2023 - 2024
SUMMATIVE EVALUATION
TAKE STOCK IN CHILDREN

Take Stock in Children®
scholarships, mentors & hope

UF | Lastinger Center for Learning
UNIVERSITY *of* FLORIDA

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EXECUTIVE SUMMARY

INTRODUCTION

Take Stock in Children is a non-profit organization that supports and advances the educational, career, and life-long success of Florida's youth by providing mentoring, college success services, and college scholarships to students across the state. Take Stock's multi-year model benefits students by implementing a multifaceted approach to student support, which incorporates individualized guidance from dedicated volunteer mentors, the expertise of college success coaches, and comprehensive college preparatory workshops. An essential aspect of Take Stock's support structure is the financial guidance and assistance extended to students via the Florida Prepaid College Foundation Project STARS scholarships. The scholarships provided by Take Stock in Children play a pivotal role in reducing the financial obstacles associated with higher education access and pathways to degree attainment. By setting high expectations for their academic futures, the Take Stock in Children program helps students graduate from high school with strong academic records and ensures they are well-prepared for the rigors of higher education. Since the program's inception, Take Stock in Children has provided life-changing opportunity for over 44,000 Florida students hailing from households with low incomes, affording students the opportunity to engage in high-quality postsecondary preparatory programming and to engage in higher education to escape the cycle of poverty.

Founded in 1995, the Take Stock in Children nonprofit organization was established to break the cycle of poverty through education by supporting youth across Florida as they progress through middle and high school, attain a high school diploma, and prepare for success in their postsecondary education. The Take Stock in Children program's innovative model helps children who are most often underserved through early intervention, strategically selecting students primarily between the 6th and 9th grades to enroll in the program. Upon enrollment, students agree to a contract wherein they promise to fulfill academic and personal objectives. These include engaging regularly with volunteer mentors, maintaining good grades, living free of drugs and criminal activities, upholding good conduct and school attendance, and actively participating in workshops that facilitate college preparedness. Students who honor these commitments and graduate high school are awarded scholarships to pursue further education at a state college, university, or vocational/ technical institution in Florida.

To help facilitate degree attainment or career certification among Take Stock in Children high school graduates who advance to postsecondary education, the Take Stock in College program was launched in 2018. The Take Stock in College program is built on a foundation of evidence-based support strategies and interventions to guide students toward degree completion, connecting them with the necessary campus resources that are pivotal for their postsecondary academic success (Image 1 and Appendix

Image 1. Take Stock Program Model
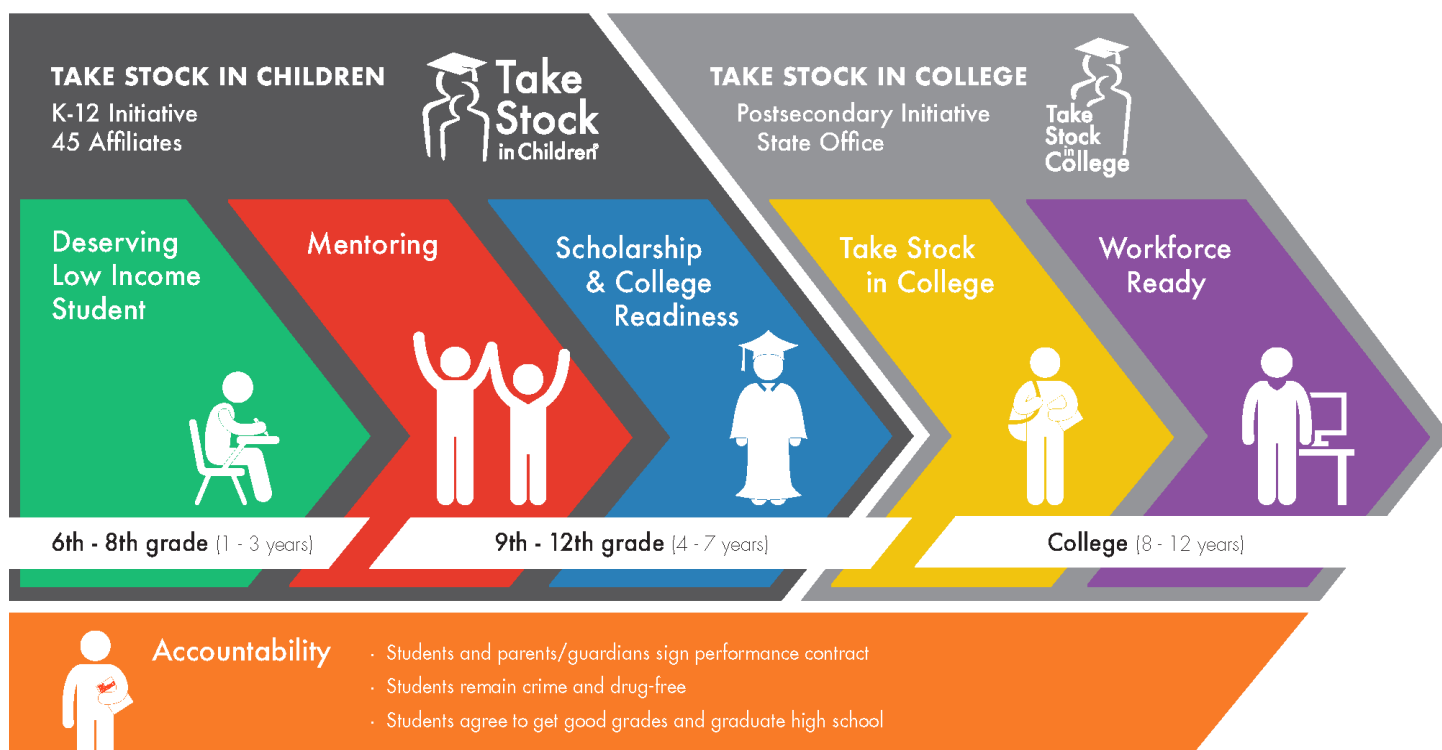
Take Stock in Children has forged partnerships with community education foundations, state colleges, community non-profit organizations, and school districts across the state of Florida to deliver exceptional programming in over 744 Florida schools. Take Stock in Children takes pride in their proven record of programmatic impact and success.

In the state of Florida, the Take Stock in Children program model is implemented by 45 affiliate grant partner organizations. Their extensive network underscores the program's broad reach and impact across the state. Take Stock also benefits from a unique public-private partnership, which leverages state investments in scholarship support. The state of Florida matches every private dollar raised for scholarships 1:1 up to $7 million each year. This partnership results in approximately $7 million in private funding raised annually to support approximately $14 million in scholarship purchases for Take Stock students each year. This public-private partnership has generated over $291 million in scholarships for Take Stock students.

According to the 2023-2024 Take Stock in Children Accountability Report:

- **97%** of Take Stock in Children program graduates complete high school compared to **71%** of their peers from low-income households.
- **92%** of Take Stock in Children program graduates enroll in college compared to **50%** of their peers from low-income households.
- **70%** of Take Stock in Children program scholars graduate college compared to **29%** of their peers from low-income households.

The Take Stock in Children program harnesses innovations in technology to provide students with seamless access to essential support and services. The program incorporates various modes of mentoring, including in-person, virtual, and hybrid synchronous and asynchronous methods. A notable advancement in this area is the Take Stock App, developed by a Take Stock in Children mentor and military veteran. The Take Stock App both modernizes the mentoring experience and offers a range of features that allow mentors and mentees to schedule virtual mentoring sessions and engage in video or text chats within a secure and monitored environment equipped with a keyword alert system. The Take Stock App also enables the logging of mentoring sessions and provides access to a wealth of resources during mentoring sessions, including the Take Stock in Children Mentoring Toolkit. Beyond that, it serves as a gateway to student college readiness and resiliency skills workshops as well as a range of other vital student support services.

By setting high expectations for their academic future, Take Stock in Children helps students graduate from high school in strong academic standing and prepared for postsecondary success. Since its founding, Take Stock in Children has provided life-changing opportunities for over 44,000 students from families with low incomes across Florida.

EVALUATION PURPOSE

Take Stock in Children is dedicated to the continuous improvement of it's programs and further increasing its impact. To achieve this, Take Stock in Children conducts annual evaluations to ensure alignment with state performance requirements by measuring program fidelity and impact.

University of Florida Lastinger Center for Learning (UF Lastinger Center) conducted two evaluations during the 2023-2024 grant year (July 1, 2023, through June 30, 2024). The first evaluation was a Formative Evaluation, which incorporated both quantitative and qualitative data to determine whether Take Stock in Children was on target to meet grant objectives and metrics. The Take Stock in Children program utilized that data to modify and adapt as needed in the second half of the year to support the accomplishment of all grant objectives.

The second assessment, a Summative Evaluation, was conducted at the end of the grant year to determine whether the Take Stock in Children program met all grant objectives. The Summative Evaluation report provides a detailed summary of the program and progress toward meeting state objectives. The Summative Evaluation also highlights areas of considerable programmatic strength and areas for program improvement.

Formative Evaluation → Modify & Adapt as Needed → Summative Evaluation → Achieve ALL Grant Objectives

SUMMARY OF FINDINGS

This Summative Evaluation revealed that the Take Stock in Children program met or exceeded all grant objectives given available data. Table 1 displays the required end-of year grant deliverables and outlines the program's evidence for each deliverable.

Table 1. Required End-of-Year Grant Deliverables

	Deliverable	End of Year Metric	Year-End Progress	Evidence
1	Enrollment	By the end of the year, Take Stock in Children will serve at least 8,000 students.	Exceeded	As of June 30, 2024, 8,340 students were active in the program (Table 7).
2	Mentor Match	Mentor-to-student match rate will average at least 90% statewide.	Exceeded	The average year-end mentor match rate is 97%.
3	Recruitment Activities	A total of 4 multi-regional mentor recruitment activities will be conducted (one per quarter).	Exceeded	A total of 16 multi-regional activities were conducted in Quarters 1-4 (Table 8).
4	Mentor Recruitment and Training	A minimum of 1,200 new mentors will be recruited and trained by the end of the grant year.	Exceeded	A total of 1,613 new mentors were recruited, screened, and trained by the end of the grant year (Table 9).
5	Mentoring Sessions (Returning Matches)	Mentor-mentee pairings matched for the whole grant year will conduct an average of 12-15 mentor sessions by the end of the school year.	Exceeded	An average of 19 mentoring sessions per student were conducted during Quarters 1-4 (Table 10).
6	Mentoring Sessions (New Matches	Newly matched mentor- mentee pairings will conduct an average of 2 mentor sessions per each month matched.	Exceeded	An average of 2.5 mentoring sessions were conducted each month for students with new mentors (Table 11).
7	College Success Coach Visits	Visits will average 1 per semester for grades 6-10 and 2 per semester for grades 11-12.	Exceeded	An average of 99 % of students received target services during Quarters 1-4 (Table 14).
8	College Readiness Workshops	A total of 4 college readiness workshops will be conducted at each site per year (including 2 sessions focused on college readiness and financial aid procedures for seniors), plus a new student orientation where applicable.	Exceeded	A total of 45 sites (100%) reported offering 5 or more college readiness workshops during Quarters 1-4 (Table 15).
9	Professional Development	A total of 15 professional development opportunities will be provided for staff by the end of the year with five (5) in Quarter 1, three (3) in Quarter 2, four (4) in Quarter 3, and three (3) in Quarter 4.	Exceeded	A total of 82 professional development workshops were offered to staff. Totals for each quarter: twenty-six (26) in Quarter 1, sixteen (16) in Quarter 2, nine (9) in Quarter 3, and thirty-one (31) in Quarter 4 (Table 18).
10	Student Academic Performance	A total of 90% of students will improve or maintain a G.P.A. at or above 2.0.	Exceeded	98% of students maintained a grade point average of at least 2.0 for Semester 1 and 99% for Semester 2. The average GPA for the network is 3.3 (Table 19).
11	Student School Attendance	A total of 90% of students will improve or maintain satisfactory school attendance.	Met	90% of students had fewer than 17 unexcused absences for the 2023–2024 academic year (Table 20)
12	Graduation Rate	A total of 90% of seniors will successfully complete the Take Stock in Children program and graduate from high school.	Exceeded	98% of seniors completed the Take Stock in Children program and graduated from high school on time (Table 21).

METHODOLOGY

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

1. What is the level of program participation?
2. What is the program impact on key indicators of high school completion and college readiness?
3. Is Take Stock in Children's model being implemented with fidelity?
4. How can Take Stock in Children improve the effectiveness and efficiency of implementation to reflect the program's significant return on investment for the state of Florida?

The 2023–2024 Take Stock in Children program evaluation is divided into two parts: the Formative Evaluation and the Summative Evaluation. This report includes results from the Summative evaluation process and assesses the achievement of end-of-year goals and metrics. It also informs the Take Stock in Children program if they have met the metrics required by the Florida Department of Education for the current grant year. The evaluation also offers suggested areas and strategies for implementation improvement to help the organization enhance current results.

The evaluation questions from the evaluation plan in Appendix C present the metrics and sources, methods of analysis, comparison data, and reference points. All data for this Summative Evaluation was collected from STAR, a proprietary Take Stock in Children database. Required program data are entered into STAR by all 45 affiliates and are closely monitored by Take Stock in Children's State Office team. For quality assurance purposes, training on how to accurately enter data is regularly conducted. The STAR system contains safeguards, which include required data entry choices designed to prevent inaccuracies or duplicate entries.

Evaluation Plan

In the first phase of the evaluation process, the UF Lastinger Center for Learning and Take Stock in Children created an evaluation plan, working together to ensure that the evaluation process and procedures were straightforward and that each team member's role was established. During these initial discussions, the team set clear deadlines and expectations around data collection and analysis.

Literature Review

Next, a thorough review of the latest research in coaching, college readiness, and college success was conducted (see Appendix B). Understanding current literature, including evidence-based practice designed to promote college degree attainment, provides support for the Take Stock in Children model and ensures that Take Stock in Children updates its programming according to the latest research.

Formative Evaluation

The Formative Evaluation process focused on the collection and analysis of both quantitative and qualitative data. The UF Lastinger Center evaluation team analyzed the programmatic statistics from the STAR database for the first two quarters of the 2023-2024 grant year, as provided by the Take Stock in Children program staff. The Formative Evaluation found that the Take Stock in Children program was expected to achieve at least 85% of program objectives by the end of the grant year.

Summative Evaluation

The final phase of the evaluation process includes the delivery of this Summative Report to be delivered at the end of the 2023-2024 grant year. This evaluation has assessed the degree to which Take Stock in Children implemented its programs with fidelity to the model and met grant requirements, as well as determined if annual targets were achieved. This Summative Evaluation also includes interviews and surveys with students, parents, alumni, and mentors, and has outlined recommendations for how the Take Stock in Children program can continue to develop its areas of strength along with recommendations for how programming may be improved going forward.

The analysis of the data points in Table 2 resulted in this Summative Evaluation report, which includes the following data:

- Details on student enrollment in the Take Stock in Children program and participation in services.
- Synopsis of program operations, activities, and services provided to students, families, and mentors.
- Observations on programmatic progress, as determined via objective data analyses.
- Recommendations on how to continue achievement and/or how to enhance current results.

Table 2. Summative Assessment Selected Data

Data Points
Student Distribution by Gender, Race, Ethnicity, and Grade Level
New Student Enrollment
Mentor Match Rates
Mentor Recruitment
Mentor Sessions
Students Mentored
College Success Coach Visits with Students
College Readiness Workshops
Mentor Training
Staff Training Opportunities
Academic Indicators (G.P.A., attendance, graduation rate)
Stakeholder Surveys (students, parents/guardians, mentors)
Interview Responses

PROGRAM OVERVIEW

CURRENT NEED

Children confronting the hardships of poverty–and who are disproportionately represented by students of color–frequently encounter obstacles in successfully completing high school and progressing toward higher education, particularly those who are first-generation collegegoers. The challenges they face are multifaceted and may stem from various factors, such as a history of housing segregation leading to school funding disparities (Orfield, 2013) and the limited availability of resources within educational institutions. For instance, notable disparity exists among first-generation students, who have fewer chances to participate in rigorous high school coursework, including Advanced Placement (AP) courses, which could significantly help prepare them for the academic demands of college (Cataldi et al., 2018). Such resource limitations have tangible repercussions that may constrain opportunities for academic enrichment and hinder overall student success (Manzano-Sanchez et al., 2019; Stearns & Glennie, 2010).

These challenges, compounded by broader economic downturns, have a more pronounced adverse effect on access to higher education for first-generation students and those from low-income households. In 2023, the National Center for Education Statistics (NCES) revealed that 16% of adult households, with at least one member planning to enroll in college for the Fall 2021 term, reported the cancellation of enrollment plans (Irwin, et al., 2023). The lower the family household income, the more likely enrollment plans were canceled. The inability to pay for educational expenses due to income fluctuations was the most frequently cited reason for the cancellations (48%; Irwin, et al., 2023).

A year earlier, data from the National College Attainment Network (NCAN, 2024) indicated that FAFSA completion rates saw a precipitous drop at the start of 2020. Students of color and students from families with low incomes were some of the most negatively affected. Specifically, FAFSA completions declined 5.2% among Title I public schools, 6.1% in high schools with high populations of students of color, 6.6% in urban areas, 5.4% in suburban areas, and 2.5% in small towns. The economic challenges of the last three years continue to have a residual impact. While the landscape over the past year had become more promising, with the high school class of 2022 completing 4.6% more FAFSAs than the class of 2021 (Florida College Access Network [FCAN], 2022); new submission procedures have resulted in a more significant decline in the FAFSA completion rate. According to the Federal Student Aid program (FSA, 2024) and the National College Attainment Network (NCAN, 2024), there is currently a notable decline in error-free FAFSA completions by high school seniors, with recent data showing a 40% drop from the previous year. Similarly, FAFSA submissions that require corrections to be processed are down by 27% compared to this time last year.

Data from the National Student Clearinghouse (NSC, 2023) also shows that Undergraduate student enrollment has not fully rebounded to levels observed prior to 2020. Recently, NSC (2023) reported that enrollment remained steady in Spring 2023. Overall undergraduate enrollment grew for the first time since 2020 in the fall of 2023 and now stands at 1.2% above 2021 enrollments. While all major sectors grew, community colleges showed the highest gains (+4.4%) accounting for more than half (58.9%) of the increase in current undergraduate enrollment. The current shifts suggest students are reconsidering the types and costs of degrees they pursue, with more students enrolling in two-year postsecondary programs.

In response to the challenging educational and economic landscape of the past three years, a period that posed significant hardships for students of color and those from low-income families, Take Stock in Children made substantial strides in expanding its virtual mentoring and college readiness support services to bridge the gap for students who could no longer access in-person services and support. Remarkably, the additional virtual tools have continued to yield positive outcomes for students, offering an array of connectivity options and increased accessibility to Take Stock in Children's support services and resources. This is simply one of many ways in which Take Stock in Children innovates to further support students with the most critical need.

In a broader context, historically underserved and underrepresented students face significant obstacles in accessing higher education and are thereby prevented from realizing many of the opportunities that the modern economy affords. Consequently, these students may find themselves trapped in a cycle of poverty that extends into adulthood. Take Stock in Children was conceived and implemented as a proactive measure to reduce the likelihood of this outcome and ultimately improve the quality of life for Florida's children. The subsequent section offers a comprehensive overview of the origins and subsequent evolution of Take Stock in Children.

ORGANIZATION HISTORY

In 1995, the Take Stock in Children organization was founded 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. As Take Stock Founder Dr. Don Pemberton stated, *"We were looking to be transformative...by engaging all facets of the community."* From the outset, the program model was designed to be simple. The Take Stock in Children team recruited participants in

middle through high school, early enough in their lives to make a significant difference in their academic outcomes; provided them with volunteer adult mentors; and carefully monitored students' progress. Take Stock in Children emphasized responsibility and accountability among students, their parents, and mentors. Accordingly, Take Stock in Children students signed contracts promising to stay crime-free, drug-free, and maintain good grades and strong attendance.
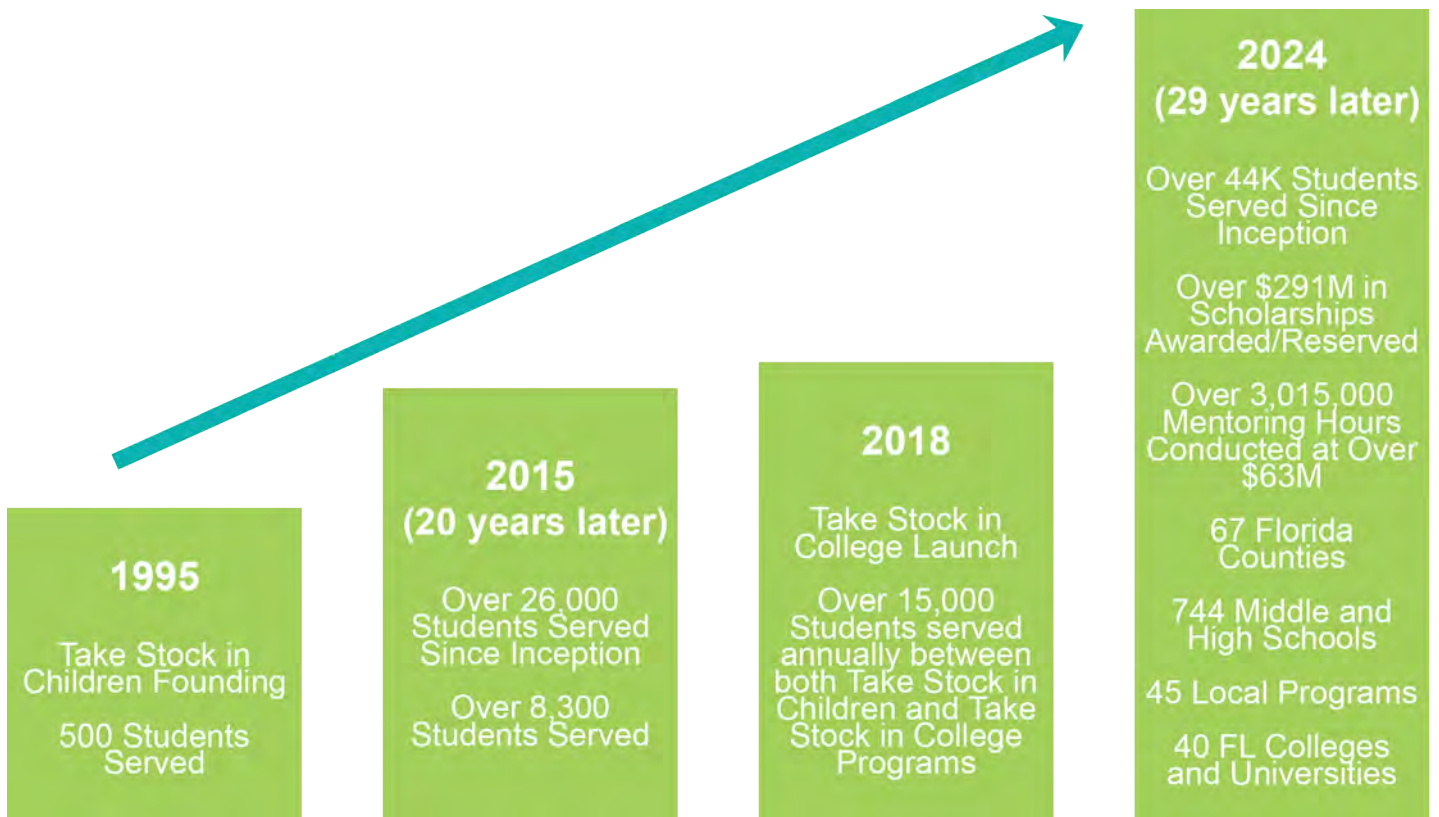
In 1995, the program served 500 students. Local businesses soon took notice, recognizing Take Stock in Children's potential as a valuable tool for building a more educated workforce. Among others, Florida's largest bank and largest grocery chain urged the program to expand. One year later, Take Stock in Children 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.

