of COVID-19 continue to impact Take Stock in College scholars, the Take Stock in College program is making progress in assisting students utilizing technology and programming such as the PERSIST plan as students navigate the roadblocks and obstacles critical to reaching degree completion.



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Appendix A

2021 - 2022 Programming

Month	Topic
July 2021	Summer Melt
August 2021	Navigating Campus Life
September 2021	Adjusting to College Life
October 2021	Academic Success
November 2021	Mental Fitness and Focus
December 2021	Finishing the Semester Strong
January 2022	Financial Planning
February 2022	First Generation Student Success
March 2022	Mental Fitness and Focus
April 2022	Freshmen and sophomores: Career Exploration Juniors and seniors: Career planning
May 2022	Underclassmen: Success Planning Seniors: Graduation Celebration
June 2022	Summer Melt

Appendix B

Sample of Social Media Programming

September Schedule

ADJUSTING TO COLLEGE LIFE



Sept. 6th

week 01: Utilizing Student Services
Resource: Persist worksheet "Resolving issues on campus"
Engagement Activity: (Connect) We have great tips on how to get the most out of your campus experience, follow us on insta @takestockcollege
Sunny: Student Services on College Campus

Sept. 13th

week 02: Working with Professors
Resource: Ambassadors post examples of communicating with professors on Take Stock Connect
Engagement Activity: (Connect) Share a time you advocated for yourself with your professor. What was the outcome?
Sunny: Office Hours with Professors <insert Sunny Nudge>

Sept. 20th

week 03: Homesickness
Resource: Podcast: How to Deal with Homesickness
Engagement Activity: (Connect) Write a Letter
Sunny: Homesickness Tip: Write a letter

Sept. 27th

week 04: FAFSA Opens!
Resource: Sunny Ask Anything (FAFSA & Fin Aid Knowledge Base)
Engagement Activity: (Connect) Student Ambassador Nudge about FAFSA on Take Stock Connect
Sunny: FAFSA Opens October 1st! Don't delay Fill it out today!

 **Published Podcasts on Instagram TV**
 Episode: Staying Organized Beyond the First Week of Class
 Episode: 8 Ways to Build a Successful Relationship with Your Professor
 Episode: 10 Tips to Take Your Notetaking Up a Notch
 Episode: How to Deal with Homesickness

October Schedule

ACADEMIC SUCCESS



Oct. 4th

week 01: Study Strategies
Resource: Study Edge
Engagement Activity: (Connect) Student Ambassador tips: Building good study habits to succeed
Constant Contact: Directions to sign-up for FREE Student Edge Access
Sunny: Student Check-in

Oct. 11th

week 02: Time Management
Resource: Time Management & Planning Apps
Engagement Activity: (Connect) Student Ambassador tips on Take Stock Connect
Sunny: Listen to our podcast for some time management tips <insert link>

Oct. 18th

week 03: Academic Support Programs
Resource: TRIO Spotlight
Engagement Activity: (Connect) What program helps you the most on campus?
Sunny: Have you linked-up with TRIO at your school? (built out campaign)

Oct. 25th

week 04: Tracking Degree Progress
Resource: Webinar: Know Your Degree Audit (send via constant contact)
Engagement Activity: Have you done a degree audit? Did it help you? Share your experience below! (Connect)
Sunny: Interactive Nudge: FAFSA Reminder

 **Published Podcasts on Instagram TV**
 Episode: Staying Organized Beyond the First Week of Class
 Episode: 8 Ways to Build a Successful Relationship with Your Professor
 Episode: 10 Tips to Take Your Notetaking Up a Notch
 Episode: How to Deal with Homesickness

 **Webinar Topic: Know Your Degree Audit**
 Date: October 25th, 2021
 Pre-recorded, delivered via Sunny & Constant Contact

November Schedule

MENTAL FITNESS & FOCUS



Nov. 1st

week 01: Self-care
Resource: Activeminds.org
Engagement Activity: Self-Care Webinar with Ellen Nastir: Wednesday November 3rd @ 12:30PM
Sunny: Text Promoting Ellen's Self-care Webinar & Student Ambassador Promotion