In 2018, Take Stock expanded to ensure that students reach degree attainment through its Take Stock in College Program. The Take Stock in College program currently supports the success of over 7,000 collegiate students.

The Take Stock in Children program has served nearly 42,000 children since 1995 (see Image 2). Combining the efforts of both the Take Stock in Children and the Take Stock in College program, Take Stock has grown to serve over 15,000 students annually and is known as one of the nation's preeminent mentoring, college success, and scholarship organizations.

Image 2. The History of the Take Stock in College Program

1995

Take Stock in Children Founding

500 Students Served

2015 (20 years later)

Over 26,000 Students Served Since Inception

Over 8,300 Students Served

2018

Take Stock in College Launch

Over 15,000 Students served annually between both Take Stock in Children and Take Stock in College Programs

2024 (29 years later)

Over 44K Students Served Since Inception

Over $291M in Scholarships Awarded/Reserved

Over 3,015,000 Mentoring Hours Conducted at Over $63M

67 Florida Counties

744 Middle and High Schools

45 Local Programs

40 FL Colleges and Universities

TAKE STOCK IN CHILDREN ORGANIZATION MODEL

The Take Stock in Children program offers a multi-year program model for academically qualified students from families with low incomes. Take Stock in Children uses an evidence-based framework that focuses on students' postsecondary success from their earliest participation (see Image 3). Beginning in middle school and extending throughout high school, students are exposed to myriad strategies aimed at instilling a foundational aspiration to attend and complete college. The program's success is demonstrated in the following areas:

- Providing an innovative mentoring and coaching curriculum, which builds each student's academic, social, and emotional readiness for college.

- Collaborating with the student, student's family, school, and volunteer mentor to ensure each student remains on course for college.

- Supporting students with processes aligned with applying for and attending college.

- Reducing or eliminating potential burdens of college debt by providing student financial aid workshops as well as a Florida Prepaid Project STARS scholarship.

Image 3. Take Stock Program Model
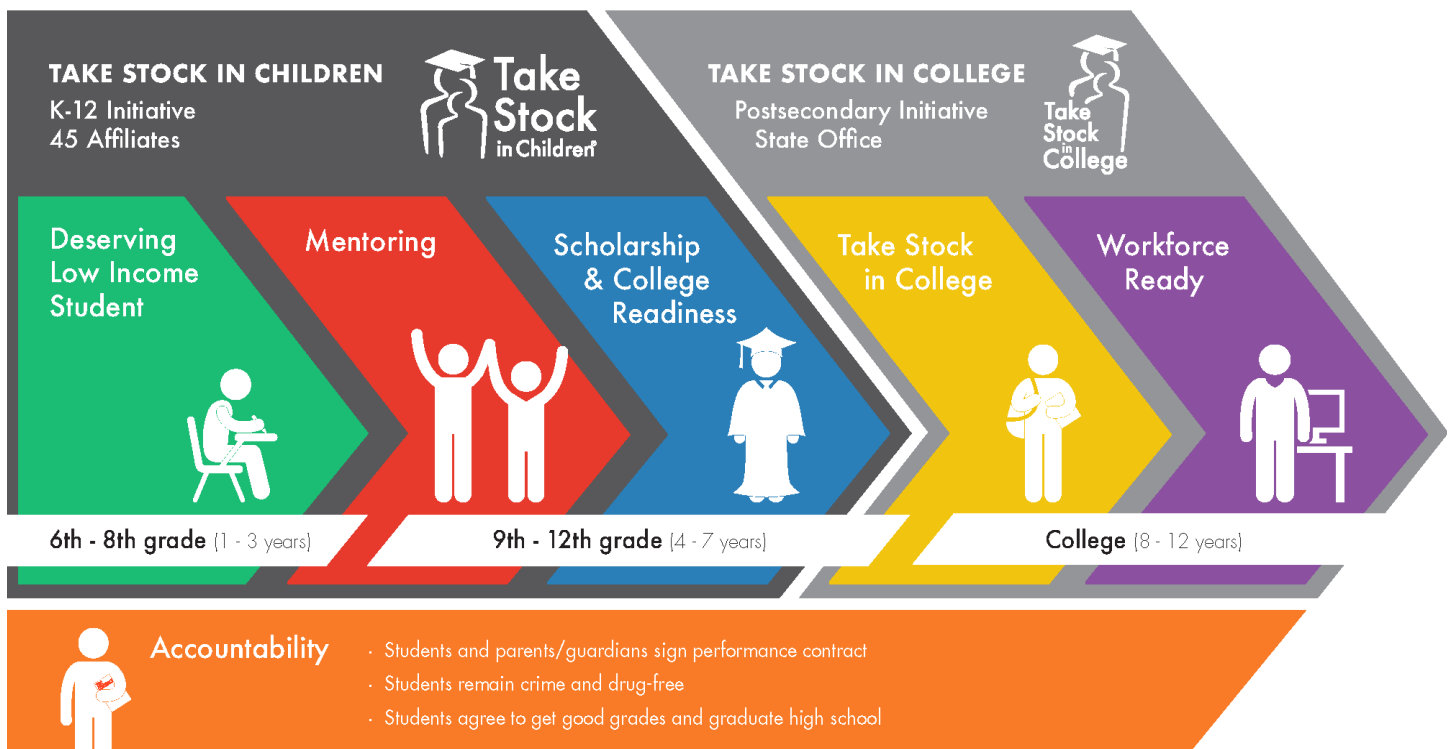
The program model sets high expectations for students' academic futures, provides support to help students graduate from high school in strong academic standing, and helps to mitigate financial barriers to higher education. Its success hinges on a reciprocal relationship between students and the organization, beginning with the careful selection of students in middle school and early high school. Students meet Take Stock in Children's guidelines of being from families meeting low-income criteria and being at risk of not completing high school and attending or completing postsecondary education. Every step of the process aims to equip students with resources, including a caring adult volunteer mentor, a professional College Success Coach, and financial aid assistance in the form of FAFSA, Pell Grant and scholarship workshops as well as awarding a Florida Prepaid College Scholarship. In return, students sign a contract pledging to maintain good grades, behavior, and attendance, as well as to remain drug- and crime-free.

As noted, the Take Stock in Children program is implemented through a network of 45 local affiliate organizations, providing organizational capacity to serve students across the state of Florida. The affiliate organizations deliver Take Stock in Children services in the following ways:

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

Take Stock also partners closely with the state of Florida. The state provides critical programmatic support for Take Stock in Children's work statewide and has facilitated a 1:1 matching program through the Florida Prepaid College Foundation Project STARS Scholarship ("STARS Scholarship"), which matches every private scholarship dollar raised by Take Stock in Children and its affiliated organizations. For more information on the model, please refer to the Take Stock in Children Logic Model (Appendix A).

Through the use of innovation and technology, the Take Stock in Children program has expanded services to include virtual mentoring and college readiness support. Take Stock continues to promote and enhance the Take Stock App, which was created to streamline mentor session reporting and offer virtual mentoring in a monitored and secure meeting platform. Mentor App promotion efforts include mentor and staff training. Research supports the effectiveness of these types of tools and strategies for increasing student knowledge of college-related topics such as areas of college study and careers (e.g., Stoeger et al. 2013). Moreover, these types of expanded options for connection help increase the accessibility of Take Stock services. With Take Stock in Children's comprehensive approach and unwavering mission to break the cycle of poverty for academically qualified students from low-income backgrounds, this organization is set up to ensure the success of each of its students, both in school and throughout life.

For the 2024-2025 grant year, Take Stock in Children has launched a new Customer Relationship Management (CRM) database named HOPEforce. Staff training on this new database is underway and will continue as new enhancements are built and new staff enter the program. The launch of HOPEforce will provide a multitude of operational and efficiency enhancements, including a digital/online application process, automated tracking of on-demand workshop attendance, and proactive alerting to help address mentor and student issues. Take Stock in Children remains at the forefront of mentoring, continually striving to enhance the effectiveness and efficiency of educational support services. To do so, Take Stock strategically implements technology through the support of generous donors.

PROGRAM DATA

STUDENT DEMOGRAPHICS

Student demographic data is tracked through the STAR proprietary database. The data presented in Tables 3-6 represents was obtained on 06/29/2024 and reflects the most recent demographic information available for students participating in the Take Stock in Children program.

Table 3. Student Distribution by Gender, Race, Ethnicity, and Grade

Gender	Percent
Female	59 %
Male	41 %

Table 4. Student Distribution by Race

Race / Ethnicity	Percent
Hispanic	37 %
African American/Black	29 %
White	23 %
Multiracial	5 %
Asian	4 %
American Indian or Alaskan Native	<1 %
Pacific Islander/Hawaiian Native	<1 %
Other	1 %
Grand Total	**100%**

Table 5. Student Distribution by Ethnicity

Race / Ethnicity	Percent
Hispanic	37 %
Non-Hispanic	63 %
Grand Total	**100%**

Table 6. Student Distribution by Grade

Grade level	Percent
6th grade	2 %
7th grade	4 %
8th grade	11 %
9th grade	22 %
10th grade	21 %
11th grade	20 %
12th grade	20 %
Grand Total	**100%**

DELIVERABLE 1: STUDENT ENROLLMENT

End of Year Objective: The Take Stock in Children program will serve a minimum of 8,000 students by the end of the 2023 – 2024 grant year, combining students receiving mentoring and other college readiness services. Additional college readiness services include individualized college coaching, academic support and monitoring, and college readiness workshops.

Progress: *Exceeded*

The Take Stock in Children program exceeded the grant deliverable, as a total 8,340 students were enrolled, as indicated by its annual peak enrollment, with the addition of 2,286 new students entering the program (Table 7).

Table 7. Peak Student Enrollment/New Students Enrolled[1]

County/Region	Student Enrollment	New Students Enrolled
Alachua	312	66
Baker, Columbia, Dixie, Gilchrist, Union	123	47
Bay	69	14
Bradford	35	9
Brevard	217	93
Broward	165	41
Calhoun, Holmes, Jackson, Liberty, Washington	60	26
Charlotte	51	13
Citrus	40	7
Clay	59	17
Collier - Champions for Learning	196	34
Collier - Immokalee Foundation	101	30
DeSoto, Hardee, Highlands	160	50
Duval	339	87
Escambia	148	33
Flagler	98	36
Franklin	14	2
Gadsden, Leon, Wakulla	40	10
Hendry	19	8

County/Region	Student Enrollment	New Students Enrolled
Hernando	38	9
Hillsborough	314	85
Indian River, Martin, Okeechobee, St. Lucie	242	67
Lake, Sumter	144	35
Lee	230	72
Madison	33	6
Manatee	311	94
Marion	242	60
Miami-Dade	356	127
Monroe	349	107
Nassau	176	39
Okaloosa	77	15
Orange	417	153
Osceola	54	9
Palm Beach	634	197
Pasco	54	17
Pinellas	1146	226
Polk	118	36
Putnam	84	23
Santa Rosa	150	37
Sarasota	512	142
Seminole	137	30
St. Johns	61	6
Suwannee	51	30
Volusia	122	32
Walton	42	9
Grand Total	**8,340**	**2,286**

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

Mentoring

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

- **Number of mentor hours (recorded as sessions)**
- **Students enrolled/mentored**
- **New mentors recruited, screened, trained, and background check approved**
- **Mentor match rate**

DELIVERABLE 2: MENTOR MATCH

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

Progress: *Exceeded*

The Take Stock in Children program exceeded the grant deliverable, as the average mentor-match rate for the entire grant year was 97%.

DELIVERABLE 3:
MENTOR RECRUITMENT ACTIVITIES

End of Year Objective: The 2023–2024 grant requires Take Stock staff conduct a multi-regional mentor recruitment activity each quarter. Four (4) multi-regional mentor recruitment activities will be conducted (one per quarter).

Progress: *Exceeded*

The Take Stock in Children program exceeded the grant deliverable. The Take Stock in Children program conducted three (3) multi-regional mentor recruitment activities in Quarter 1, four (4) activities in quarter 2, three (3) activities in Quarter 3 and six (6) activities in Quarter 4. A total of sixteen (16) multi-regional mentor recruitment activities were completed, which exceeds the requirements (Table 8).

Table 8. Recruitment Activities

Quarter	Activity Description
1	1. Promoted and recruited the need for volunteer mentors through Facebook ad campaigns, multiple social media platforms, and ads in publications and notices in local newspapers. 2. Promoted virtual mentoring through the Take Stock App and web portal as a mentor recruitment tool for snowbirds, and professionals throughout the Take Stock in Children network. 3. Created and promoted new mentoring marketing materials for affiliates provided in the online resource library.
2	1. Created and distributed social media graphics and marketing materials for the affiliates to use for National Mentor Month featuring several posts designed for affiliates to thank their mentors and recruit new ones. 2. Launched annual Mentor of the Year competition. The Mentor of the Year will be publicly acknowledged at events and through print and social media promoting how impactful and fulfilling becoming a mentor can be. Additionally, the Mentor of the Year acts as a recruitment ambassador to engage new mentors in our program. 3. Promoted volunteer mentoring by highlighting local Mentor Success Stories through weekly and monthly newsletter publications as well as through Take Stock Podcast. 4. Launched the Take Stock News and Events page on the Take Stock website to help promote volunteer mentoring recruitment by leveraging the success stories from students, mentors, and alumni to encourage mentor sign-ups and other ways to support Take Stock in Children.

Quarter	Activity Description
3	1. Created and distributed weekly social media graphics and posts for Take Stock in Children (TSIC) affiliates to utilize throughout National Mentoring Month in January. Social Media posts and graphics were designed for Take Stock in Children local program affiliates to thank their mentors and recruit new ones. 2. Presented our annual Take Stock in Children (TSIC) Mentor of the Year Award at an awareness-building event during the Leadership Summit in Tallahassee, FL (January 2024). The TSIC Mentor of the Year is publicly acknowledged at events and through print and social media, promoting how impactful and fulfilling becoming a mentor can be. The TSIC Mentor of the Year is also a recruitment ambassador to engage new mentors in the Take Stock in Children program. 3. Promoted Take Stock in Children (TSIC) mentoring by highlighting local Mentor/Mentee Success Stories through our weekly and monthly newsletter publications.
4	1. Promoted the need for mentoring through social media posts on multiple platforms. 2. Packaged and distributed social media posts and email banners to 45 Affiliates to promote mentoring through National Volunteer Appreciation Month in April. 3. Highlighted Take Stock Alumni who have returned as program mentors through social media to promote further Alumni mentoring. 4. Promoted the positive impact of mentoring through highlighting senior student success and mentor-mentee stories on multiple platforms. 5. Purchased mentor recruitment promotional materials to distribute to TSIC affiliates including mentor recruitment training folders, bookmarks, and pins. 6. Promoted the benefits and impact of mentoring on Take Stock's Mentors & Milestones Podcast with statewide thought leaders and program alumni.

DELIVERABLE 4:
MENTOR RECRUITMENT AND TRAINING

End of Year Objective: A minimum of 1,200 new mentors will be recruited, screened, and trained by the end of the grant year.

Progress: *Exceeded*

The Take Stock in Children program exceeded the grant deliverable. A total of 1,613 mentors were recruited, screened, and trained by the end of Quarter 4 (Table 9).

Table 9. Mentors Recruited, Screened, Trained, and Approved

County/Region	Mentors Screened/ Trained	Mentors Approved
Alachua	99	99
Baker, Columbia, Dixie, Gilchrist, Union	34	34
Bay	15	15
Bradford	12	12
Brevard	41	38
Broward	36	36
Calhoun, Holmes, Jackson, Liberty, Washington	19	19
Charlotte	7	7
Citrus	4	3
Clay	15	15
Collier - Champions for Learning	25	25
Collier - Immokalee Foundation	16	16
DeSoto, Hardee, Highlands	18	18
Duval	74	73
Escambia	34	33
Flagler	30	30
Franklin[1]	0	0
Gadsden, Leon, Wakulla	8	7
Hendry[1]	0	0
Hernando	8	8

County/Region	Mentors Screened/ Trained	Mentors Approved
Hillsborough	63	63
Indian River, Martin, Okeechobee, St. Lucie	40	38
Lake, Sumter	18	17
Lee	43	43
Madison[1]	0	0
Manatee	92	92
Marion	29	29
Miami-Dade	26	26
Monroe	103	103
Nassau	38	38
Okaloosa	10	10
Orange	129	129
Osceola	8	8
Palm Beach	153	153
Pasco	34	34
Pinellas	119	119
Polk	47	47
Putnam	10	8
Santa Rosa	22	22
Sarasota	66	64
Seminole	17	17
St. Johns	7	7
Suwannee	30	30
Volusia	11	11
Walton	3	3
Total New Mentors	**1,613**	**1,599**

[1]*These sites retained previous mentors and did not require additional mentor recruitment.*

DELIVERABLE 5:
MENTOR SESSIONS WITH RETURNING MATCHES

End of Year Objective: Program participants who have been matched with a mentor for the entire grant year will receive an average of 12 to 15 mentor sessions by the end of the school year.

Progress: *Exceeded*

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

Table 10. Average Number of Mentoring Sessions for Students with Returning Mentor Matches, Quarters 1 - 4 (2023-2024)[1]

Average Number of Annual Sessions	
County/Region	Quarters 1-4
Alachua	19
Baker, Columbia, Dixie, Gilchrist, Union	20
Bay	12
Bradford	17
Brevard	19
Broward	17
Calhoun, Holmes, Jackson, Liberty, Washington	16
Charlotte	15
Citrus	26
Clay	18
Collier - Champions for Learning	18
Collier - Immokalee Foundation	17
DeSoto, Hardee, Highlands	18
Duval	17
Escambia	18
Flagler	23
Franklin	21
Gadsden, Leon, Wakulla	19
Hendry	17
Hernando	17

Average Number of Annual Sessions	
County/Region	**Quarters 1-4**
Hillsborough	17
Indian River, Martin, Okeechobee, St. Lucie	20
Lake, Sumter	18
Lee	16
Madison	17
Manatee	23
Marion	19
Miami-Dade	22
Monroe	21
Nassau	21
Okaloosa	18
Orange	15
Osceola	19
Palm Beach	24
Pasco	19
Pinellas	18
Polk	16
Putnam	17
Santa Rosa	20
Sarasota	21
Seminole	23
St. Johns	18
Suwannee	17
Volusia	17
Walton	17
Average Mentoring Sessions per Student	**19**

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

DELIVERABLE 6:
MENTOR SESSIONS (NEW MATCHES)

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

Progress: *Exceeded*

An average of 2.5 mentoring sessions were conducted each month for students with new mentor matches (Table 11).

Table 11. Average Number of Monthly Mentoring Sessions for Students with Newly Matched Mentors (Per Month / Per Student)[1]

Average Number of Monthly Sessions	
County/Region	Quarters 1-4
Alachua	3
Baker, Columbia, Dixie, Gilchrist, Union	2
Bay	1
Bradford	2
Brevard	2
Broward	3
Calhoun, Holmes, Jackson, Liberty, Washington	2
Charlotte	2
Citrus	3
Clay	3
Collier - Champions for Learning	3
Collier - Immokalee Foundation	2
DeSoto, Hardee, Highlands	2
Duval	2
Escambia	2
Flagler	3
Franklin	3
Gadsden, Leon, Wakulla	2

Average Number of Monthly Sessions	
County/Region	Quarters 1-4
Hendry	2
Hernando	2
Hillsborough	2
Indian River, Martin, Okeechobee, St. Lucie	3
Lake, Sumter	2
Lee	2
Madison	2
Manatee	3
Marion	2
Miami-Dade	3
Monroe	3
Nassau	2
Okaloosa	2
Orange	2
Osceola	3
Palm Beach	3
Pasco	3
Pinellas	2
Polk	2
Putnam	2
Santa Rosa	3
Sarasota	3
Seminole	3
St. Johns	2
Suwannee	2
Volusia	2
Walton	2
Avg. Number of Mentoring Sessions per Student, per Month	**2.5**

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

TOTAL MENTORING SESSIONS (QUARTERLY FLDOE GRANT DELIVERABLE)

End of Year Objective: At least 5,000 mentor sessions will be conducted during Quarter 1; at least 26,000 during Quarter 2; at least 28,000 during Quarter 3; and at least 20,000 during Quarter 4. The combined total of mentor sessions conducted during the grant year will be at least 79,000.

Progress: *Exceeded*

A total of 17,041 mentor sessions were conducted during Quarter 1. A total of 40,715 mentor sessions were conducted during Quarter 2. A total of 42,167 mentor sessions were conducted during Quarter 3. A total of 30,832 mentor sessions were conducted during Quarter 4.

The combined total of mentor sessions was 130,755 exceeding the objective by 51,755 mentor sessions for the year. The Take Stock in Children program exceeded both the quarterly and the yearly grant objectives (Table 12).

Table 12. Total Number of Mentoring Sessions[1]

County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	839	1,521	1,337	1,063
Baker, Columbia, Dixie, Gilchrist, Union	259	814	889	423
Bay	65	292	240	166
Bradford	63	156	154	110
Brevard	400	957	1,070	695
Broward	178	579	729	902
Calhoun, Holmes, Jackson, Liberty, Washington	50	140	212	229
Charlotte	83	165	231	201
Citrus	119	277	307	188
Clay	97	233	324	242
Collier - Champions for Learning	523	882	916	807
Collier - Immokalee Foundation	266	304	359	399
DeSoto, Hardee, Highlands	428	612	580	312
Duval	493	1,423	1,795	1,569
Escambia	422	832	836	489
Flagler	295	511	527	316

County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Franklin	42	80	77	54
Gadsden, Leon, Wakulla	56	168	239	133
Hendry	21	47	61	61
Hernando	102	168	162	59
Hillsborough	533	1,523	1,660	1,382
Indian River, Martin, Okeechobee, St. Lucie	720	1,078	1,141	502
Lake, Sumter	287	591	603	358
Lee	303	859	784	660
Madison	55	141	186	126
Manatee	674	1,639	2,097	1,798
Marion	389	1,035	1,134	831
Miami-Dade	750	2,045	1,964	1,575
Monroe	629	2,318	2,261	1,529
Nassau	507	962	932	612
Okaloosa	157	351	346	239
Orange	376	2,069	1,796	1,466
Osceola	106	241	311	227
Palm Beach	1,698	3,838	3,922	2,980
Pasco	102	211	197	230
Pinellas	2,649	5,565	5,455	3,512
Polk	50	206	1,104	523
Putnam	127	319	315	316
Santa Rosa	377	648	739	487
Sarasota	887	2,899	2,126	1,711
Seminole	369	857	745	478
St. Johns	83	288	383	160
Suwannee	93	266	331	156
Volusia	252	452	451	334
Walton	67	153	139	222
Grand Total	**17,041**	**40,715**	**42,167**	**30,832**

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

STUDENTS MENTORED/MENTEES SERVED (QUARTERLY FLDOE GRANT DELIVERABLE)

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

Progress: Exceeded

A total of 5,452 and 6,537 students were mentored during Quarters 1 and 2, respectively. A total of 6,917 and 7,148 students were mentored during Quarters 3 and 4, respectively. These numbers exceeded the objective for students mentored for Quarters 1-4 (Table 13).

Table 13. Number of Students Mentored/Mentees Served[1]

County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	220	245	237	231
Baker, Columbia, Dixie, Gilchrist, Union	82	121	122	108
Bay	32	61	59	51
Bradford	25	28	30	34
Brevard	137	164	171	171
Broward	92	130	142	159
Calhoun, Holmes, Jackson, Liberty, Washington	19	33	38	41
Charlotte	27	31	46	45
Citrus	33	34	37	37
Clay	37	42	46	57
Collier – Champions for Learning	150	158	190	191
Collier – Immokalee Foundation	71	68	89	97
DeSoto, Hardee, Highlands	94	105	104	88
Duval	205	254	294	288
Escambia	141	144	145	140
Flagler	71	77	76	75
Franklin	12	12	12	14
Gadsden, Leon, Wakulla	26	30	34	35
Hendry	9	11	11	14
Hernando	29	29	29	20

County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Hillsborough	206	301	304	306
Indian River, Martin, Okeechobee, St. Lucie	165	172	167	152
Lake, Sumter	102	109	108	103
Lee	119	150	153	217
Madison	27	27	31	33
Manatee	203	260	291	310
Marion	158	179	179	232
Miami-Dade	189	234	280	278
Monroe	200	335	345	339
Nassau	136	137	167	175
Okaloosa	51	62	62	73
Orange	216	356	369	380
Osceola	39	46	47	47
Palm Beach	420	504	564	576
Pasco	35	35	36	48
Pinellas	833	905	906	996
Polk	26	72	118	118
Putnam	51	62	62	59
Santa Rosa	110	113	113	113
Sarasota	357	370	372	369
Seminole	104	107	107	107
St. Johns	46	54	53	50
Suwannee	37	51	51	49
Volusia	84	88	88	85
Walton	26	31	32	37
Total	5,452	6,537	6,917	7,148

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

College Success Coaching

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

DELIVERABLE 7: STUDENTS MEETING THE COLLEGE SUCCESS COACH VISIT KPI REQUIREMENTS

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

Progress: *Exceeded*

An average of 99% of Take Stock in Children program students (grades 6-12) received the annual dosage of target services during the grant year (Table 14).

Table 14. Students in Grades 6-12 Meeting College Success Coach Visit KPI Requirements[1]

County/Region	Number of students meeting KPI	Total number of students[1]	Percentage of students
Alachua	243	247	98
Baker, Columbia, Dixie, Gilchrist, Union	121	122	99
Bay	68	68	100
Bradford	30	30	100
Brevard	175	175	100
Broward	162	162	100
Calhoun, Holmes, Jackson, Liberty, Washington	42	42	100
Charlotte	49	50	98
Citrus	37	37	100
Clay	46	46	100
Collier - Champions for Learning	192	193	100
Collier - Immokalee Foundation	101	101	100
DeSoto, Hardee, Highlands	108	110	98

County/Region	Number of students meeting KPI	Total number of students[1]	Percentage of students
Duval	326	330	99
Escambia	145	145	100
Flagler	76	77	99
Franklin	12	12	100
Gadsden, Leon, Wakulla	34	34	100
Hendry	11	11	100
Hernando	29	29	100
Hillsborough	307	307	100
Indian River, Martin, Okeechobee, St. Lucie	174	174	100
Lake, Sumter	109	109	100
Lee	157	158	99
Madison	31	31	100
Manatee	304	304	100
Marion	235	242	97
Miami-Dade	312	316	99
Monroe	347	348	100
Nassau	175	175	100
Okaloosa	62	62	100
Orange	412	416	99
Osceola	47	48	98
Palm Beach	576	579	100
Pasco	37	37	100
Pinellas	1,135	1,144	99
Polk	118	118	100
Putnam	64	64	100
Santa Rosa	113	113	100
Sarasota	371	372	100
Seminole	106	107	99
St. Johns	53	55	96
Suwannee	51	51	100
Volusia	90	91	99
Walton	37	37	100
Total	**7,430**	**7,479**	**Average 99%**

[1]Students enrolled late in Semester 2 are not required to receive coaching visits.

College Readiness Workshops

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

DELIVERABLE 8:
COLLEGE READINESS WORKSHOPS

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

End of Year Objective: A total of four (4) College Readiness Workshops will be conducted at each site per year (including two (2) sessions for high school seniors focused on preparing for college and one (1) focused on FAFSA/financial aid procedures), and a new student orientation where applicable. The Take Stock in Children program is expected to achieve at least 85% of each objective by the end of the grant year.

Progress: *Exceeded*
Forty-five sites (100%) offered five (5) or more College Readiness Workshops during Quarters 1-4 as described in Table 15; forty-five (45) sites (100 %) offered New Student Orientation by the end of the grant year (Table 16).

Table 15. Number of College Readiness Workshops Conducted[1]

County/Region	Number of Workshops Quarters 1-4
Alachua	10
Baker, Columbia, Dixie, Gilchrist, Union	6
Bay	5
Bradford	8
Brevard	8
Broward	15
Calhoun, Holmes, Jackson, Liberty, Washington	13
Charlotte	5
Citrus	16
Clay	9
Collier - Champions for Learning	20
Collier - Immokalee Foundation	28
DeSoto, Hardee, Highlands	7
Duval	11
Escambia	10
Flagler	16
Franklin	10
Gadsden, Leon, Wakulla	8
Hendry	6
Hernando	9
Hillsborough	15
Indian River, Martin, Okeechobee, St. Lucie	8
Lake, Sumter	12
Lee	15
Madison	7
Manatee	8
Marion	6
Miami-Dade	11
Monroe	24
Nassau	14
Okaloosa	17
Orange	17
Osceola	9
Palm Beach	25

County/Region	Number of Workshops Quarters 1-4
Pasco	7
Pinellas	9
Polk	8
Putnam	12
Santa Rosa	8
Sarasota	10
Seminole	6
St. Johns	7
Suwannee	10
Volusia	7
Walton	7
Total	**499**

¹The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late data entry by some programs after the quarter closed.

Table 16 shows the topics of College Readiness Workshops offered by each program site. The grant requires that by the end of the year, each site must offer one (1) workshop focused on financial aid, one (1) focused on senior college readiness, and two (2) other workshops with topics determined by the needs of students. Programs enrolling new students are also required to hold new student orientations.

Table 16. College Readiness Workshops by Topic/New Student Orientation (Quarters 1-4 Combined)

County/Region	FAFSA/ Financial Aid	Senior College Prep	College Readiness	New Student Orientation
Alachua	2	1	6	1
Baker, Columbia, Dixie, Gilchrist, Union	2	1	2	1
Bay	1	1	2	1
Bradford	1	1	5	1
Brevard	3	1	3	1
Broward	3	1	8	3
Calhoun, Holmes, Jackson, Liberty, Washington	4	3	3	3
Charlotte	1	1	2	1
Citrus	3	5	6	2
Clay	3	1	4	1
Collier – Champions for Learning	3	3	10	4
Collier – Immokalee Foundation	2	1	24	1
DeSoto, Hardee, Highlands	1	1	4	1
Duval	4	2	3	2
Escambia	2	2	5	1
Flagler	2	5	6	3
Franklin	2	4	3	1
Gadsden, Leon, Wakulla	2	1	4	1
Hendry	2	1	2	1
Hernando	2	1	5	1
Hillsborough	2	1	7	5
Indian River, Martin, Okeechobee, St. Lucie	2	1	4	1
Lake, Sumter	2	1	8	1
Lee	1	1	12	1
Madison	1	1	4	1
Manatee	3	1	3	1
Marion	1	1	2	2
Miami-Dade	2	1	3	5
Monroe	1	2	18	3
Nassau	3	2	6	3

County/Region	FAFSA/ Financial Aid	Senior College Prep	College Readiness	New Student Orientation
Nassau	3	2	6	3
Okaloosa	5	1	10	1
Orange	2	2	12	1
Osceola	1	1	6	1
Palm Beach	3	4	8	10
Pasco	2	1	3	1
Pinellas	3	2	3	1
Polk	3	2	2	1
Putnam	1	2	6	3
Santa Rosa	3	1	2	2
Sarasota	4	1	4	1
Seminole	1	1	3	1
St. Johns	2	1	3	1
St. Johns	2	1	3	1
Suwannee	4	1	3	2
Volusia	2	1	3	1
Walton	2	1	3	1
Grand Total	101	71	245	82

Training for Mentors and Staff

Both the state office of Take Stock in Children and their affiliate organizations provide regular and periodic professional development sessions for affiliate staff and training for volunteer mentors in order to assist these key stakeholders in supporting student college readiness efforts.

MENTOR TRAININGS
(QUARTERLY FLDOE GRANT DELIVERABLE)

Quarterly Objective: At least thirty-one (31) sites will conduct mentor training during Quarter 1 and Quarter 2. At least twenty-six (26) sites will conduct mentor training during Quarter 3, and at least twenty-five (25) sites will conduct mentor training during Quarter 4.

Progress*: Exceeded*
A total of forty-two (42) sites offered training during Quarter 1, forty-four (44) sites during Quarter 2, forty-one (41) sites during Quarter 3, and forty-one (41) sites during Quarter 4, exceeding the objective for quarterly mentor training (Table 17).

Table 17. Sites Conducting Mentor Training (Yes/No)

County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	Yes	Yes	Yes	Yes
Baker, Columbia, Dixie, Gilchrist, Union	Yes	Yes	Yes	Yes
Bay	Yes	Yes	Yes	Yes
Bradford	Yes	Yes	Yes	Yes
Brevard	Yes	Yes	Yes	Yes
Broward	Yes	Yes	Yes	Yes
Calhoun, Holmes, Jackson, Liberty, Washington	Yes	Yes	Yes	Yes
Charlotte	Yes	Yes	Yes	Yes
Citrus	Yes	Yes	Yes	Yes
Clay	Yes	Yes	Yes	Yes
Collier – Champions for Learning	Yes	Yes	Yes	Yes
Collier – Immokalee Foundation	Yes	Yes	Yes	Yes
DeSoto, Hardee, Highlands	Yes	Yes	Yes	Yes
Duval	Yes	Yes	Yes	Yes
Escambia	Yes	Yes	Yes	Yes
Flagler	Yes	Yes	Yes	Yes
Franklin	No	No	No	No
Gadsden, Leon, Wakulla	Yes	Yes	Yes	Yes
Hendry	No	Yes	Yes	Yes
Hernando	Yes	Yes	No	Yes
Hillsborough	Yes	Yes	Yes	Yes
Indian River, Martin, Okeechobee, St. Lucie	Yes	Yes	Yes	Yes
Lake, Sumter	Yes	Yes	Yes	Yes
Lee	Yes	Yes	Yes	Yes
Madison	No	Yes	No	No
Manatee	Yes	Yes	Yes	Yes
Marion	Yes	Yes	Yes	Yes
Miami-Dade	Yes	Yes	Yes	Yes
Monroe	Yes	Yes	Yes	Yes
Nassau	Yes	Yes	Yes	Yes
Okaloosa	Yes	Yes	Yes	Yes
Orange	Yes	Yes	Yes	Yes
Osceola	Yes	Yes	Yes	Yes
Palm Beach	Yes	Yes	Yes	Yes

County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Pasco	Yes	Yes	Yes	Yes
Pinellas	Yes	Yes	Yes	Yes
Polk	Yes	Yes	Yes	No
Putnam	Yes	Yes	Yes	Yes
Santa Rosa	Yes	Yes	Yes	Yes
Sarasota	Yes	Yes	Yes	Yes
Seminole	Yes	Yes	Yes	Yes
St. Johns	Yes	Yes	Yes	Yes
Suwannee	Yes	Yes	Yes	Yes
Volusia	Yes	Yes	Yes	Yes
Walton	Yes	Yes	No	No
Total	**42**	**44**	**41**	**41**

DELIVERABLE 9:
PROFESSIONAL DEVELOPMENT

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

Progress: *Exceeded*

A total of twenty-six (26) professional development opportunities were provided to staff during Quarter 1; sixteen (16) during Quarter 2; nine (9) during Quarter 3; and thirty-one (31) during Quarter 4.

A combined total of eighty-two (82) professional development opportunities were provided to staff, exceeding the objective by sixty-seven (67) professional development opportunities for Quarters 1 through 4.

Table 18. Professional Development/Training Quarters 1-4

Quarter	Date	Topic
1	July 18	Staff Training - Leaders4Life Program Training
	Aug. 1	Staff Training - Take Stock 101 Orientation
	Aug. 1	Staff Training - Take Stock 201 Orientation
	Aug. 1	Staff Training -Take Stock Continuum of Support
	Aug. 1	Staff Training - Tech Ready for Take Stock - Database, Take Stock App, Data Security
	Aug. 2	Staff Training - Back-to-School Training for Managers
	Aug. 2	Staff Training - Back-to-School Training for Mentor Coordinators
	Aug. 2	Staff Training - Back-to-School Training for College Success Coaches
	Aug. 2	Staff Training - Why Every Student Should Get the Ready to Work Certification
	Aug. 2	Staff Training - Florida CTE Pathways Providing a Path for All TSIC Students
	Aug. 3	Staff Training - Innovative Field Practices
	Aug. 3	Staff Training - Florida Certification Pathways
	Aug. 3	Staff Training - Compliance Update
	Aug. 3	Staff Training - FAFSA Big Changes
	Aug. 15	Staff Training - Take Stock App Enhancements

Quarter	Date	Topic
1	Aug. 17	Staff Training - STAR Database for New Staff
	Aug. 29	Staff Training - New Florida Laws Affecting Education
	Sept. 7	Staff Training - FloridaShines
	Sept. 12	Staff Training - Florida Prepaid Scholarship Valuation
	Sept. 19	Staff Training - Inspire Scholarship Program
	Sept. 21	Staff Training - STAR Database for New Staff
	Sept. 28	Staff Training - Immokalee Foundation Career Focused Programming
	July 1 - Sept. 30	Staff Training - Take Stock Training for New Student Services Coordinators
	July 1 - Sept. 30	Staff Training - Take Stock Training for New Mentor Coordinators
	July 1 - Sept. 30	Staff Training - Take Stock Training for New College Success Coaches
	July 1 - Sept. 30	Staff Training - Take Stock Training for New Database Specialists
2	Oct. 3	Staff Training - Expiring Scholarships & Florida Prepaid Updates
	Oct.19	Staff Training - Star Database Training for New Staff
	Nov. 1	Staff Training - College Success Coach Fall Intensive - FAFSA Deep Dive
	Nov. 2	Staff Training - College Success Coach Fall Intensive - Florida Grants & Scholarships
	Nov. 17	Staff Training - Preparing for National Mentoring Month
	Nov. 21	Staff Training - Take Stock 101 for New Staff
	Nov. 21	Staff Training - Take Stock Database & Scholarship Training
	Nov. 21	Staff Training - Balanced Scorecard Training
	Nov. 21	Staff Training - Communications Training
	Dec. 5	Staff Training - Legislative Engagement - 2024 Florida Legislative Session
	Dec. 13	Staff Training - Mentoring Program for At-Risk Male Students (MPARMS) Launch Meeting
	Dec. 14	Staff Training - STAR Database Training for New Staff
	Oct. 1 - Dec. 31	TSIC Training for New Student Services Coordinators
	Oct. 1 - Dec. 31	TSIC Training for New Mentor Coordinators
	Oct. 1 - Dec. 31	TSIC Training for New Database Specialists
	Oct. 1 - Dec. 31	TSIC Training for New College Success Coaches
3	Jan. 9	Staff Training - Branding and Marketing
	Jan. 9	Staff Training - FAFSA and Florida Scholarships
	Jan. 25	Staff Training -STAR Database Training for New Staff
	Feb. 6	Staff Training - Scholarship Management
	Feb. 29	Staff Training -STAR Database Training for New Staff
	Jan. 1 - Mar. 31	Staff Training for New Mentor Coordinators
	Jan. 1 - Mar. 31	Staff Training for New College Success Coaches
	Jan. 1 - Mar. 31	Staff Training for New Database Specialists
	Jan. 1 - Mar. 31	Staff Training for New Student Services Coordinator

Quarter	Date	Topic
4	Apr.1	Staff Training - HOPEforce Database 101
	Apr. 2	Staff Training - HOPEforce Database Mentor Application & Onboarding
	Apr. 3	Staff Training - HOPEforce Database Student Application & Onboarding
	Apr. 4	Staff Training - HOPEforce Database Key Program Deliverables
	Apr. 8	Staff Training - HOPEforce Database Campaigns & Emails
	Apr.9	Staff Training - HOPEforce Database Student Support Information
	Apr. 10	Staff Training - HOPEforce Database Data Uploads, List Views, Tableau & OOB Reporting
	Apr. 11	Staff Training - HOPEforce Database - Putting it all Together
	Apr. 16	Staff Training - HOPEforce Database Management Training
	Apr. 23	Staff Training - HOPEforce Database 101 Part 1
	Apr. 25	Staff Training -HOPEforce Database 101 Part 2
	Apr. 30	Staff Training - HOPEforce Database Mentor Applications & Onboarding Part 1
	May 2	Staff Training - HOPEforce Database Mentor Applications & Onboarding Part 2
	May 2	Staff Training - End-of-Year Housekeeping & Funding Formula
	May 7	Staff Training - HOPEforce Database Student Application & Onboarding Part 1
	May 9	Staff Training - HOPEforce Database Student Application & Onboarding Part 2
	May 14	Staff Training -HOPEforce Database Key Deliverables Part 1
	May 16	Staff Training -HOPEforce Database Key Deliverables Part 2
	May 21	Staff Training - HOPEforce Database Campaigns & Emails Part 1
	May 23	Staff Training - HOPEforce Database Campaigns & Emails Part 2
	May 28	Staff Training - HOPEforce Database Student Support Services Part 1
	May 30	Staff Training - HOPEforce Database Student Support Services Part 2
	June 4	Staff Training -HOPEforce Database List Views & Data Loads
	June 4	Staff Training - Impact of Overtime Rules
	June 6	Staff Training - HOPEforce Database Reporting, Dashboards, & Tableau
	June 11	Staff Training - HOPEforce Database Management Training Part 1
	June 23	Staff Training - HOPEforce Database Management Training Part 2
	Apr. 1 - June 30	Staff Training - Take Stock Training for New Student Services Coordinators
	Apr. 1 - June 30	Staff Training - Take Stock Training for New Mentor Coordinators
	Apr. 1 - June 30	Staff Training - Take Stock Training for New College Success Coaches
	Apr. 1 - June 30	Staff Training - Take Stock Training for New Database Specialists

DELIVERABLE 10:
STUDENT ACADEMIC PERFORMANCE

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

Progress: *Exceeded*

An average of 98% of students had an unweighted Semester 1 GPA above 2.0. An average of 99% of students had an unweighted Semester 2 GPA above 2.0. The average unweighted Semester 1 and Semester 2 GPA across the network is 3.3 (Table 19).