Nov. 8th

week 02: Imposter Syndrome
Resource: Imposter Syndrome Video
Engagement Activity: Tell us your first gen success story!
Sunny: First Generation Student Success Celebration text

Nov. 15th

week 03: Campus Mental Health Resources
Resource: Ellen's Drive-in Live Coaching Session (RSVP Required)
Engagement Activity: Ellen's Drive-in Coaching
Sunny: Mental Health and Wellness tips

Nov. 29th

week 04: Work/Life Balance
Resource: Podcast: Work-life balance is key for a less-stress college semester
Engagement Activity: Sign-up for FREE access to Study Edge for help with Final Exams.
Sunny: One-on-one virtual coaching appointments & Study Edge

 **Published Podcasts on Instagram TV**
 Episode: Your Take Stock in College guide to staying healthy in school
 Episode: 5 ways you can conquer low self-esteem
 Episode: Mental health resources on campus
 Episode: Work-life balance is key for a less-stress college semester

 **Live Virtual Event: Self-Care w/ Ellen Nastir**
 Date: Wednesday November 3rd, 2021
 Time: 12:30PM

Live Virtual Event: Drive-in Coaching with Ellen Nastir
 Date: Monday November 15th, 2021
 Time: 12:30PM

December Schedule

FINISHING THE SEMESTER STRONG



Dec. 6th

week 01: End of Semester Checklist
Resource: End of semester checklist posted on Take Stock Connect and sent out via Constant Contact
Engagement Activity: Open one-on-one virtual coaching
Sunny: Advertise virtual coaching opportunity

Dec. 13th

week 02: Next Semester Planning
Resource: Next Semester planning list posted on Take Stock Connect and sent out via Constant Contact
Engagement Activity: open one-on-one virtual coaching
Sunny: Advertise virtual coaching

Dec. 20th

week 03: Happy Holidays!
Sunny: Happy Holidays Message

Dec. 27th

week 04: Winter Break
Sunny: We hope you are enjoying your winter break message

 **Published Podcasts on Instagram TV**
 Episode: 7 undeniably good tips to help you succeed on finals week
 Episode: How to know if online classes are right for you
 Episode: Celebrate your wins this semester

Appendix C

Literature Review

To provide context for Take Stock in College's work and a benchmark for its evaluation, a review of research literature was conducted on the latest advances in the fields of postsecondary success, persistence, and completion. Studies on postsecondary enrollment and persistence during COVID-19 were also reviewed to ensure current perspectives. Furthermore, studies regarding returning to college from the labor market were reviewed. This literature review was conducted to ensure that a comprehensive perspective, with an understanding of current dynamics, was applied to the evaluation.

Key Indicators to Improve Postsecondary Success, Persistence, and Completion

Numerous studies have shown that several factors, described below, play an important role in improving postsecondary success, persistence, and completion.

Instructional and Student Support Expenditures

Studies have shown that instructional and student support service expenditures are positively associated with increasing graduate rates, especially at four-year colleges and universities (Chen, 2011; Hamrick et al., 2004; Webber & Ehrenberg, 2010). For example, as the population of Hispanic students increases in colleges, studies that have focused on factors that contribute to graduation rates for Hispanic students have shown that instructional expenditures, academic support expenditures, and student support expenditures must be maintained and/or increased to increase graduation rates (Garcia, 2013).

Programs and Courses for Specific Student Populations

Empirical studies have demonstrated that mentoring or coaching interventions among college students have statistically significant and positive average effects on academic achievement and college degree attainment (Bettinger & Baker, 2013). In particular, studies that focused on specific populations, such as first-year students, non-traditional students, or Black or Hispanic students, showed that their academic achievement significantly increased and that mentoring or coaching interventions had a positive impact on persistence (Arco-Tirado et al., 2019; Bettinger & Baker, 2013; Lisberg & Woods, 2017). Furthermore, research shows that structured advising is advantageous to students, especially for first-generation college students and those from low- socioeconomic backgrounds.

Mentoring Programs

Mentoring programs, including peer mentors and faculty mentors, have been shown to be beneficial to college students. For example, peer mentors can help students

enroll in courses and adjust to college, which can lead to academic achievement. Studies demonstrate that a peer mentor has a positive and significant impact on first-year students' academic performance (Arco-Tirado et al., 2019). Furthermore, studies suggest that pairing students with a mentor who shares similar backgrounds (such as race/ethnicity, age, gender, or academic interests) can be beneficial. In one case, a peer program where female students were paired with a female mentor in the same STEM program, students experienced more motivation and confidence in their academic field and showed more retention in the first year of college (Dennehy & Dasgupta, 2017).

Faculty mentors also can provide insights into their fields of study, access to research, and career guidance. A study that focused on women underrepresented in STEM disciplines showed that faculty mentoring support impacted students' motivation and persistence intentions (Hernandez et al., 2017), which may lead to longer-term persistence and achievement outcomes. Furthermore, intervention studies have suggested that when outside professionals serve as mentors, students should be matched with a mentor based on academic interests.

Coaching Programs

Coaching programs, as well as mentoring programs, have been illustrated to be advantageous to college students. Literature suggests that especially for non-traditional students, individualized student coaching, such as helping students develop a vision of their goals, time management, and study skills, can result in greater persistence (Bettinger & Baker, 2013).

Recent studies continue to illustrate the importance of personalized support. Students who were matched with upper-year student coaches demonstrated an increased average course grade and GPA (Oreopoulos & Petronijevic, 2017). Recent studies that focused on the persistence of Black and Hispanic students demonstrated that their persistence rate increases when they were involved in a peer coaching initiative. In addition, research emphasizes that structured coaching leads to improved outcomes among college students (Simmons & Smith, 2020).

Coursework

Students who may arrive at college underprepared in some content areas have been shown to benefit from programs that offer preparatory coursework. One study conducted at a historically Black institution showed that offering online mathematics courses for STEM majors helped students start their academic programs in a better position and also indicated that these students demonstrated better retention in their majors and a higher GPA (Harrington et al., 2016).

Furthermore, a study that focused on an institutionalized program that helped first-year STEM students hone their math skills illustrated that students' retention and graduation rates were increased and that female, Black, and Hispanic students, in particular, had higher retention and graduation rates (Dagley et al., 2015).

Involvement and Engagement (Feeling Connected)

Another important factor, especially for students of color from underrepresented groups, such as Black or Hispanic students, is social support/integration. Recent research shows that social integration and engagement were related to student retention among students of color from underrepresented groups (Rasco et al., 2020). Additionally, a case study that examined the different retention rates among Black and Hispanic students revealed that social support seemed to play an important role in retention. This study also suggested that regardless of the differences in academic preparation for college, social support was a vital factor in the success of students (Baker & Robnett, 2012).

Connections through Technology

Although socioeconomic disparities in college enrollment have declined, socioeconomic inequalities in college completion have widened over the years. Recently, researchers have examined how informational barriers and behavioral obstacles contribute to socioeconomic disparities in college success and have investigated the effectiveness of text message communications for students from families with low incomes (Castleman & Meyer, 2020). For example, one study that focused on text messaging, such as providing simplified information, encouragement, and access to individualized advising, showed that students who received these messages were more likely to remain throughout their first year of college and to complete more course credits (Castleman & Meyer, 2020). Relatively few studies have explored how sending text messages about financial aid, FAFSA renewal, and reminders of the importance of satisfactory academic progress can lead to higher student persistence and financial aid renewals (Castleman & Page, 2015). However, it is a cost-effective strategy, and more research is needed to understand the effectiveness of text messaging.

Family and Student Attributes

Research examining the role of family support suggests that it promotes students' social wellbeing, student engagement, and positive academic outcomes, especially for students from families with low incomes (Roksa & Kinsley, 2018).