Table 19. Student Unweighted GPA for Semesters 1 and 2

County/Region	% Of Students Above 2.0 GPA (S1 Unweighted)	% Of Students Above 2.0 GPA (S2 Unweighted)	Average S1 and S2 GPA
Alachua	100%	99%	3.3
Baker, Columbia, Dixie, Gilchrist, Union	96%	98%	3.3
Bay	100%	100%	3.3
Bradford	100%	100%	3.3
Brevard	96%	99%	3.3
Broward	99%	97%	3.3
Calhoun, Holmes, Jackson, Liberty, Washington	98%	98%	3.3
Charlotte	98%	98%	3.4
Citrus	97%	100%	3.5
Clay	98%	100%	3.2
Collier – Champions for Learning	99%	99%	3.4
Collier – Immokalee Foundation	99%	99%	3.5
DeSoto, Hardee, Highlands	100%	100%	3.5
Duval	97%	98%	3.0
Escambia	100%	100%	3.4
Flagler	94%	98%	3.2
Escambia	100%	100%	3.4
Flagler	94%	98%	3.2

County/Region	% Of Students Above 2.0 GPA(S1 Unweighted)	% Of Students Above 2.0 GPA (S2 Unweighted)	Average S1 and S2 GPA
Franklin	100%	100%	3.1
Gadsden, Leon, Wakulla	98%	100%	3.4
Hendry	100%	100%	3.5
Hernando	94%	100%	3.2
Hillsborough	95%	95%	3.1
Indian River, Martin, Okeechobee, St. Lucie	99%	99%	3.4
Lake, Sumter	100%	100%	3.9
Lee	99%	100%	3.5
Madison	100%	100%	3.5
Manatee	99%	100%	3.5
Marion	98%	100%	3.3
Miami-Dade	99%	NA*	3.1
Monroe	98%	99%	3.4
Nassau	100%	100%	3.5
Okaloosa	100%	100%	3.4
Orange	97%	99%	3.3
Osceola	98%	98%	3.5
Palm Beach	92%	98%	3.3
Pasco	95%	98%	3.1
Pinellas	97%	99%	3.2
Polk	100%	97%	3.2
Putnam	98%	100%	0.6
Santa Rosa	99%	100%	3.2
Sarasota	98%	99%	3.3
Seminole	98%	100%	3.2
St. Johns	98%	100%	3.3
Suwannee	100%	100%	3.2
Volusia	97%	97%	3.4
Walton	100%	100%	3.5
Grand Total	**98%**	**99%**	**3.3**

GPA Data not available at time of analysis.

DELIVERABLE 11: STUDENT ATTENDANCE

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

Progress*: Met*

A total of 90% of students had less than 17 unexcused absences during the grant year (Table 20).

Table 20. Student Unexcused Absences[1]

County/Region	Students with >17 unexcused absences		Students with <17 unexcused absences	
	#	%	#	%
Alachua	12	5%	250	95%
Baker, Columbia, Dixie, Gilchrist, Union	4	3%	117	97%
Bay	8	12%	60	88%
Bradford	2	6%	31	94%
Brevard	16	8%	193	92%
Broward	19	12%	143	88%
Calhoun, Holmes, Jackson, Liberty, Washington	18	30%	42	70%
Charlotte	3	6%	48	94%
Citrus	5	13%	34	87%
Clay	7	13%	48	87%
Collier – Champions for Learning	2	1%	160	99%
Collier – Immokalee Foundation	1	1%	100	99%
DeSoto, Hardee, Highlands	0	0%	110	100%
Duval	53	16%	282	84%
Escambia	2	1%	145	99%
Flagler	8	8%	90	92%
Franklin	3	21%	11	79%
Gadsden, Leon, Wakulla	2	5%	37	95%
Hendry	0	0%	15	100%
Hernando	3	11%	25	89%

County/Region	Students with >17 unexcused absences		Students with <17 unexcused absences	
	#	%	#	%
Hillsborough	77	25%	230	75%
Indian River, Martin, Okeechobee, St. Lucie	25	11%	195	89%
Lake, Sumter	3	2%	140	98%
Lee	3	1%	223	99%
Madison	0	0%	30	100%
Manatee	15	5%	288	95%
Marion	30	16%	152	84%
Miami-Dade	27	8%	328	92%
Monroe	21	6%	327	94%
Nassau	11	6%	165	94%
Okaloosa	5	8%	55	92%
Orange	76	19%	334	81%
Osceola	2	4%	51	96%
Palm Beach	37	6%	597	94%
Pasco	5	12%	37	88%
Pinellas	195	17%	944	83%
Polk	11	9%	105	91%
Putnam	2	3%	78	98%
Santa Rosa	7	5%	143	95%
Sarasota	32	6%	477	94%
Seminole	10	9%	97	91%
St. Johns	3	5%	52	95%
Suwannee	5	10%	46	90%
Volusia	19	21%	72	79%
Walton	2	5%	39	95%
Total	791	10%	7,146	90%

¹Students recruited late in the school year and students with incomplete data are not included in this reporting.

DELIVERABLE 12:
PROGRAM GRADUATION RATE

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

Progress: *Exceeded*

The Take Stock in Children program completion rate for the 2023-2024 grant year was 98%, with a total of 1,669 students completing the Take Stock program (Table 21).

Table 21. Take Stock in Children Program Graduation Rates

County/Region	Total Number of Program Graduates		
	Completed	Dismissed/ Noncomplete	% Completed
Alachua	49	1	98%
Baker, Columbia, Dixie, Gilchrist, Union	20	0	100%
Bay	31	0	100%
Bradford	5	0	100%
Brevard	46	0	100%
Broward	37	1	97%
Calhoun, Holmes, Jackson, Liberty, Washington	11	1	92%
Charlotte	11	0	100%
Citrus	5	0	100%
Clay	10	0	100%
Collier – Champions for Learning	38	0	100%
Collier – Immokalee Foundation	15	0	100%
DeSoto, Hardee, Highlands	22	1	96%
Duval	78	0	100%
Escambia	23	1	96%
Flagler	21	0	100%
Franklin	4	0	100%
Gadsden, Leon, Wakulla	10	1	91%
Hendry	4	0	100%

County/Region	Total Number of Program Graduates		
	Completed	Dismissed/ Noncomplete	% Completed
Hernando	10	0	100%
Hillsborough	80	3	96%
Indian River, Martin, Okeechobee, St. Lucie	65	1	98%
Lake, Sumter	30	1	97%
Lee	38	0	100%
Madison	8	0	100%
Manatee	34	1	97%
Marion	38	1	97%
Miami-Dade	136	3	98%
Monroe	64	0	100%
Nassau	31	0	100%
Okaloosa	13	0	100%
Orange	69	3	96%
Osceola	24	0	100%
Palm Beach	100	1	99%
Pasco	13	0	100%
Pinellas	239	10	96%
Polk	25	0	100%
Putnam	16	0	100%
Santa Rosa	26	0	100%
Sarasota	99	0	100%
Seminole	22	0	100%
St. Johns	16	0	100%
Suwannee	6	0	100%
Volusia	22	0	100%
Walton	5	0	100%
Total	1,669	30	Average 98%

ACHIEVEMENT OF FLDOE GRANT DELIVERABLES

Table 22. Florida Department of Education Grant Deliverables and Activities

Activity/Task	Deliverable Target (Q1-Q4 Combined)	Performance (Q1-Q4 Combined)	Progress
Mentor Recruiting Activity	4 Multi-Region Activities	16 Multi-Region Activities	Exceeded
Mentor Screenings/ Background Checks	1,200 Mentors	1,613 Mentors	Exceeded
Mentoring Sessions	79,000 Mentoring Sessions	130,755 Mentoring Sessions	Exceeded
Mentees Served	Q1 – 3,000 Q2 – 5,450 Q3 – 5,600 Q4 – 5,000 Mentees Served	Q1 – 5,452 Q2 – 6,537 Q3 – 6,917 Q4 – 7,148 Mentees Served	Exceeded
Mentee Trainings (College Readiness Workshops Conducted)	180 Mentee Trainings	499 Mentee Trainings	Exceeded
Mentor Trainings	Q1 – 31 Q2 – 31 Q3 – 26 Q4 – 25 Sites Conducting Trainings	Q1 – 42 Q2 – 44 Q3 – 41 Q4 – 41 Sites Conducting Trainings	Exceeded
Staff Trainings	15 Training Opportunities	82 Training Opportunities	Exceeded

OBSERVATIONS

The following section presents observations based on feedback collected from students, parents/guardians, and mentors collected through online surveys and interviews.

STUDENT, PARENT, AND MENTOR FEEDBACK

SURVEYS

Surveys were completed in Spring of 2024. A total of 614 students, 702 parents/guardians, and 1,022 mentors responded to the online survey, totaling 2,338 survey respondents. Figures 1-3 show the grade level of student Take Stock respondents, the grade level of Take Stock students as reported by the parents/guardians participating in the survey, and the grade level of Take Stock students as reported by their mentors.

INTERVIEWS

Individual semi-structured interviews were also conducted in Spring 2024. A student, a parent or guardian, a mentor, and an alum were invited to participate from 10 different affiliate programs. These programs were purposefully selected to represent Florida both by geographic location (i.e., North, Central, or South Florida) and by affiliate program size (small, medium, or large). A total of 8 students, 8 parents or guardians, 9 mentors, and 9 alumni participated in the interviews. Thirty-four (34) interviews were conducted in total. See Appendix D for interview questions.

OBSERVATIONS FROM SURVEY AND INTERVIEW DATA

The following key themes emerged from survey and interview data:

1. Participation in the Take Stock in Children program significantly enhanced the college preparedness of both current and alumni students.

2. Take Stock volunteer mentors received high praise and recognition from current students, alumni, and parents for their valuable contributions to the program.

3. Financial concerns emerged as the primary apprehension among most students regarding college attendance.

4. Take Stock volunteer mentors expressed satisfaction with the support and connection provided by Take Stock in Children staff, along with the usefulness of the Mentor Toolkit in their mentoring endeavors.

5. Parents expressed gratitude for the supportive services offered by the Take Stock in Children program.

6. Feedback and suggestions for program improvement varied among students, alumni, mentors, and parents. Some notable suggestions and takeaways emerged from their input:

- Strengthen program initiatives aimed at fostering life skills development, including but not limited to managing personal finances, budgeting, understanding taxes, and handling credit cards effectively.

- Broaden opportunities for face-to-face interaction and engagement by increasing the frequency of in-person activities such as college tours, group gatherings, and social events for parents and mentors.

GRADE LEVEL ASSOCIATED WITH SURVEY RESPONDENTS

Literature on college attendance emphasizes the importance of early preparation. Accordingly, the Take Stock in Children program recruits and accepts children as early as their 6th grade year. While students may participate in the Take Stock in Children program during middle school, 93% of survey respondents were in grades 9 through 12, with high school seniors representing the largest group of respondents (36%) currently participating in the program (Figures 1-3).

Figure 1. Students: What is your current grade? (*n*=614)[1]
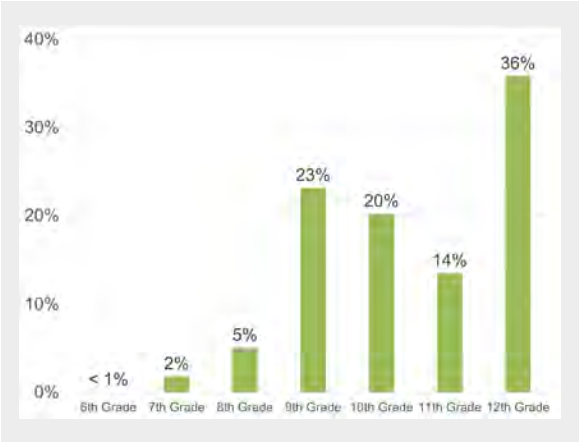
Figure 2. Parents/Guardians: What grade is your child in now? (*n*=702)[1]
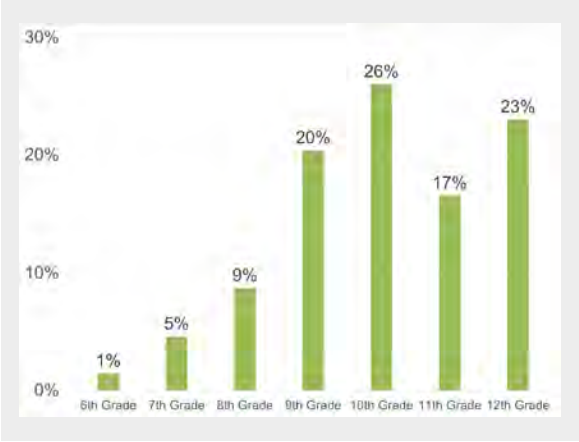
Figure 3. Mentors: What grade is your mentee in now? (*n*=1,022)[1]
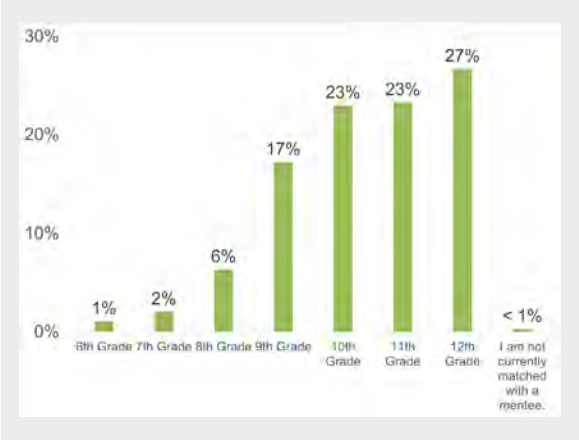
PARTICIPATION IN THE TAKE STOCK IN CHILDREN PROGRAM

Analysis of the survey data revealed that the majority of students participating in the Take Stock in Children program began participating in the program during their eighth or ninth grade years. This is illustrated in Figures 4 and 5, with more than 36% of the participants reporting that they joined the program in the ninth grade.

Figure 4. Students: What grade were you in when you entered the Take Stock in Children program? (*n*=614)[1]
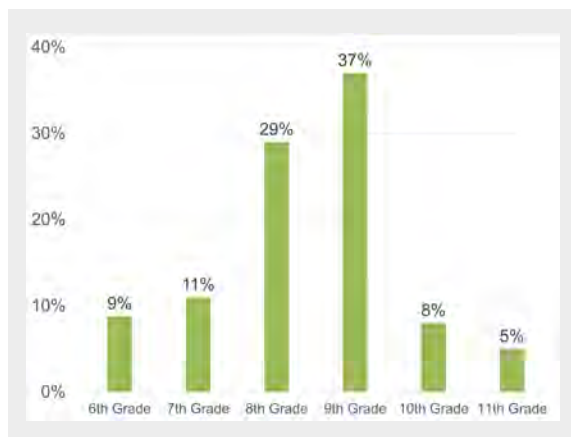
Figure 5. Parents: In which grade did your child enroll in the Take Stock in Children program? (*n*=702)[1]
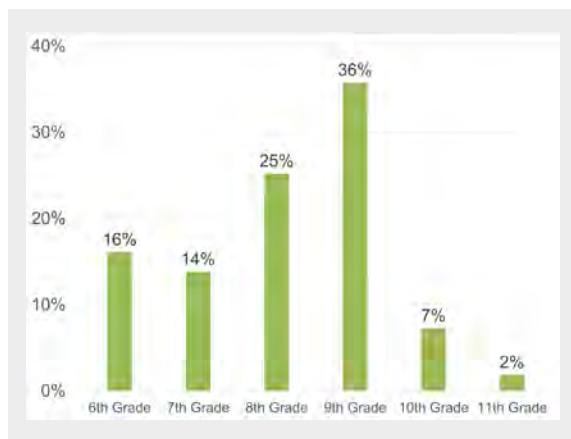
Analysis of mentoring tenure within the Take Stock in Children program showed that the most common number years of experience in the program is three to five years (28%), as indicated in Figure 6. Additionally, more than half (58%) contributed three or more years of volunteer service to the program.

Figure 6. Mentors: How long have you been a volunteer mentor with Take Stock in Children? (*n*=1,022)
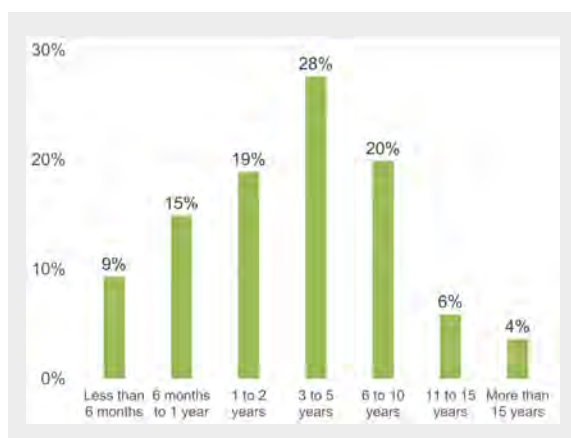
Students, parents or guardians, and mentors were asked how they first learned about the Take Stock in Children program. More than half of student and parent/guardian respondents noted that they learned about the program by a teacher or school counselor (Tables 23, 24). Most mentors (62%) reported hearing about it either through their place of work or from friends or family (Table 25).

Table 23. Take Stock in Children – Student Participation (*n* = 614)[1]

Students: How did you first learn about the Take Stock in Children program?	Percent
"My teacher(s)/school counselor told me about it."	51%
"My parent or other family member told me about it."	30%
"My friends told me about it."	3%
"I learned about it on social media (Facebook, Twitter, etc.)"	<1%
"I saw/heard an advertisement for the program and found out more information."	7%
Other	8%
Grand Total	**99%**

[1]*Percentages may not sum to 100% due to rounding.*

Table 24. Take Stock in Children – Parent/Guardian Participation (n = 702)[1]

Parents/Guardians: How did you first learn about the Take Stock in Children program?	Percent
"My child's teacher(s)/school counselor told me about it."	51%
"My child or other family member told me about it."	16%
"My friends told me about it."	7%
"I learned about it on social media (Facebook, Twitter, etc.)"	2%
"I saw/heard an advertisement for the program and found out more information."	6%
Other	17%
Grand Total	**99%**

[1]*Percentages may not sum to 100% due to rounding.*

Table 25. Take Stock in Children – Mentor Participation (n = 1,022)

Mentors: How did you first learn about the Take Stock in Children program?	Percent
"I heard about it through my place of work."	26%
"My friend or family told me about it."	36%
"I learned about it on social media (Facebook, Twitter, etc.)"	2%
"I saw/heard an advertisement for the program and found out more information."	8%
"I am a graduate of the Take Stock in Children Program."	2%
Other	26%
Grand Total	**100%**

MENTORING

The mentor-student relationship is a key element of the Take Stock in Children program. Survey respondents from each stakeholder group (i.e., students, parents/guardians, and mentors) were asked to provide feedback on the mentoring components. All respondent groups indicated a high level of student-mentor matches, reporting 93% or more across groups (Figures 7-9 The duration of these matches varied among participants, with most respondents reporting that these relationships lasted from six months to over two years, with the two-year mark being the most frequent tenure reported (Figures 10-12). Additionally, both student and mentor data showed that the typical starting point for these relationships was when students are in the ninth grade (Figures 13,14).

Figure 7. Students: Do you currently have a mentor? (*n*=614)

7%

93%

■ Yes ■ No
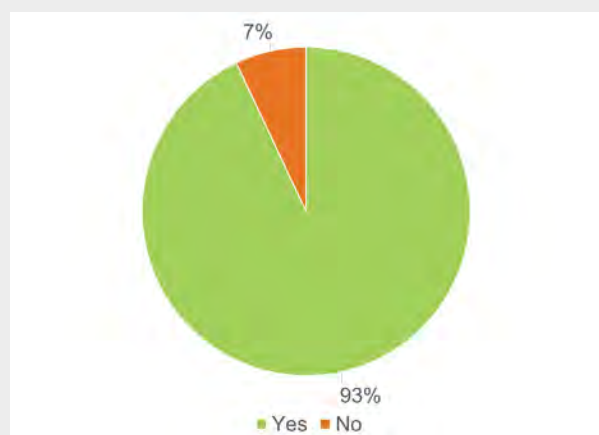
Figure 8. Parents/Guardians: Does your child currently have a mentor? (*n*=702)[1]

5% 3%

93%

■ Yes ■ No ■ I'm not sure.
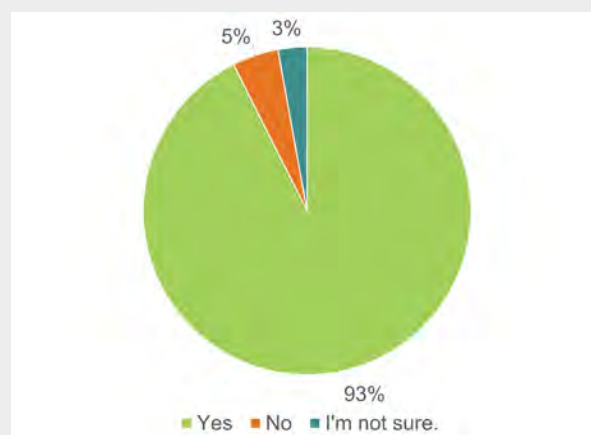
Figure 9. Mentors: Are currently mentoring a student? (n=1,341)[1]

< 1% < 1%

99%

■ Yes ■ No ■ I am waiting to be matched.
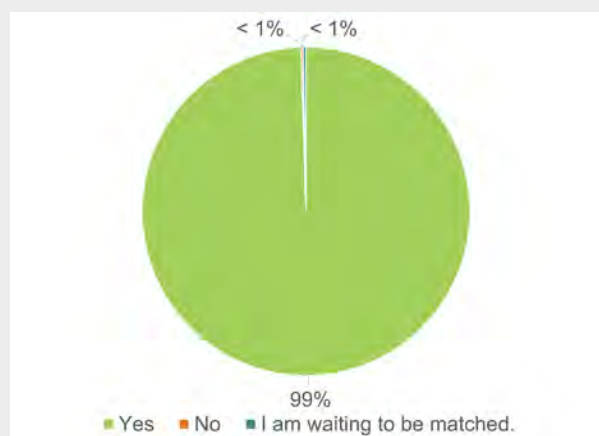
There is sometimes a disparity between percentage of mentors with a student/mentee match and students with a mentor match. Recruited volunteer mentors are quickly matched to students. In areas with more students than available mentors, a mentor match is generally found within 30-60 days.