In addition to family support, longitudinal studies have shown that students' psychosocial factors, including motivation and coping strategies, are significant predictors of academic success and college retention (DeBerard et al., 2004; Slanger et al., 2015).

Financial Support

Numerous studies have shown that financial challenges, such as college affordability, are one of the major reasons that students from families with low incomes do not pursue a college degree. This trend has accelerated since costs, such as tuition fees, have rapidly increased each year. Therefore, offering financial support (e.g., through grants, scholarships, and incentives) can result in college enrollment, persistence, and completion.

Grants

Based on a study investigating the effects of the Florida Student Access Grant, grant eligibility had a positive impact on attendance and led to an increased rate of credit accumulation and degree completion within six years (Castleman & Long, 2016). In addition, based on a study examining the impact of need-based grant aid, increasing grant aid has been shown to be an effective way to increase retention (Goldrick-Rab et al., 2016).

Scholarships

Studies show that scholarships significantly increase college enrollment, college credits attempted, and credential attainment (Bartik et al., 2015).

Incentives

A study targeting first-year students from families with low incomes demonstrated that providing incentives based on academic performance and a minimum number of credit hours led to an increase in credit-hour accumulation, resulting in a notable increase in the graduation rate after five years (Binder et al., 2015).

Comprehensive Supports

Several studies investigating ways to support first-generation students, including those from families with low incomes, regarding college success have shown that providing a combination of financial support and non-financial support leads to substantially higher rates of degree completion and academic improvement (Clotfelter et al., 2017; Page et al., 2016).

COVID-19 and College Enrollment and Persistence

Effects of COVID-19

In the fall of 2020, first-year enrollment was down by 16% at four-year universities and by 23% at community colleges compared with 2019 (National Student Clearinghouse, 2020a). Enrollment by students from families with low incomes was down by 33% compared with 2019 (National Student Clearinghouse, 2020a). Overall, compared with 2020, the enrollment continued to drop by 2.3% in the fall of 2021, and first-year student enrollment declined by 3.1%. Although enrollment declined among all racial groups, Native American, Black, and White groups suffered the sharpest drops, ranging from -10% to -12% (Hoover, 2020; National Student Clearinghouse, 2020a, 2020b; Sedmak, 2020).

Based on reports released in July 2021, the persistence rate dropped by two percentage points since fall 2019. The first-year persistence rate fell most among Hispanic students at -3.2 percentage points (National Student Clearinghouse, 2021; Sutton, 2021).

Interventions

To mitigate declining enrollment and/or persistence, universities and/or states have attempted to implement intervention programs. For example, one university's peer

mentoring program that matches first-year students with upper-year students helps first-year students become involved in college by providing personalized attention and academic and extracurricular advice until they complete their first year. Mentors are trained to pay extra attention to students from low-income backgrounds. Although this mentoring program began before the COVID-19 pandemic, personalized and continuous mentoring throughout the year resulted in the university's enrollment increasing by about 15%, and the freshman retention rate increased in 2020 (Patel, 2020).

Another university designed a personalized coaching/mentoring program remotely for first-year students to provide necessary support and information, especially related to mental health and wellbeing, which is expected to increase student connectedness and support and ultimately increase retention during COVID-19 (Kwan et al., 2021). Because in-person services/advising was not feasible due to the COVID-19 pandemic, various types of virtual advising have been implemented statewide to address low-enrollment and low-retention issues. For example, the state of Washington created a statewide texting chatbot that helps high school seniors apply for financial aid, and Arizona created a similar technological tool that focuses on financial aid. In addition, Illinois provides near-peer mentors to help guide high school seniors through the college application process (Keller, 2020; Kuhfield, 2020; Roybal et al., 2021; Stiffler, 2020).

Financial Benefits of College Degree Attainment

Analyzing relations between degree completion and earning gains and estimating economic benefits of college degrees to students, families, states, and society is critical to understanding a program's efficiency and sustainability.