[1]*Percentages may not sum to 100% due to rounding.*

Figure 10. Students: How long have you been with your current mentor? (*n*=614)[1]
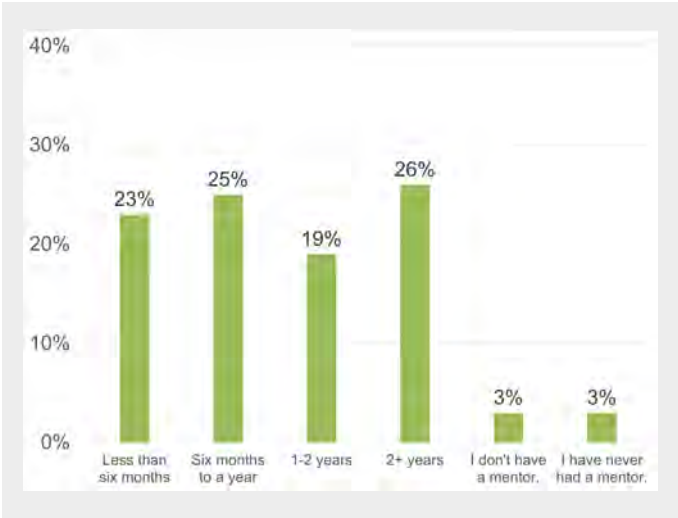
Figure 11. Parents/Guardians: How long has your child been with their current mentor? (*n*=702)[1]
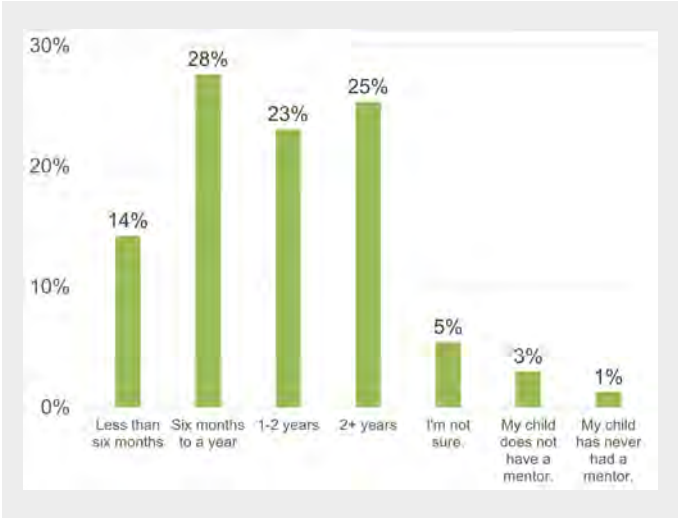
Figure 12. Mentors: How long have you been matched with your mentee? (*n*=1,022)[1]
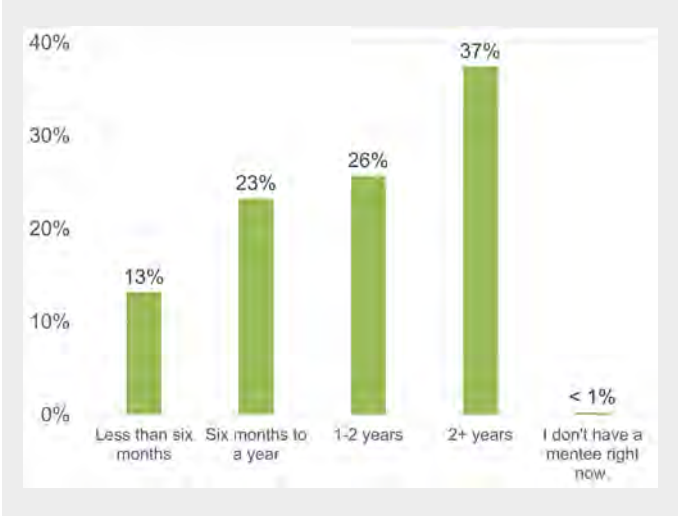
[1]Percentages may not sum to 100% due to rounding.

Figure 13. Students: What grade were you in when you first started working with your current mentor? (*n*=614)[1]
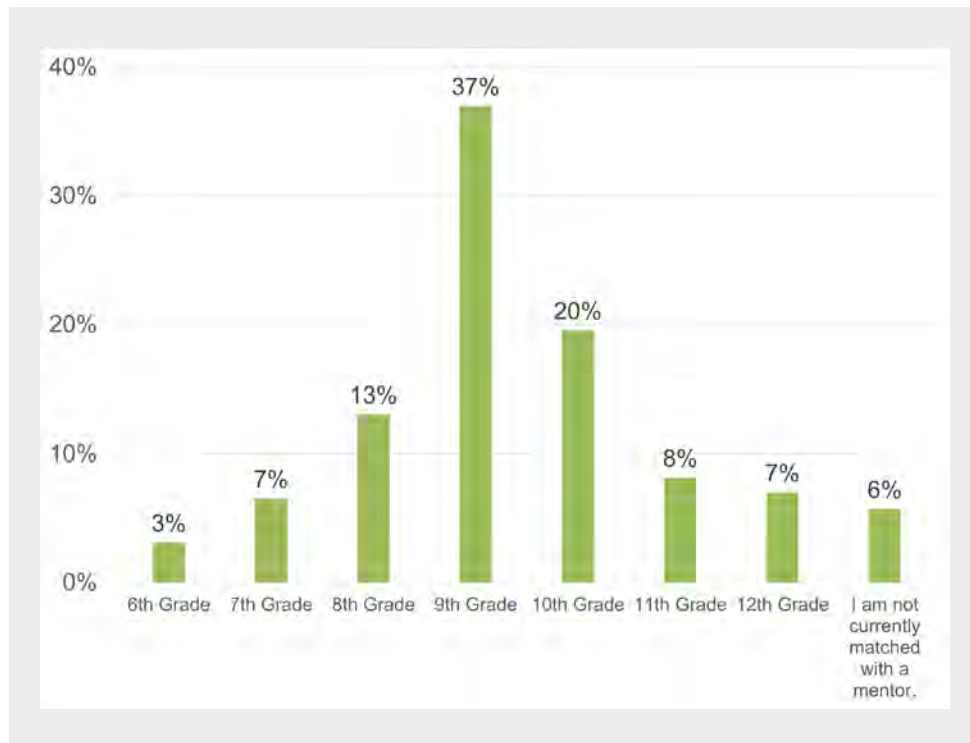
Figure 14. Mentors: What grade was your mentee in when you first started working with them? (*n*=1,022)[1]
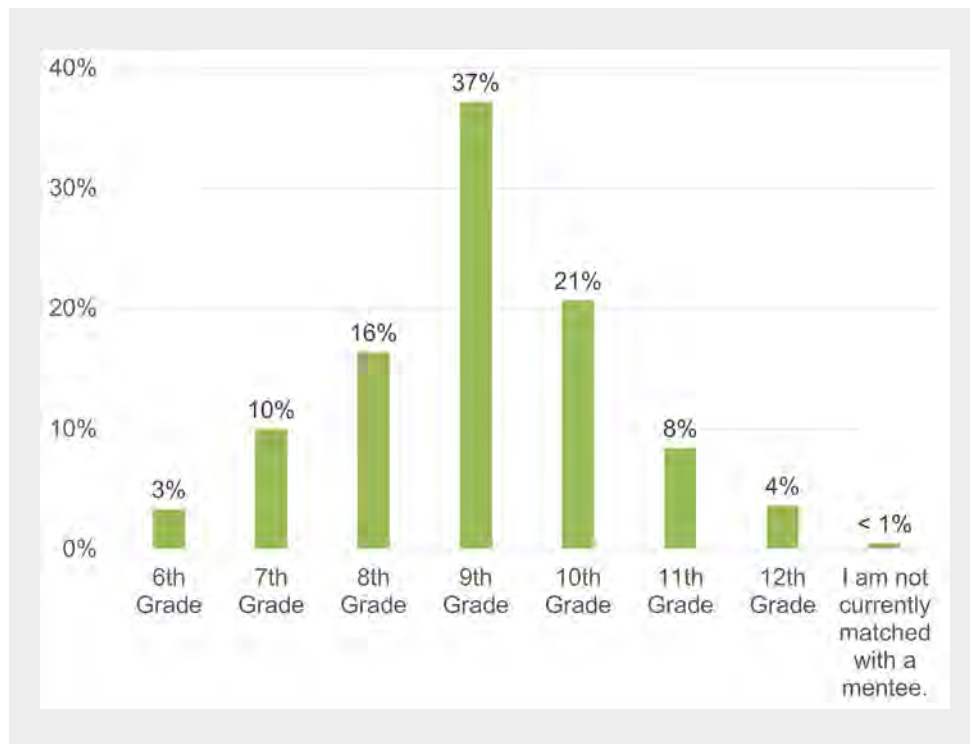
[1]*Percentages may not sum to 100% due to rounding.*

HIGH SCHOOL SENIORS, PARENTS/GUARDIANS OF SENIORS, AND MENTORS OF SENIORS

To obtain data relevant to their final year of high school, senior students, their parents/guardians, and their mentors were surveyed. The results showed that most respondents from each group indicated that the students had successfully completed their FAFSA (Figures 15-17). In addition, a majority of these students had also taken at least one recognized college entrance exam (SAT, ACT, or CLT; Figures 18–20). This year, students and parents reported slightly lower FAFSA completion rates, with decreases of 4 and 2 percentage points, respectively, compared to 2022-2023. This downturn mirrored a national decrease in FAFSA completions. At the end of the first quarter of 2024, the National College Attainment Network (NCAN) reported that FAFSA completion rates had fallen by 40% in comparison to the previous academic year—a shift that is linked to changes in the FAFSA submission processes. In response, Take Stock in Children has increased FAFSA support efforts and successfully mitigated most negative effects. The downturn is relevant because completion of the FAFSA remains a key indicator of future college enrollment.

Figure 15. Senior Students: Did you complete the FAFSA (Free Application for Federal Student Aid)? (*n*=220)

5%
8%
87%

■ Yes ■ No ■ I'm not sure.

Figure 16. Parents/Guardians of Seniors: Has your child completed the FAFSA (Free Application for Federal Student Aid)? (*n*=161)

6% 3%
91%

■ Yes ■ No ■ I'm not sure.
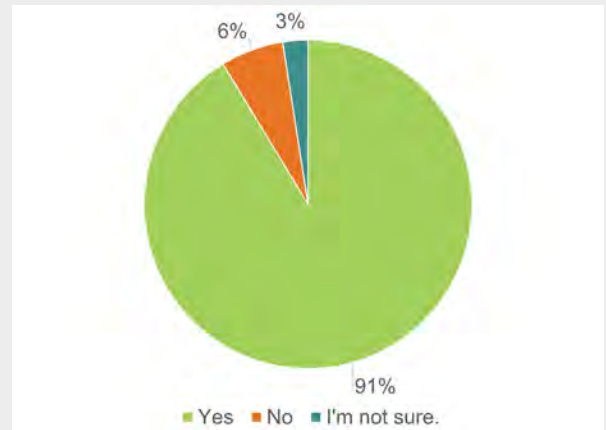
Figure 17. Mentors of Seniors: Has your mentee completed the FAFSA (Free Application for Federal Student Aid)? (*n*=273)

16%
4%
80%

■ Yes ■ No ■ I'm not sure.
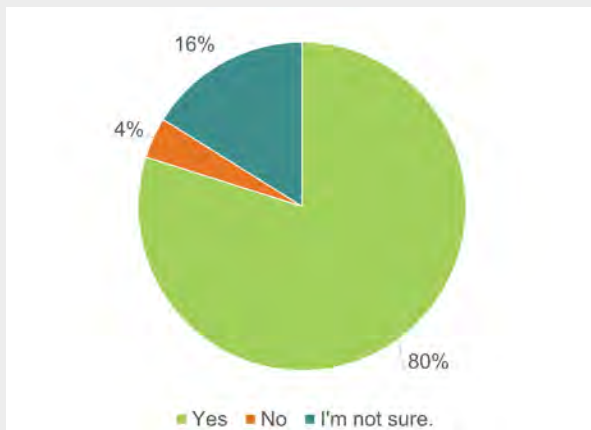
The Take Stock in Children program has increased FAFSA support efforts and successfully mitigated most negative effects of the national downturn in FAFSA completion due to changes in the FAFSA completion process.

Figure 18. Senior Students: Have you taken the SAT, ACT, and/or CLT exam? (*n*=220)

4%

96%

■ Yes ■ No

Figure 19. Parents/Guardians of Seniors: Has your child taken the SAT, ACT, and/or CLT exam? (*n*=161)[1]

6%

4%

91%

■ Yes ■ No ■ I'm not sure.
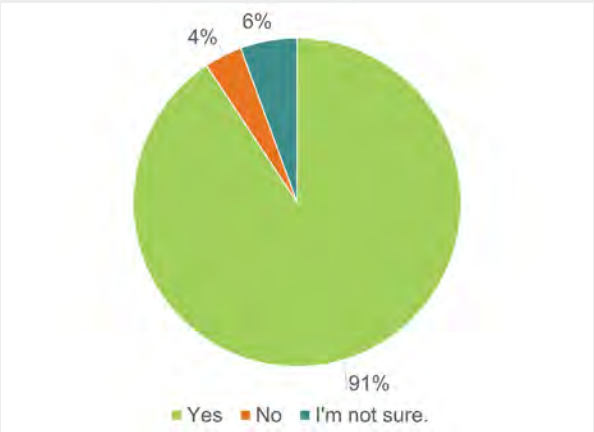
Figure 20. Mentors of Seniors: Has your mentee taken the SAT, ACT and/or CLT exam? (*n*=273)[1]

2% 5%

93%

■ Yes ■ No ■ I'm not sure.

[1]Percentages may not sum to 100% due to rounding.
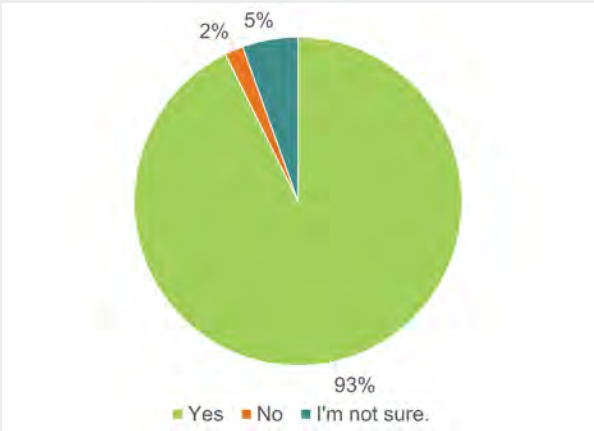
Senior Student and Mentor respondents indicated SAT/ ACT/CLT completion rates at the same increased level as the prior year. This trend may indicate that coaching and workshops on SAT/ACT/CLT completion are having a positive impact.

The majority of participants reported that students intended to pursue higher education in the next academic year (Figures 21-23). Findings also showed an upward trend in students' selection of colleges or universities, with incremental increases of 2, 9, and 1 percentage points, respectively across various groups (Figures 24-26). These results suggest a promising trend in college and university enrollment decisions among senior students.

Figure 21. Senior Students: Are you planning to enroll in college or university for the 2023-2024 academic year? (*n*=220)[1]

< 1%   5%

95%

■ Yes ■ No ■ I'm not sure.
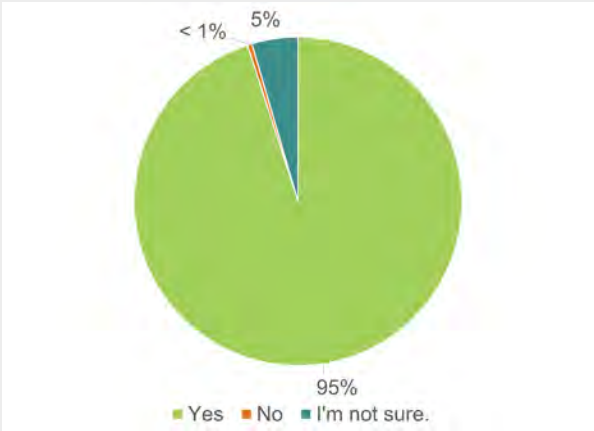
Figure 22. Parents/Guardians of Seniors: Is your child planning to enroll in college or university for the 2024-2025 academic year? (*n*=161)[1]

1%   < 1%

99%

■ Yes ■ No ■ I'm not sure.
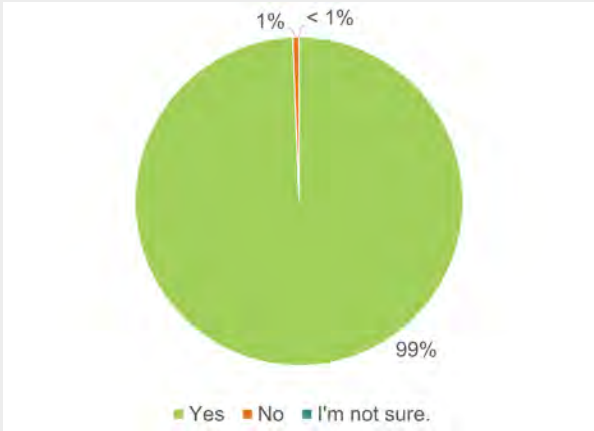
Figure 23. Mentors of Seniors: Is your mentee planning to enroll in college or university for the 2023-2024 academic year? (*n*=273)

3%   4%

93%

■ Yes ■ No ■ I'm not sure.
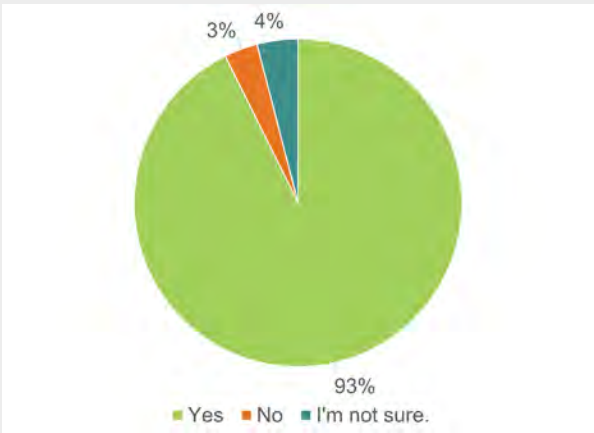
Survey data from parents and guardians suggests they have a greater expectation that their children will enroll in postsecondary programs. The rise in expectation may indicate a growing sense of confidence in their children's potential for college or university enrollment and subsequent success.

[1]*Percentages may not sum to 100% due to rounding.*

Figure 24. Senior Students: Have you selected a college or university to attend after high school graduation? *(n=220)*

22%

78%

■ Yes ■ No
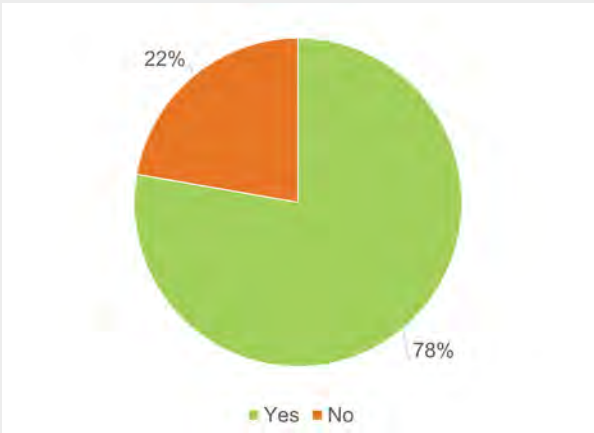
Figure 25. Parents/Guardians of Seniors: Has your child selected a college or university to attend after high school graduation? *(n=161)*

7%

14%

79%

■ Yes ■ No ■ I'm not sure.
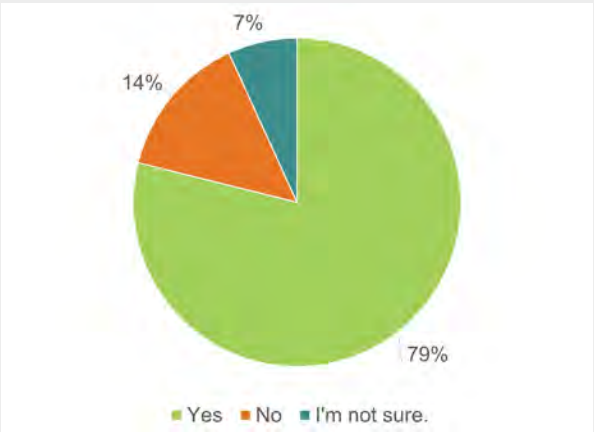
Figure 26. Mentors of Seniors: Has your mentee selected a college or university to attend after high school graduation? *(n=273)*

7%

19%

74%

■ Yes ■ No ■ I'm not sure.
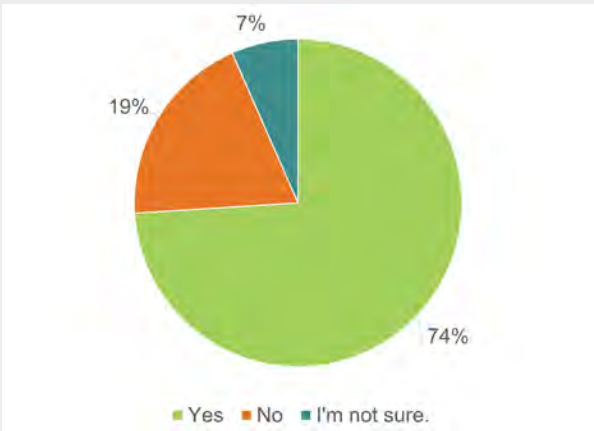
Survey responses from all respondent groups indicated that the majority believed the Take Stock in Children program has been effective in preparing students for college (Figures 27–29). This was consistent with interviews conducted with students and alumni, in which interviewees affirmed that they were "prepared" or "very prepared" to begin their college education.