Given the rapid increase in costs, including college tuition, questions as to whether the benefits of college justify the cost and whether college is a worthwhile investment continue to rise; however, research continues to show that college is a good investment and that the value of a college education is significant on average. A recent meta-analysis study based on nine independent studies calculated the value earnings gains for a bachelor's degree over a high school diploma and suggested that the expected lifetime earnings gained for a bachelor's degree is \$423,800 on average (Barrow & Malamud, 2015; Paulsen & Perna, 2019).

In addition, another paper reviewed recent evidence on labor market returns for an associate degree and affirmed that association degree completion yielded strongly positive, persistent, and consistent gains in earnings. Specifically, completing an associate degree yielded \$4,640-\$7,160 per year in extra earnings compared to high school graduates (Belfield & Bailey, 2017).

Research examining relations between earning an associate degree and outcomes, such as employment status, wages, and homeownership, showed that individuals who earned an associate degree were 9.3 percentage points more likely to be employed, compared to individuals who had no college enrollment history. In terms of wages, individuals who

earned an associate degree increased their hourly wages by 13.4% compared to those who had no college enrollment history. In addition, individuals who earned an associate degree were nearly 12 percentage points more likely to be homeowners (Turk, 2019).

Conclusion

Combined, observations from the research literature frame the context of the Take Stock in College model and offer evidence regarding the validity and relevance of the model's elements in the fields of postsecondary success, persistence, and completion.

Studies confirmed that peer mentors can have a positive and significant impact on first-year students' academic performance. Studies also suggested that when peer mentors and mentees share similar backgrounds, mentees experience more motivation in their academic field and have better retention rates. Studies also confirmed that coaching leads to improved academic outcomes. In particular, recent studies demonstrated that Black and Hispanic students who were involved in coaching interventions had improved graduate rates. Therefore, matching peer students who share similar backgrounds results in better academic outcomes and better retention. In addition, providing individualized and personalized mentoring or coaching can better meet students' needs to increase students' success in college and graduation rates.

Research confirmed that technology-delivered communications, such as text messaging campaigns, encourage students to remain in college throughout their first year and to complete more course credits, especially for students from families with low incomes. In addition, studies showed that text messages about financial aid, FAFSA renewal, and reminders of the importance of satisfactory academic process led to higher student persistence and financial aid renewals. However, some studies indicated that not all interventions that employed text messages or technology-based advice improved students' grades or credit completion. Nonetheless, text messaging is a cost-effective strategy for communicating with students.

Lastly, since COVID-19 began, college enrollment and persistent rates have consistently declined, and first-generation students, particularly from families with low incomes, have been disproportionately represented in the declining enrollment numbers. To increase enrollment and retention, various strategies and interventions have been introduced or extended, such as personalized coaching and mentoring. In particular, coaching and mentoring programs have focused on students' social-emotional wellbeing because feeling connected has become a significant factor in college success and persistence, especially for students of color and students from families with low incomes during COVID-19. Therefore, it is recommended to provide support and resources that focus on mental health and social-emotional wellbeing for students.

In conclusion, research on postsecondary success, persistence, and completion is constantly evolving.

Appendix D

Interview Questions

Take Stock in College Students

- What do you think about Take Stock in College?
- How have you interacted with Take Stock in College?
- What have you participated in? (events, webinars, etc.)
- What have you found to be the most helpful? What kind of impact did it have on you and your college experience?
- Do you know any other Take Stock Scholars? Would you be interested in getting to know any?
- What could Take Stock in College do in the future to help students?
- If there was one area of support that we could provide more focus on, what would it be? (financial aid, career exploration, etc.)
- Have you interacted with Sunny, the A.I. Chatbot? How have you found it most helpful?
- If there is one thing you could change about Take Stock in College, what would it be?