Figure 27. Senior Students: Do you feel that Take Stock in Children has prepared you well for enrolling in and successfully completing college or university? (*n*=220)[1]
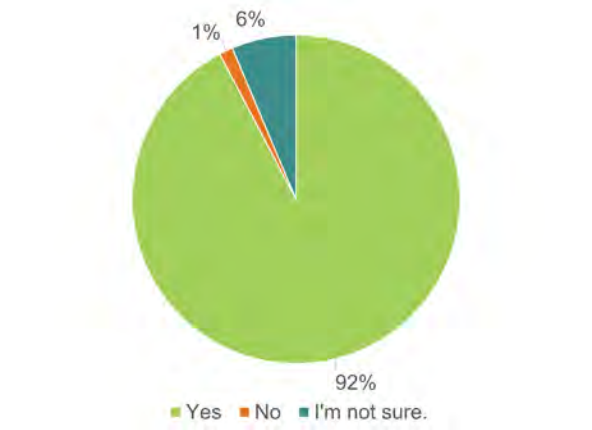
Figure 28. Parents/Guardians of Seniors: Do you feel that Take Stock in Children has prepared your child well for enrolling in and successfully completing college or university? (*n*=161)[1]
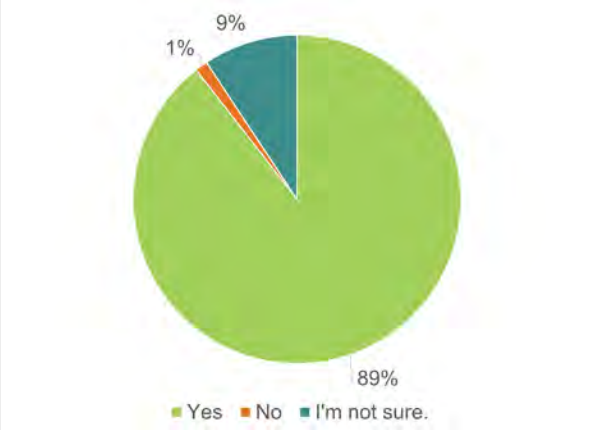
Figure 29. Mentors of Seniors: Do you feel that Take Stock in Children has prepared your mentee well for enrolling in and successfully completing college or university? (*n*=273)[1]
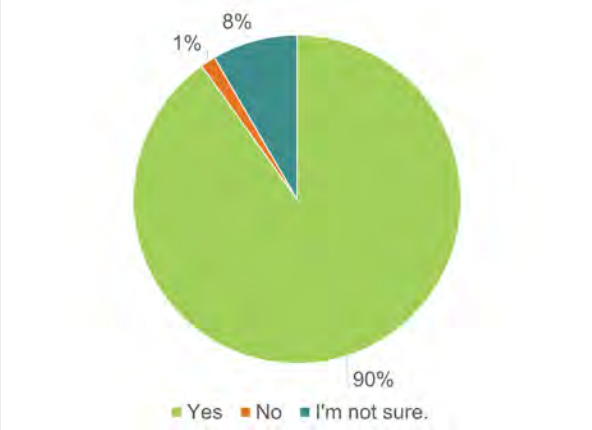
[1]*Percentages may not sum to 100% due to rounding.*

Upon graduating high school, the formal relationship between students and mentors in the Take Stock in Children program officially ends; yet, the majority of participants expressed a desire to remain in contact (Figures 30,31). The data also revealed that text messaging was the most popular method for maintaining these connections (Tables 26, 27). Further insights from alumni interviews highlighted ongoing communications with mentors through various means including phone calls, texts, and emails, with some even meeting with their mentors over meals after they graduated from the program. For many, the mentoring relationships have evolved into close, familial-like connections, as expressed by an alumnus who frequently communicates with their mentor, "*I talk to my mentor on a weekly basis. I love her. She's like my second mom. I absolutely adore her!*" Another alumnus described how their mentoring relationship post-graduation evolved into a friendship, emphasizing the mentor's continued influence and support in both their personal and professional endeavors, "*I see her more as a friend now that I can trust with my personal and professional circumstances. She's a great mentor and continues to do a lot of good work in the community.*" The student-mentor relationships were reported to be long-lasting, with ongoing communication and sustained support.

Figure 30. Senior Students: Do you and your mentor plan on staying in touch after you graduate from high school? (*n=220*)
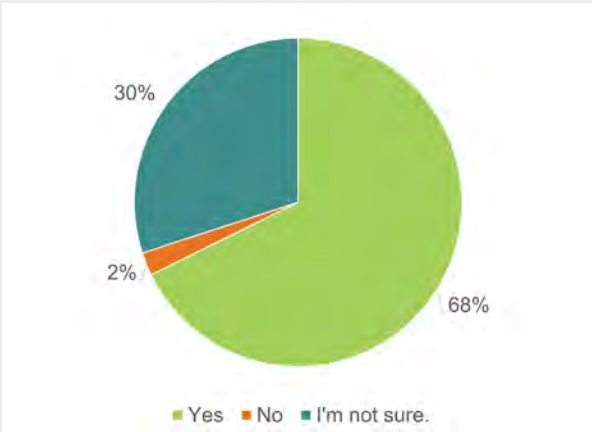
Figure 31. Mentors of Seniors: Do you and your mentee plan on staying in touch after your mentee graduates from high school? (*n=273*)
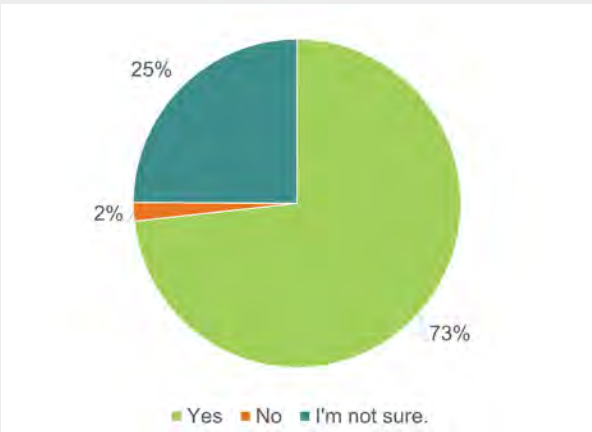
Table 26. Senior Students (*n*=206)

If you plan on staying in touch with your mentor after high school graduation, how will you communicate? (Please select all that apply).	Percent
Email	39%
Phone calls	50%
Text messaging	84%
Social Media (Facebook, Instagram, Snapchat, etc.)	14%
Written letters	5%
In-person visits	27%
Video calling (Zoom, Facetime, Skype, etc.)	20%
N/A – I don't plan on staying in touch with my mentor	7%
Other (please specify)	2%

Table 27. Mentors of Students (*n*=273)

If you plan on staying in touch with your mentee after high school graduation, how will you communicate? (Please select all that apply).	Percent
Email	47%
Phone calls	40%
Text messaging	81%
Social Media (Facebook, Instagram, Snapchat, etc.)	10%
Written letters	1%
In-person visits	32%
Video calling (Zoom, Facetime, Skype, etc.)	13%
N/A – I don't plan on staying in touch with my mentor	4%
Other (please specify)	6%

The survey responses from parents and guardians of seniors indicated strong support for continued assistance from the Take Stock program post-high school (84%; Figure 32). This sentiment was affirmed in interviews where parents acknowledged their children's academic readiness for college but expressed concerns about their ability to swiftly adapt to new environments. During interviews, some students also expressed concerns about transitioning to college; however, they quickly realized that the Take Stock in Children program had effectively prepared them for the challenges ahead. One scholar noted, "*It was kind of a big transition—leaving my family, moving, and taking really hard classes at a huge university…It was kind of like a big steppingstone.*" Another student shared that despite initial concern, the uneasiness soon faded as she relied on the information and skills she gained through the program. She credited the program with preparing her for success, saying, "*I was just a little nervous, you know, going away on my own; but I was prepared. [TSIC] just gave me a lot of things to prepare for—to get ready for. So, I was okay.*"

The survey revealed that 84% of respondents believed continued support beyond high school was beneficial for students. During subsequent interviews, the discussions revealed that ongoing support from Take Stock in Children would be beneficial. This underscored the value of continued support provided through the Take Stock in College program. Students, parents, and mentors highlighted the value of sustaining mentor relationships. One parent recounted how her son's connection with his mentor continues to facilitate his development, even after completing the Take Stock in Children program. She noted, "*They still interact and visit with one another. If [my son] has questions, he texts and [his mentor] always responds.…I don't think they feel that because my son graduated, the mentoring ends. The mentor's still here for him.*" Some mentors and mentees have continued their relationships beyond the formal program, with one mentor recounting annual reunions with his mentees, which facilitated ongoing mentorship and strengthen bonds between members of the small group.

Figure 32. Parents/Guardians of Seniors: Do you feel that your child would benefit from continued support from Take Stock after high school? (*n*=702)[1]

13%

2%

84%

• Yes ■ No ■ I'm not sure.
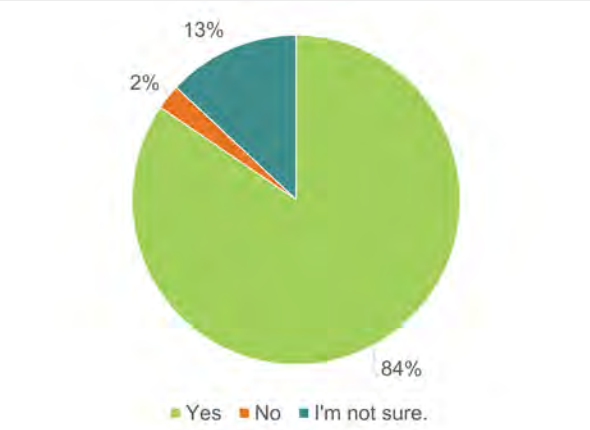
[1]Percentages may not sum to 100% due to rounding.

TAKE STOCK IN CHILDREN PROGRAM EFFECTIVENESS

An analysis of survey data from all respondent groups revealed evidence of the Take Stock in Children's program efficacy. On four primary components of the program, all respondent groups indicated that the Florida Prepaid Scholarship was the most important followed by mentor meetings (Figures 33-35). During interviews, several students reiterated this finding as they explained how their ability to attend and persist in college rested on whether or not they received scholarship funds. One student stated, *"The prepaid scholarship to attend an accredited college was all I really needed."* Another alumnus mentioned, *"I am part of a tight-knit group of five alumni, and we often discuss the critical role Take Stock in Children played in our lives. We've come to the belief that without Take Stock in Children, none of us would have gone to college."*

Feedback from parents and students during interviews consistently pointed to the scholarship funds and the mentoring aspects as the most beneficial features of the Take Stock in Children program. The necessity of the financial support provided was a common theme, with one parent remarking, *"Financially, I couldn't provide him with that."* Similarly, a student emphasized the program's role in facilitating college education, saying, *"My friend said he's going to college just because he has Take Stock. He wants to pursue a career in college because… a lot of my friends and [myself] included, our families aren't wealthy. So, I don't think they would pay for our tuition."*

Figure 33. Students: Please rank the following elements of the Take Stock in Children program in order of importance. (*n*=614)

(1 = Most Important; 4 = Least Important)

Most Important ⟷ Least Important	• Receiving a Florida Prepaid Scholarship: Rank – 1.7 • Meeting with my mentor: Rank – 2.5 • Meeting with a College Success Coach to prepare for colleges: Rank – 2.6 • Participating in college readiness workshops: Rank – 3.2

Figure 34. Parents/Guardians: Please rank the following elements of the Take Stock in Children program in order of importance. (*n*=702)

(1 = Most Important; 4 = Least Important)

Most Important ⟷ Least Important	• Receiving a Florida Prepaid Scholarship: Rank – 1.7 • Meeting with mentor: Rank – 2.5 • Meeting with a College Success Coach to prepare for colleges: Rank – 2.7 • Participating in college readiness workshops: Rank – 3.1

Figure 35. Mentors: Please rank the following elements of the Take Stock in Children program in order of importance. (*n*=1,022)

(1 = Most Important; 4 = Least Important)

Most Important ⟷ Least Important	• Receiving a Florida Prepaid Scholarship: Rank – 1.9 • Meeting with my mentor: Rank – 2.3 • Meeting with a College Success Coach to prepare for colleges: Rank – 2.8 • Participating in college readiness workshops: Rank – 3.0

MENTOR EFFECTIVENESS

Mentoring is considered a foundational component of the Take Stock in Children program. The guidance and contributions of mentors was highly praised and appreciated by students and parents. For parents, the mentor-student interactions allayed their anxieties regarding the college application process and other college-going activities that they felt ill-equipped to help their child navigate. As one parent expressed, *"As parents they say you need to do this. You need to do that and try to help, but sometimes we've been out of school for a very long time. Figuring out how to do things and help them with whatever is difficult— especially being an [older parent]."*

In interviews conducted with students from households where discussions about college were frequent, the significance of the mentoring program in fostering college readiness became evident. For instance, one student reflected on their experience and emphasized the pivotal role of mentorship in their preparation for college. The student noted, *"As a first-generation immigrant, neither of my parents attended college. They didn't even finish high school, so they don't know a lot [about] college applications. So having that kind of support system of people who have done this multiple times who were [knowledgeable] about education and college admissions, and who have children who have gone through all these things, that was really helpful."* The student's account highlights the range of benefits offered by the Take Stock in Children's mentoring initiative, which extends beyond academic assistance to provide more comprehensive college readiness support.

Mentors played a pivotal role in nurturing student confidence and ensuring they remained focused on their goals within the Take Stock in Children program. Interview respondents collectively endorsed the contributions and impact of Take Stock in Children's mentors. One parent declared, *"I will rave a million times about their mentoring program because they do have the best mentors."* Alumni agreed with the importance of mentors, with one alum noting, *"Having had those people, who were [knowledgeable] and who guided me, was like super helpful, because it made me not feel so under prepared, and I honestly felt more prepared than the kids whose parents did go to college."* Additionally, mentors themselves expressed a sense of fulfillment when they established meaningful connections with their mentees, shared common interests, were adequately prepared for sessions, and witnessed tangible progress and growth in their mentees' academic and personal development. One mentor said of her mentees, *"They're a blessing to me, because I've followed them as adults; and it's very rewarding to see them have success, not just in school and in career, but as human beings. One is a college graduate who's about to begin teaching, and a new mother. So, it's been quite fulfilling to watch her become a successful adult."*

Student survey respondents perceived mentors as highly beneficial across various domains, with Behavior Choices and Career Planning emerging as particularly impactful areas of mentorship (Figure 36). These findings were further substantiated by data from interviews conducted with students, alumni, and parents. Students and alumni discussed the transformative impact of their mentorship experiences, emphasizing the range of guidance provided by mentors in personal, academic, and professional domains. Students conveyed a palpable sense of appreciation for the deep personal connections formed with their mentors, attributing significant personal and professional growth to these relationships. Many recounted instances where mentors played a pivotal role in their development, assisting them in overcoming obstacles, pursuing aspirations, and making crucial career and personal decisions. An alumnus captured this sentiment, *"It's just like that hope that someone gives by believing in you and continuing to guide you to become better and not let the negativity impact you, so that you continue pursuing who you're going to become."*

A majority of mentors reported feeling confident about being able to help students in those areas (86% Behavior Choices and 72% Career Planning; Figure 37). Mentors also reported feeling confident in assisting students in the areas of Social Skills and Academic Performance (83% and 78%, respectively)—areas that students also frequently reported mentors as very helpful.

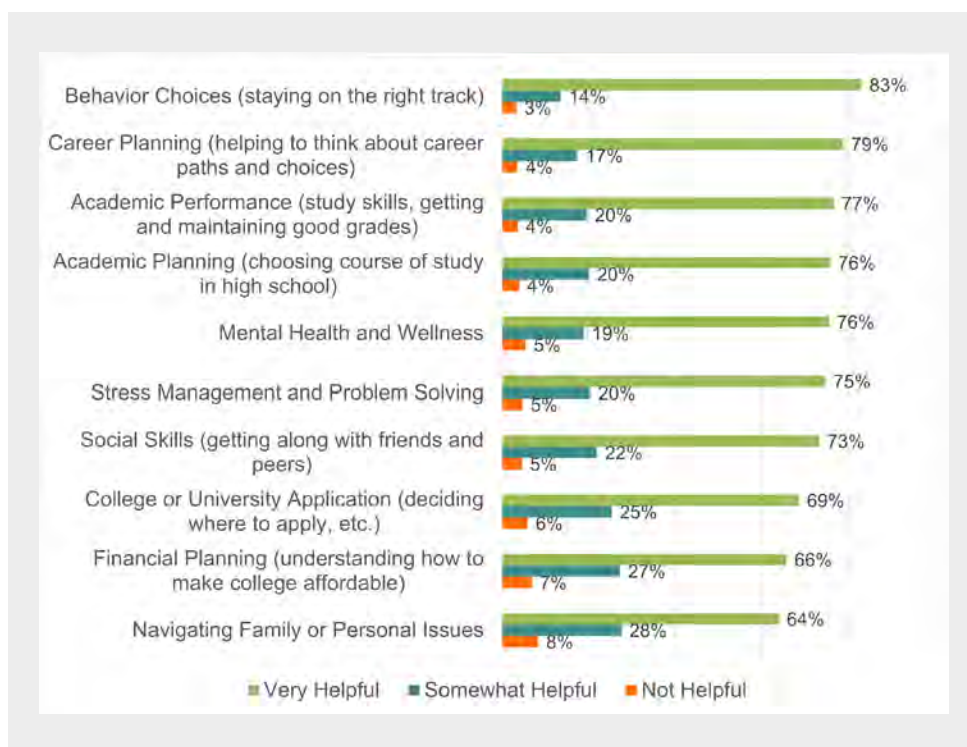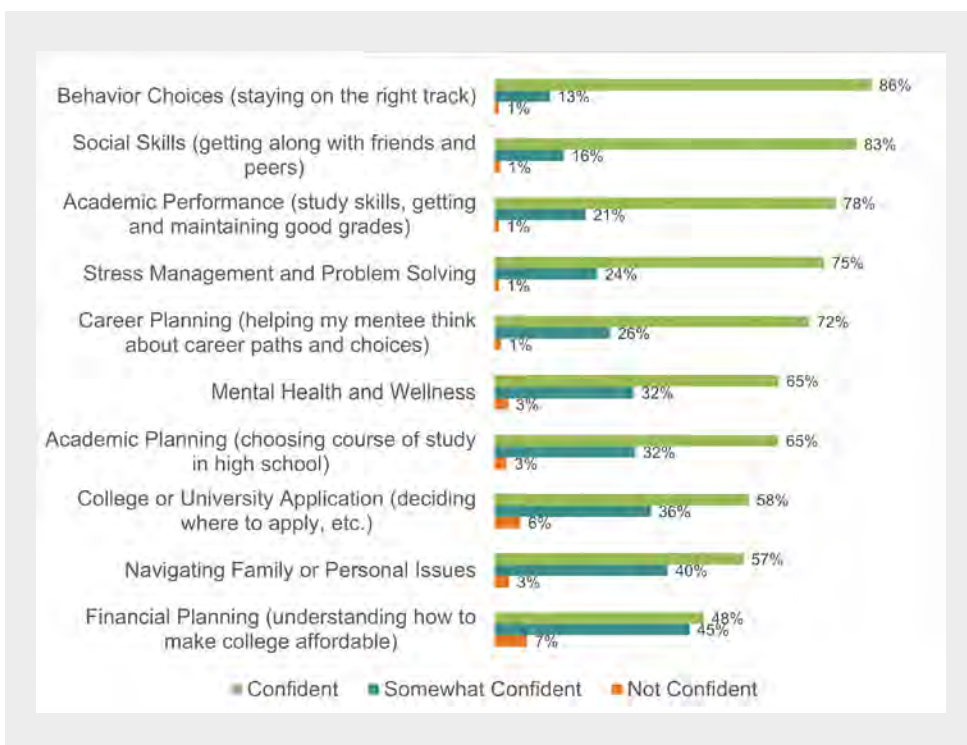**Figure 36.** Students: Please indicate your mentor's helpfulness in the following areas: (*n*=614)[1]

Behavior Choices (staying on the right track) — 83% / 14% / 3%
Career Planning (helping to think about career paths and choices) — 79% / 17% / 4%
Academic Performance (study skills, getting and maintaining good grades) — 77% / 20% / 4%
Academic Planning (choosing course of study in high school) — 76% / 20% / 4%
Mental Health and Wellness — 76% / 19% / 5%
Stress Management and Problem Solving — 75% / 20% / 5%
Social Skills (getting along with friends and peers) — 73% / 22% / 5%
College or University Application (deciding where to apply, etc.) — 69% / 25% / 6%
Financial Planning (understanding how to make college affordable) — 66% / 27% / 7%
Navigating Family or Personal Issues — 64% / 28% / 8%

■ Very Helpful   ■ Somewhat Helpful   ■ Not Helpful

Figure 37. Mentors: Please indicate your confidence in your ability to help your mentee with the following areas: (*n*=1,022)[1]

Behavior Choices (staying on the right track) — 86% / 13% / 1%
Social Skills (getting along with friends and peers) — 83% / 16% / 1%
Academic Performance (study skills, getting and maintaining good grades) — 78% / 21% / 1%
Stress Management and Problem Solving — 75% / 24% / 1%
Career Planning (helping my mentee think about career paths and choices) — 72% / 26% / 1%
Mental Health and Wellness — 65% / 32% / 3%
Academic Planning (choosing course of study in high school) — 65% / 32% / 3%
College or University Application (deciding where to apply, etc.) — 58% / 36% / 6%
Navigating Family or Personal Issues — 57% / 40% / 3%
Financial Planning (understanding how to make college affordable) — 48% / 45% / 7%

■ Confident   ■ Somewhat Confident   ■ Not Confident

[1]Percentages may not sum to 100% due to rounding.

The Take Stock in Children program also surveyed parents/guardians to determine their confidence in helping their students in select areas.

Similar to mentors, parents/guardians reported a high level of confidence in helping with Behavior Choices (86%; Figure 38). However, they reported a comparatively lower level of confidence than mentors in Career Planning, as only 50% of parents/guardians felt confident in that area compared to 72% of mentors. Parents/guardians demonstrated their lowest levels of confidence in supporting students with college or university applications and helping with financial planning.

Interview data gathered from parents and guardians consistently revealed a lack of familiarity with the intricacies of college attendance processes. Many parents expressed minimal to no knowledge in this regard, underscoring their reliance on Take Stock in the Children staff and mentors for guidance. One parent highlighted the assistance provided by program personnel and mentors, stating, *"It has not only been when they prepare a workshop or spend a moment to meet with parents. It's like when I have any extra questions on things and reach out to them, they answer with a lot of details—with whatever we need at that moment. It's kind of like, that's it. I don't need to ask more, because [they] are so knowledgeable. I mean, I guess they get prepared really well. Every time that I have a question, they know it, and they know it well. So, that [has] helped me."* Due to their limited familiarity, these parents generally felt less equipped to counsel their children on matters related to college preparation, application procedures, and pursuit of careers necessitating collegiate credentials.

Figure 38. Parents/Guardians: Please indicate your confidence level to help your child with the following areas: (*n*=702)[1]
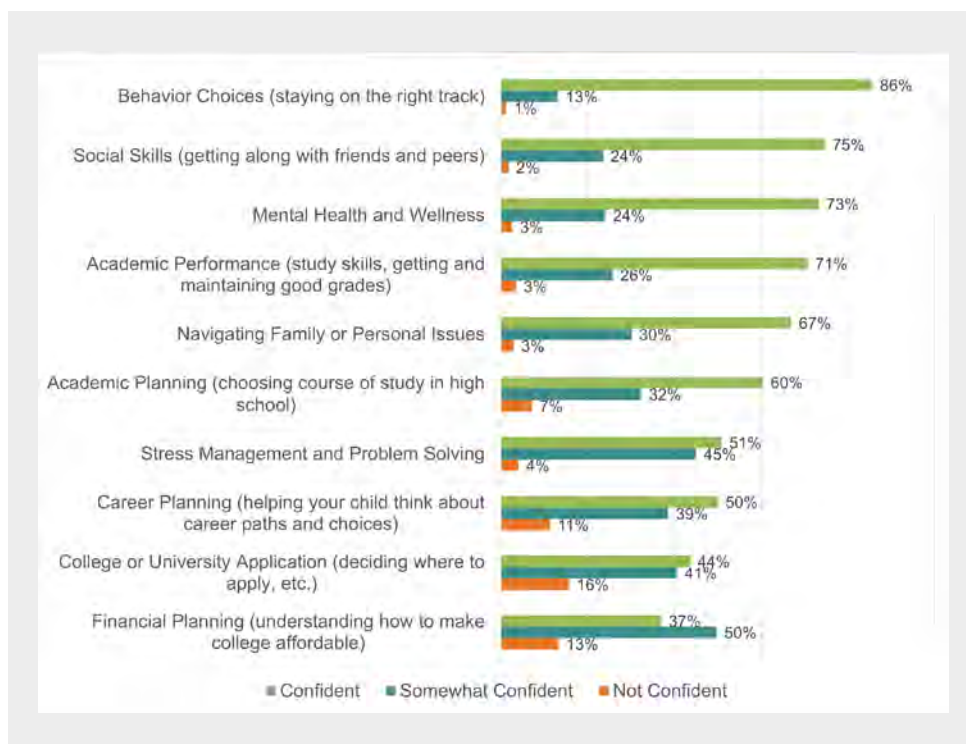
[1]*Percentages may not sum to 100% due to rounding.*

Both students and mentors were surveyed regarding their preferences regarding the allocation of time for various topics. The majority of respondents indicated that the current time spent on each topic was adequate (Figures 39-40). However, consistent with previous findings, there were certain topics where both students and mentors expressed a desire for additional time: *Career Planning, College or University Application, and Financial Planning* emerged as areas where respondents indicated a preference for increased time allocation, although a larger proportion in each group deemed the current time sufficient. These findings were further substantiated by interview data, wherein students highlighted financial matters as a primary concern.

For many students, transitioning to college marked their initial steps into adulthood and associated responsibilities. They frequently mentioned concerns about properly managing financial responsibilities and avoiding financial pitfalls while in college. One alumnus described how she experienced a financial setback upon entering college and wished she had had more preparation concerning those matters, *"I had a financial counselor my first year in college who talked me into get taking out a $5,000 loan. They convinced me that I was not getting the best books and materials on campus. When I talked to the director of Pasco County, she was in shock. And I'm like, you know, I didn't realize this was something I didn't have to do."* They often indicated a desire to gain more in-depth financial literacy and were hopeful that the Take Stock in Children program would provide additional support and development in that area. A significant number of parents and guardians also emphasized the need for some or considerable support for their students in navigating financial topics (Figure 41).
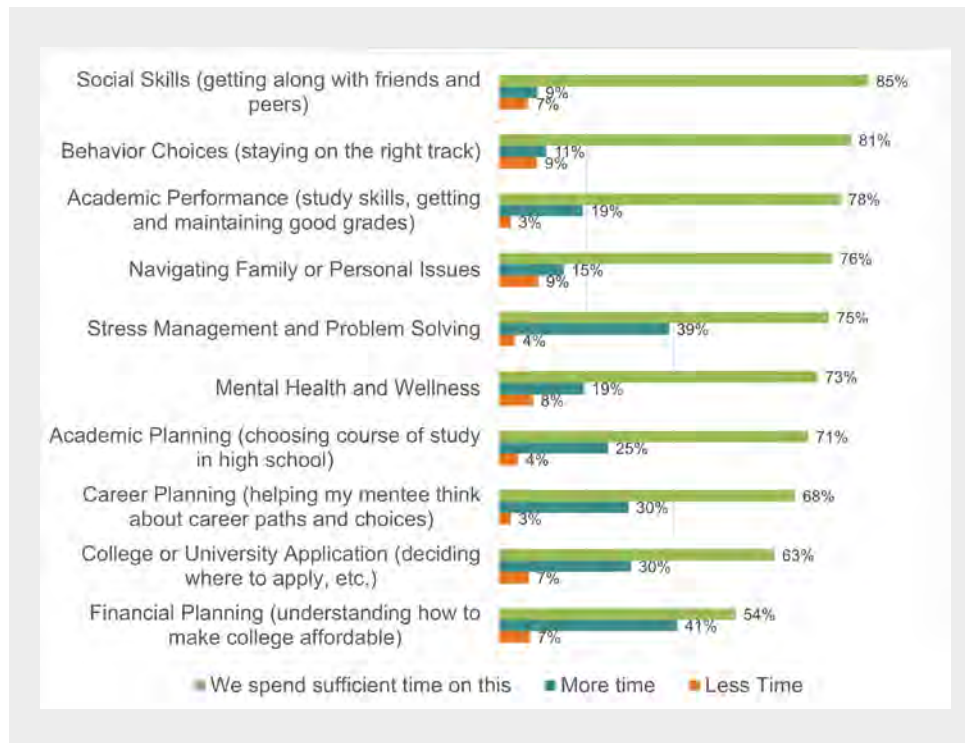
Figure 39. Students: Please indicate how much time you would like to spend on the following topics with your mentor: (*n*=614)[1]
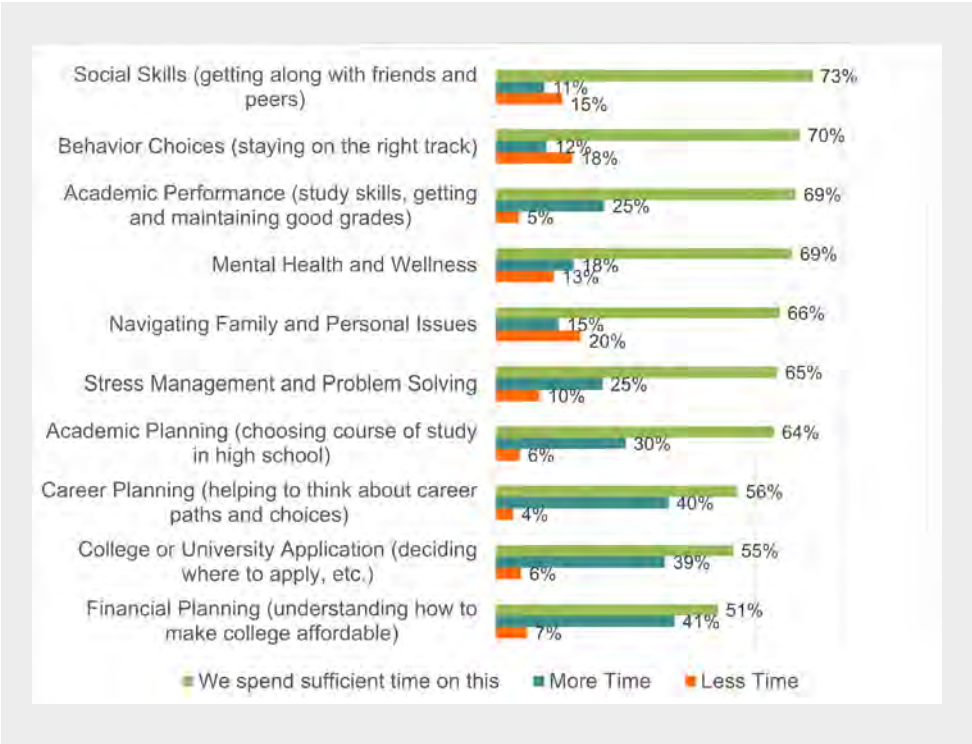
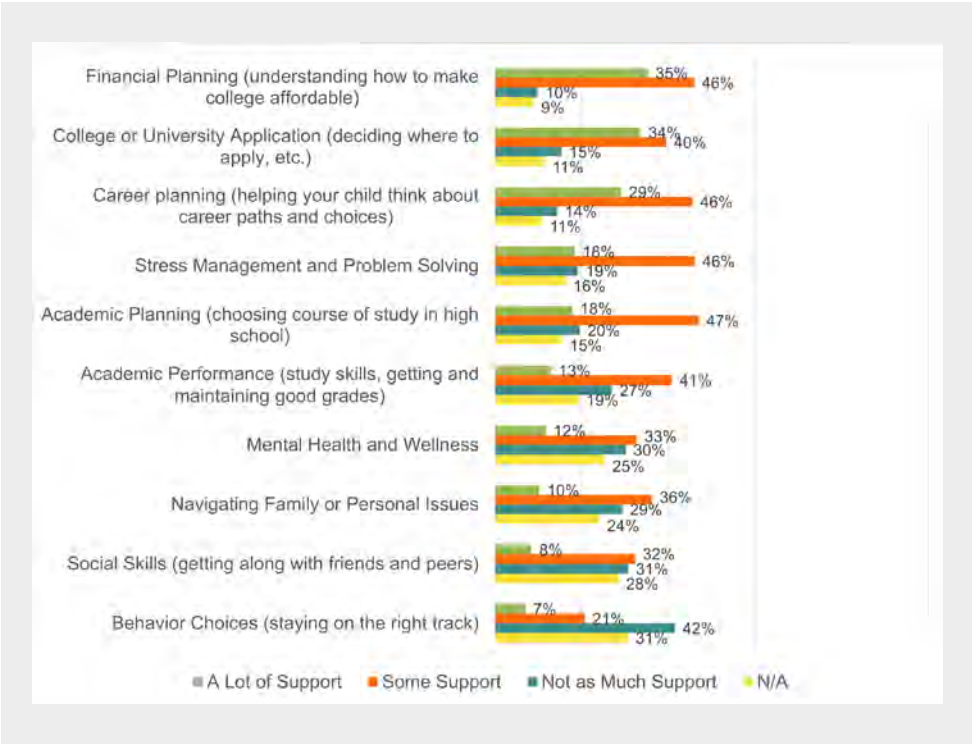[1]*Percentages may not sum to 100% due to rounding.*

Figure 40. Mentors: Please indicate how much time you would like to spend on the following topics with your mentee: (*n*=1,022)[1]

Topic	We spend sufficient time on this	More time	Less Time
Social Skills (getting along with friends and peers)	85%	9%	7%
Behavior Choices (staying on the right track)	81%	11%	9%
Academic Performance (study skills, getting and maintaining good grades)	78%	19%	3%
Navigating Family or Personal Issues	76%	15%	9%
Stress Management and Problem Solving	75%	39%	4%
Mental Health and Wellness	73%	19%	8%
Academic Planning (choosing course of study in high school)	71%	25%	4%
Career Planning (helping my mentee think about career paths and choices)	68%	30%	3%
College or University Application (deciding where to apply, etc.)	63%	30%	7%
Financial Planning (understanding how to make college affordable)	54%	41%	7%

[1]*Percentages may not sum to 100% due to rounding.*

Figure 41. Parents/Guardian: Please indicate the level of support that your child needs in the following areas: (*n*=702)[1]

[1]*Percentages may not sum to 100% due to rounding.*

POSTSECONDARY ENROLLMENT AND COMPLETION

Survey findings revealed confidence among most respondent groups regarding students' prospects of attending and successfully completing college or university (Figures 42-47). This sentiment was further corroborated by insights gleaned from interview data. Students overwhelmingly expressed a sense of preparedness for college, attributing this readiness to their participation in the Take Stock in Children program. They credited both their mentors and the program staff for equipping them with the necessary tools and knowledge. Students highlighted the invaluable support provided by mentors, who guided them through crucial aspects of the college application process, including identifying suitable colleges, navigating scholarship applications, securing reference letters, touring campuses, and offering general insights and advice about college life.

Students listed various resources, services, and activities provided through the program as reasons why they feel ready for college. Many emphasized how the program served as a catalyst for their academic and personal growth and instilled in them the confidence and determination necessary to pursue higher education. One student stated, *"Somebody believed in me [enough] to give me that jump start. So, I felt like I had to keep going..."* Another respondent said, *"I know I have someone behind me to give me hope; and if I have any failures [Take Stock] will be like, this is what's going to happen. We're going to assist you, and it's going to be less stressful. So, I knew that I could continue on my path into college."* Alumni echoed these sentiments, emphasizing Take Stock's comprehensive approach in preparing them socially, mentally, and academically for the rigors of college life. One alumnus said, *"if [a student is] willing to put the work and effort in and they really want to remain a part of the program, Take Stock will go to the moon and back."* Alumni spoke highly of their mentors, explaining how meeting with mentors each week shaped their experience in the program and prepared them for success in college. Similarly, the majority of parent interviewees agreed their children were ready for college.

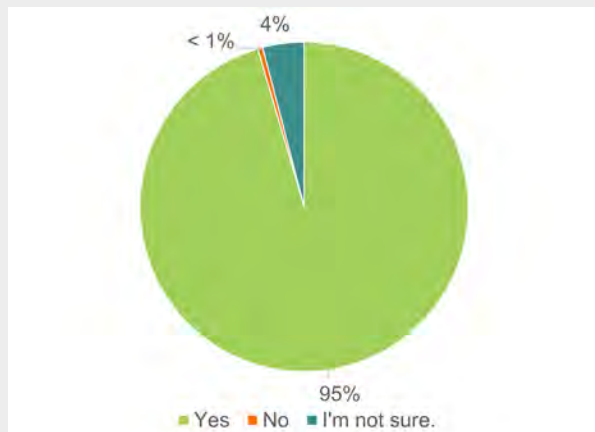**Figure 42.** Students: Do you believe you will attend college or university? (*n*=614)[1]

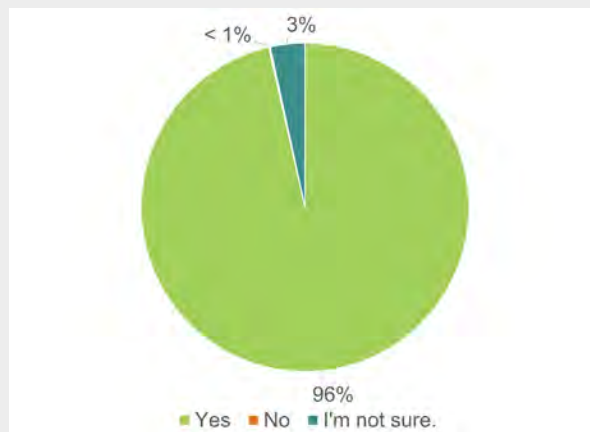**Figure 43.** Parents/Guardians: Do you believe your child will attend college or university? (n=702)[1]

Figure 44. Mentors: Do you believe your mentee will attend college or university? (n=1,022)[1]

[1]Percentages may not sum to 100% due to rounding.

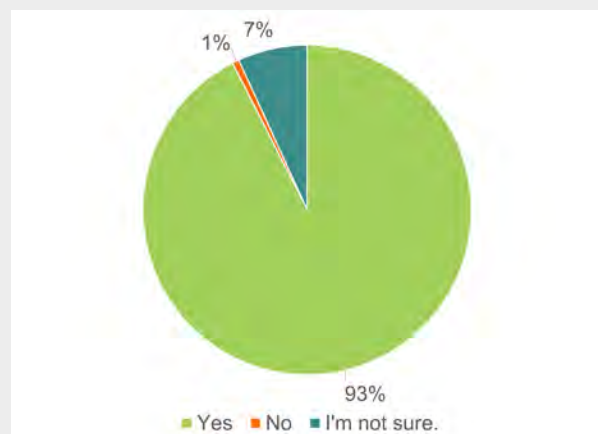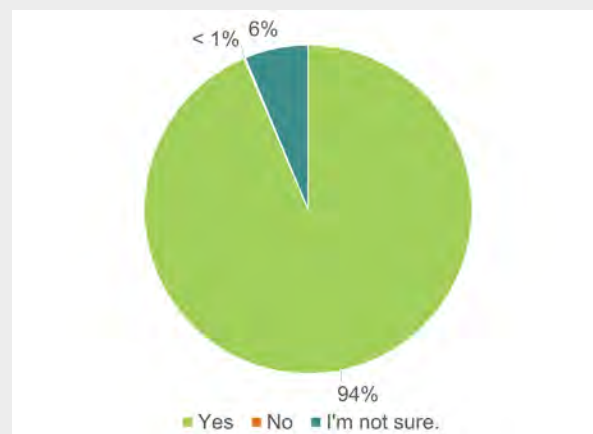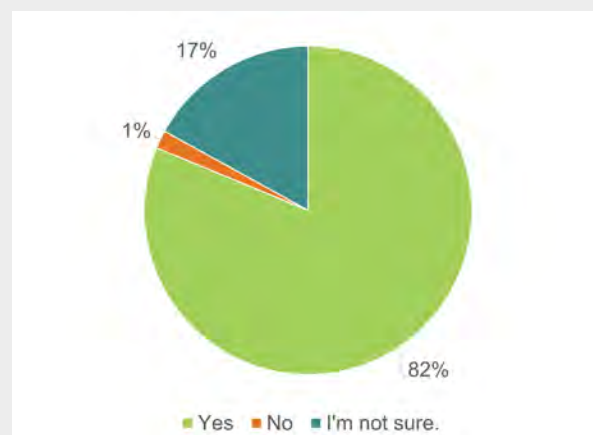**Figure 45.** Students: Do you believe you will complete college or university? (*n*=614)[1]

Yes 93%
No 1%
I'm not sure. 7%

Figure 46. Parents/Guardians: Do you believe your child will complete college or university? (*n*=702)[1]

Yes 94%
No < 1%
I'm not sure. 6%

Figure 47. Mentors: Do you believe your mentee will complete college or university? (*n*=1,022)

Yes 82%
No 1%
I'm not sure. 17%

[1]*Percentages may not sum to 100% due to rounding.*

Students, parents/guardians, and mentors, participants were asked about potential challenges that could hinder college or university attendance and completion (Tables 28-30). Respondents were primarily concerned about the affordability of college tuition, with a majority expressing apprehension regarding financial constraints. Similarly, there were common concerns about students' capacity to meet basic living expenses while enrolled in school, a sentiment echoed in student interview data. A notable difference emerged between students' and parents/guardians' perceptions of academic challenges, with 42% of students compared to only 12% of parents/guardians citing difficult coursework as a potential barrier. Interestingly, a higher proportion of mentors (35%) than students (15%) or parents/guardians (18%) indicated that none of the listed concerns were potential obstacles to attending and completing college or university.

Analysis of student feedback revealed a slightly less optimistic outlook compared to the previous academic year. A greater proportion of students this year expressed apprehensions about securing admission to their preferred colleges or universities, reflecting a 2-percentage point increase from the preceding year's figures. Additionally, there was an observable increase in concerns regarding prolonged absences from home, with a corresponding 2-percentage point uptick.