Postsecondary Partner College and University Institution Staff

- What is your general perception of Take Stock in College?
- Have you experienced any challenges with partnering with the program? If so, please describe them and indicate if and how they were addressed.
- Describe the partnership development process with Take Stock in College to support this program. Are there any specific lessons learned that you could share?
- What experiences with Take Stock in College have you found to have supported your work?
- How can we be a better support for you and our students?
- Is there anything you would like us to consider as we continue the Take Stock in College program?

Participating Take Stock in Children Affiliate Staff

- Do you think having Take Stock in College is important for the continuum of care for our students?
- Have you engaged with Take Stock in College?
- What have you found to be the most helpful?
- Have you had any student challenges? How has the team addressed these challenges?
- How have you worked with students once they went to college? Have Take Stock's partnerships with Florida colleges and universities had an impact on your work with postsecondary students? Please explain how.
- How could Take Stock in College better support the affiliates and the students in tracking students through postsecondary success?

Appendix E

About the Evaluator: University of Florida Lastinger Center for Learning

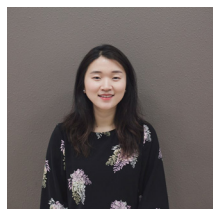
Lastinger Center provides high-quality evaluation services. With deep roots in Florida, Lastinger Center's mission is to create and evaluate equitable educational systems where every child and educator, regardless of circumstances, experiences high-quality learning every day to support the achievement of critical milestones that are predictive of success in life. Led by Dr. Mary Bratsch-Hines, Lastinger Center employs a robust research and evaluation team, which provides measurement and evaluation support to educational organizations as they serve children, families, educators, and communities. Former evaluations conducted by Lastinger Center have included the Whole School Improvement Model, Teacher Leadership for School Improvement, Algebra Nation, and the Palm Beach STEM Initiative.



Danielle L. Pico serves as Research Coordinator at the Lastinger Center. In her role, she supports numerous projects with their research needs, including the Massachusetts Early Care and Support Organization and the Hillsborough Early Learning Network. Danielle is also a doctoral candidate in Special Education at the University of Florida, with a minor in Research and Evaluation. Danielle previously taught at an international school in Venezuela and also bilingual education in Texas.



Dr. Mary Bratsch-Hines serves as the Senior Manager for Research and Evaluation at the Lastinger Center. At UF and formerly at the University of North Carolina at Chapel Hill (UNC), Dr. Bratsch-Hines has been project director and/or principal investigator for multiple federally funded grants. She has designed and conducted randomized controlled trials of reading interventions and has overseen data collection for observational studies of children from infancy through high school. Prior to her work at UNC, she was a senior research associate for Triangle Research and Evaluation Associates, where she conducted evaluations of educational programs for children from underserved populations. She currently guides fidelity, observation, and outcome data collection, management, and reporting for multiple projects at Lastinger Center, including the Massachusetts Early Care and Support Organization, Flamingo Literacy Matrix, Flamingo Early Learning, and the Gates Foundation COVID-19 Deep Dive Study.



Andrea Kim serves as the Product Management Specialist, a member of the Strategy Team. She manages administrative functions of product management, provide marketing and communication support for products, and provides support for gathering, organizing, and reporting market-related information. Andrea is a former teacher; she has taught many subjects and age groups in Mexico, Texas, and Florida. Andrea

earned a B.A. in Business Administration from UC Berkeley and an M.A. in Christian School Education from Southwestern Baptist Theological Seminary. Andrea looks forward to connecting with and providing educators from all around the nation with high-quality educational experiences.



Tae Yeon Kwon serves as a Graduate Assistant at the Lastinger Center. She has experienced teaching Korean high school students. She has a Master's degree in Educational Statistics, Measurement and Evaluation from Rutgers University and is currently pursuing her Ph.D in Research and Evaluation Methodology (REM) at the University of Florida. Her research focuses on educational measurement, psychometrics and large- scale assessments.



Anna Horton Clark has worked as a Graphic Design specialist with the Lastinger Center since 2019. She specializes in team collaboration, type-setting, document design, illustration, and creating custom graphics for multiple projects across the center.