Table 28. Student Take Stock in Children Postsecondary Enrollment and Completion

Which of the following statements best describe how you feel about challenges that would prevent you from attending and completing college or university? (Check all that apply. If none apply, check "None of the above.") (*n* = 614)	Percent
"I am concerned that I won't be able to afford college tuition."	57%
"I'm not sure how I'll pay for things like food and other basic expenses while I'm going to school."	42%
"I'm afraid that the course work will be too difficult, and I won't be able to get good grades."	42%
"I am concerned the financial expense will outweigh the full academic benefit of attending college or university during this time."	39%
"I'm nervous about going to college because I've never been away from home for a long time before."	28%
"I am concerned about my physical health, mental wellness, and well-being should I attend college or university and interact in a campus environment."	24%
"I am worried that I won't fit in with people or make friends in college."	22%
"I am afraid that I won't be able to get into the college of my choice because my grades aren't good enough."	21%
"I'm concerned about how my family will make enough money to pay the bills if I am going to school instead of getting a job to help out."	18%
"I am concerned about being successful in college or university should I need to participate in virtual learning coursework."	17%
"I don't think I will be able to get to classes because I don't have a car or can't take public transportation."	13%
"My family doesn't believe that college is important."	2%
None of the above.	15%

Table 29. Parents/Guardians Take Stock in Children Postsecondary Enrollment and Completion

Which of the following statements best describe how you feel about challenges that would prevent your child from attending and completing college or university? (Check all that apply. If none apply, check "None of the above.") (n = 702)	Percent
"I am worried that we won't be able to afford college tuition."	65%
"I'm not sure how my child will pay for things like food and other basic expenses while they are going to school."	38%
"I'm nervous about my child going to college because my child has never been away from home for a long time before."	27%
"I am concerned the financial expense will outweigh the full academic benefit of my child attending college or university during this time."	23%
"I am concerned for my child's physical health, mental wellness, and well-being if they attend college or university and are interacting in a campus environment."	13%
"I'm concerned about how my family will make enough money to pay the bills if my child is going to school instead of getting a job to help out."	12%
"I'm afraid that the course work will be too difficult, and my child won't be able to get good grades."	12%
"I am concerned about my child being successful in college or university should they need to participate in virtual learning coursework."	10%
"I don't think my child will be able to get to classes because they don't have a car or can't take public transportation."	10%
"My child is worried that they won't fit in with people or make friends in college."	10%
"I am afraid that my child won't be able to get into the college of their choice because their grades aren't good enough."	10%
"I'm not sure that college is important."	0%
None of the above.	18%

Table 30. Mentors Take Stock in Children Postsecondary Enrollment and Completion

Which of the following statements best describe how you feel about challenges that would prevent your mentee from attending and completing college or university? (Check all that apply. If none apply, check "None of the above.") (n = 1,022)	Percent
"I am concerned that my mentee won't be able to afford college tuition."	34%
"I'm not sure how my mentee will pay for things like food and other basic expenses while they are going to school."	33%
"I am concerned that the financial expense will outweigh the full academic benefit of my mentee attending college or university at this time."	16%
"I am concerned about how my mentee's family will make enough money to pay the bills if my mentee is going to school instead of getting a job to help out."	16%
"I'm nervous about my mentee going to college because my mentee has never been away from home for a long time before."	15%
"I don't think my mentee will be able to get to classes because they don't have a car or can't take public transportation."	11%
"I am afraid that my mentee won't be able to get into the college of their choice because their grades aren't good enough."	9%
"I am afraid that the course work will be too difficult, and my mentee won't be able to get good grades."	9%
"I am concerned about my mentee being successful in college or university should they need to participate in virtual learning coursework."	8%
"I am concerned for my mentee's physical health, mental wellness, and well-being if they attend college or university and are interacting in a campus environment."	6%
"My mentee is worried that they won't fit in with people or make friends in college."	4%
"My mentee's family doesn't believe that college is important."	3%
None of the above.	35%

In the survey, both students and parents/guardians were prompted to provide their level of agreement with a series of statements. Most students indicated that the adults in their lives hold a strong appreciation for higher education, engage in discussions about educational pursuits with them, and demonstrate unwavering dedication to supporting their aspirations of attending college (Figures 48-49).

Most parents/guardians (97%) reported actively discussing college attendance with their child, indicating a high level of engagement in their child's academic pursuits. In addition, a substantial proportion (82%) acknowledged the role of their child's mentor in initiating conversations about college aspirations. However, a discernible contrast emerged in perceptions of teacher involvement in the college application process. Whereas a majority of students (52%) expressed confidence in their teacher's support in applying for college, a smaller percentage of parents/guardians (38%) shared this belief.

Figure 48. Students: Please indicate if you believe the following statements are true: (*n*=614)[1]
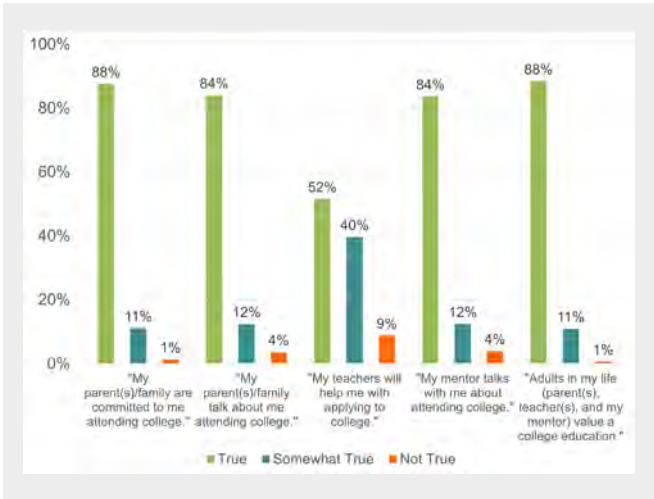
Figure 49. Parents/Guardians: Please indicate if you believe the following statements are true: (*n*=702)[1]
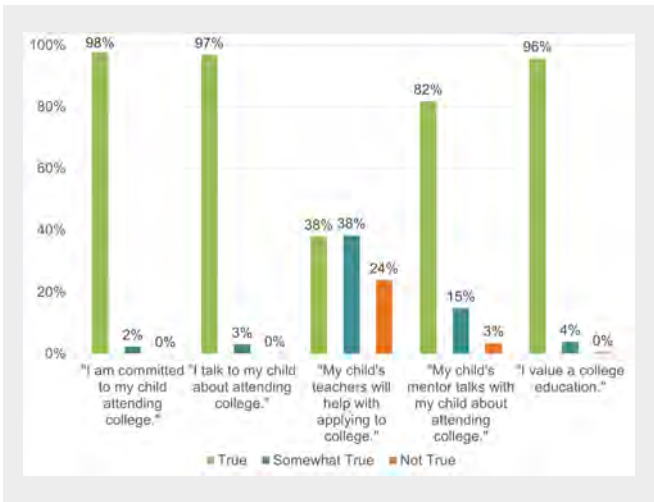
[1]*Percentages may not sum to 100% due to rounding.*

CAREER READINESS

Students, parents/guardians, and mentors were prompted to identify the career fields of interest for the students in question (Figures 50-52). The responses revealed a diverse range of interests across all respondent groups. Most notable, the category of Health Science emerged as the predominant choice among the majority of respondents, closely followed by Science, Technology, Engineering, and Mathematics (STEM). Additionally, a significant proportion of participants indicated alternative career interests under the category of Other.

Figure 50. Students: Please select the field that MOST interests you: (*n*=614)[1]

Field	Percentage
Health Science	21%
Science, Technology, Engineering, and Mathematics	14%
Business, Management, and Administration	10%
Law, Public Safety, and Security	7%
Arts, Audio/Video Technology and Communications	6%
Human Services	3%
Architecture and Construction	3%
Education and Training	2%
Agriculture, Food, and Natural Resources	2%
Hospitality and Tourism	2%
Information Technology	2%
Military	1%
Finance	1%
Marketing, Sales, and Service	1%
Government and Public Administration	0%
Transportation, Distribution, and Logistics	0%
Energy	0%
Manufacturing	0%
Not sure	3%
Other (please specify)	21%

Figure 51. Parents/Guardians: What career field is your child interested in? If you don't know, please select "Not Sure" from the list. (*n*=702)[1]
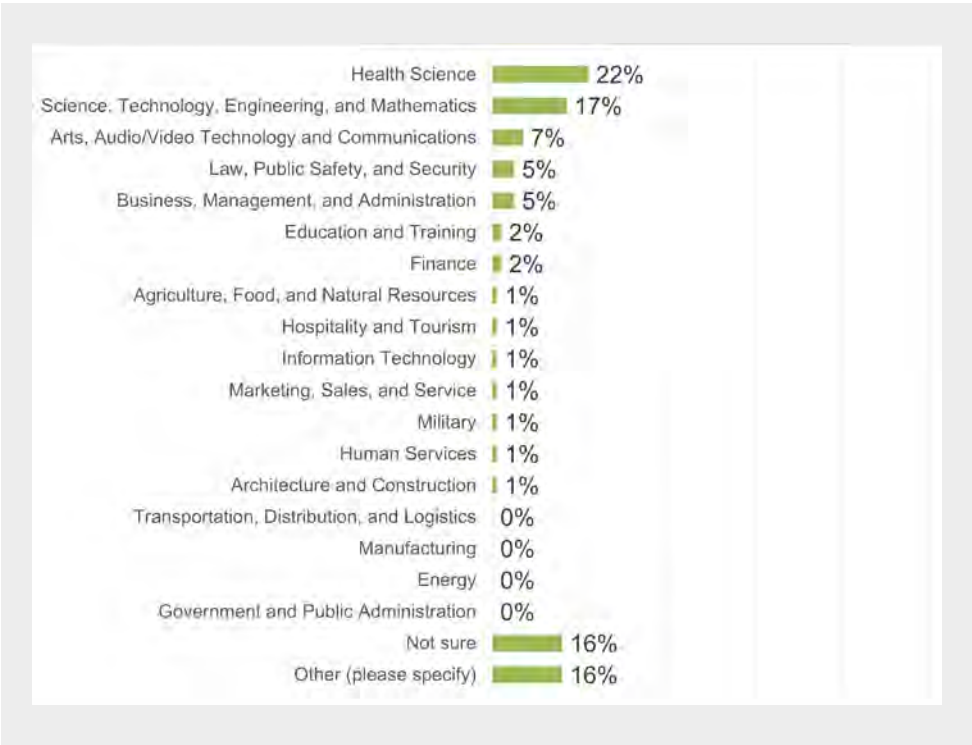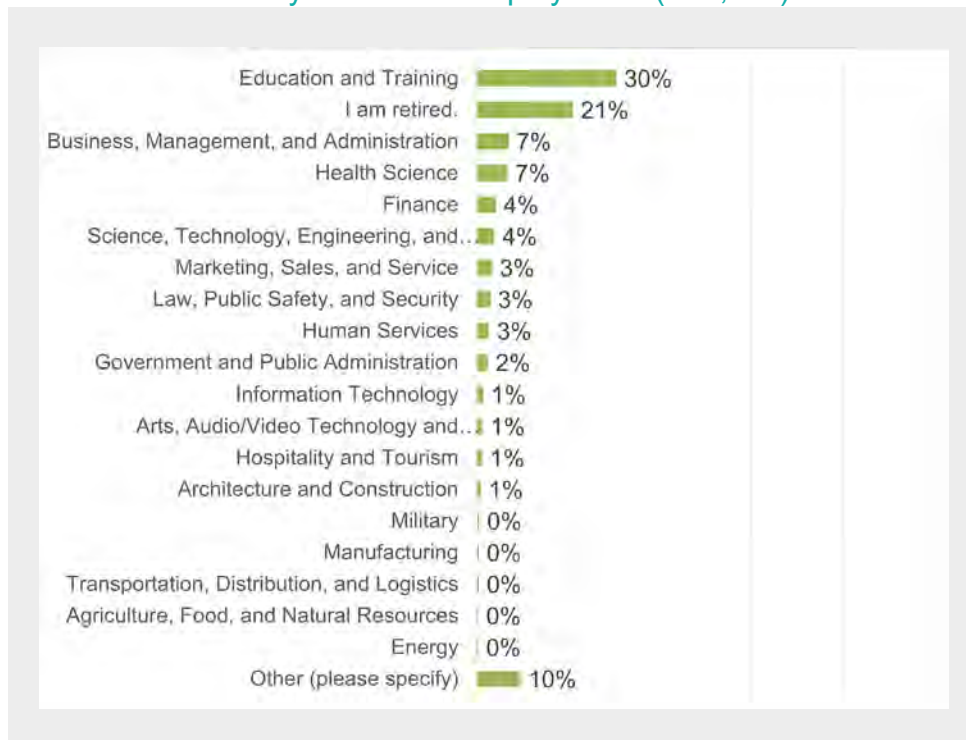

Figure 52. Mentors: What career field is your mentee interested in? If you don't know, please select "Not Sure" from the list. (*n*=1,022)[1]
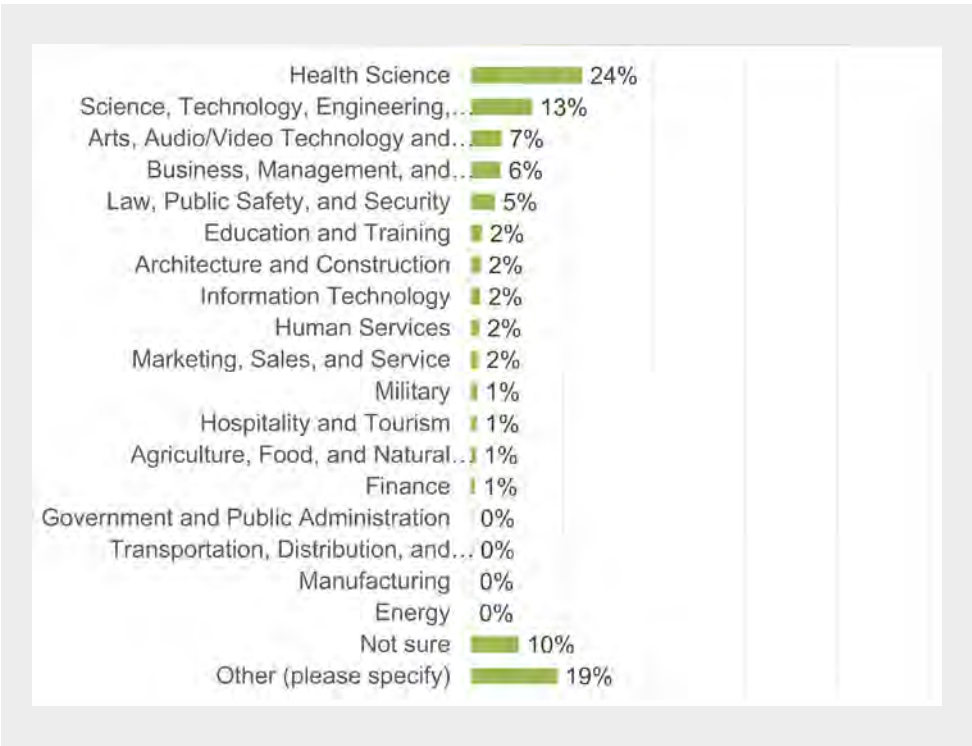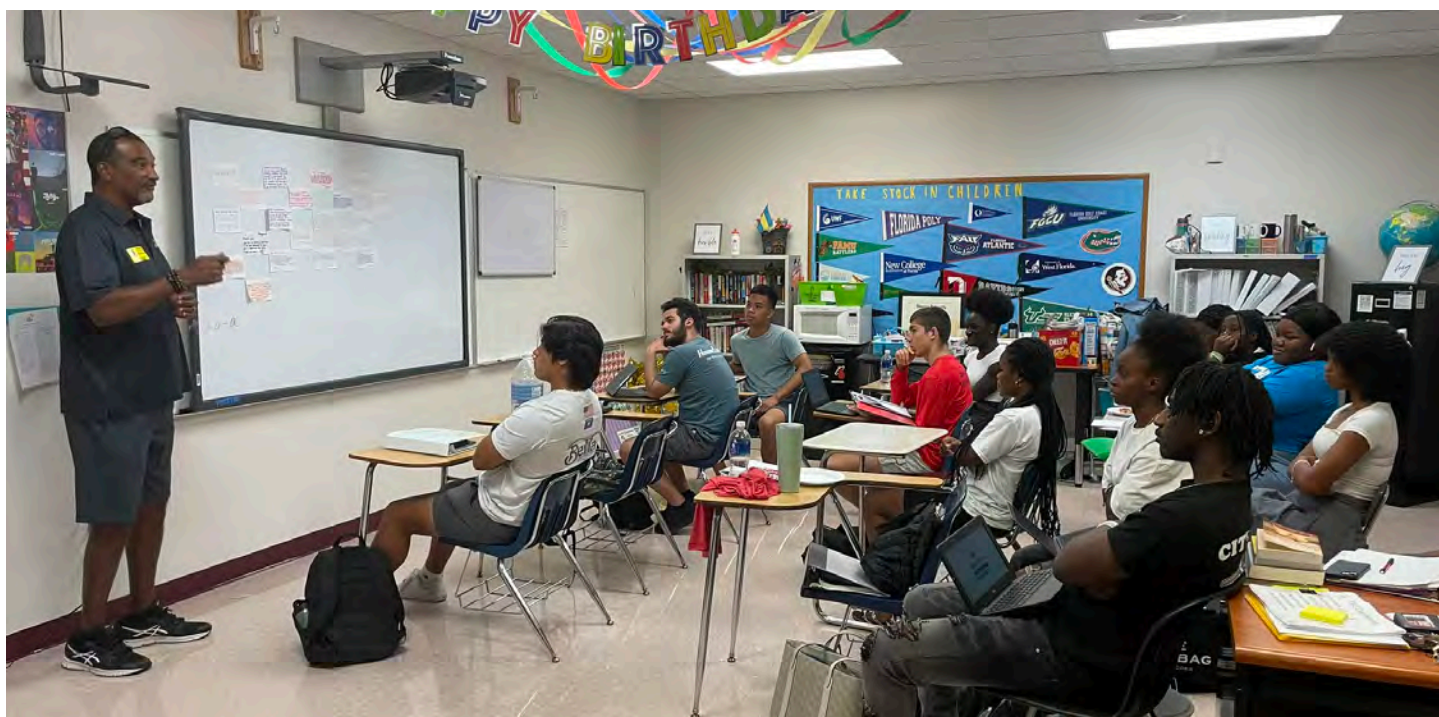

[1]*Percentages may not sum to 100% due to rounding.*

Mentors were also asked to indicate their current employment areas. Reported fields of employment varied among the mentors. However, the largest percentage of mentors worked in the area of education and training (Figure 53).

Figure 53. Mentors: Please indicate your field of employment. (*n*=1,011)[1]

Education and Training	30%
I am retired.	21%
Business, Management, and Administration	7%
Health Science	7%
Finance	4%
Science, Technology, Engineering, and...	4%
Marketing, Sales, and Service	3%
Law, Public Safety, and Security	3%
Human Services	3%
Government and Public Administration	2%
Information Technology	1%
Arts, Audio/Video Technology and...	1%
Hospitality and Tourism	1%
Architecture and Construction	1%
Military	0%
Manufacturing	0%
Transportation, Distribution, and Logistics	0%
Agriculture, Food, and Natural Resources	0%
Energy	0%
Other (please specify)	10%

[1]Percentages may not sum to 100% due to rounding.

Survey respondents were asked to express their level of agreement with statements related to their understanding of how a postsecondary degree affects students' future careers (Figures 54-56). The findings revealed a strong alignment of perspectives, with 93% of students and 82% of parents/guardians indicating agreement or partial agreement regarding their comprehension of high school graduation requisites. Also, parents/guardians exhibited a strong consensus on the significance of a postsecondary degree in shaping future career prospects. However, the survey highlighted a perceived need for additional support on issues related to Financial Aid and the College Application process to better equip program participants for success.

Figure 54. Students: Please indicate if you agree or disagree with the following statements. (*n*=614)[1]
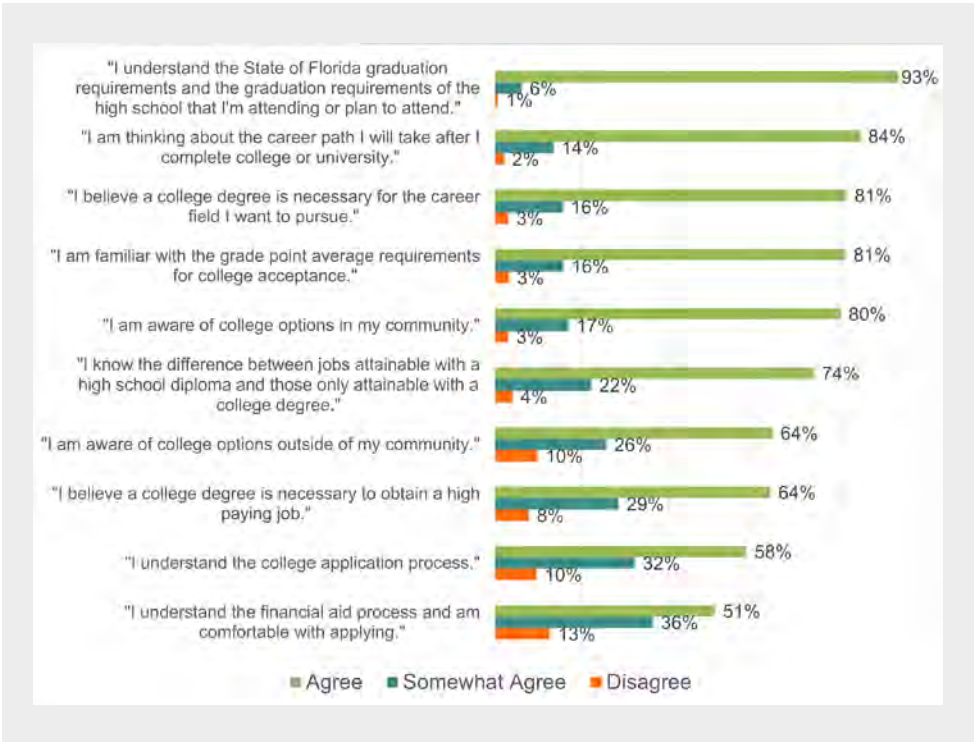
[1]*Percentages may not sum to 100% due to rounding.*

Figure 55. Parents/Guardians: Please indicate if you agree or disagree with the following statements. (*n*=702)[1]

"I believe a college degree is necessary for the career field my child wants to pursue." — 84%, 15%, 1%

"My child understands the State of Florida graduation requirements and the graduation requirements of the high school they attend or plan to attend." — 82%, 16%, 2%

"My child is familiar with the grade point average requirements for college acceptance." — 72%, 23%, 4%

"I believe a college degree is necessary for my child to obtain a high paying job." — 72%, 25%, 3%

"I help my child think about the career path they will take after completing college or university." — 72%, 25%, 3%

"My child is aware of college options in our community." — 66%, 29%, 6%

"My child is aware of college options outside of our community." — 55%, 34%, 11%

"My child understands the college application process." — 42%, 41%, 17%

"My child understands the financial aid process and I am comfortable with helping them apply." — 40%, 40%, 19%

■ Agree ■ Somewhat Agree ■ Disagree

Figure 56. Mentors: Please indicate if you agree or disagree with the following statements. (*n*=1,022)[1]

"I am aware of college options in my community." — 77%, 19%, 3%

"I help my mentee think about the career path they will take after completing college or…" — 74%, 23%, 3%

"I believe a college degree is necessary for the career field my mentee wants to pursue." — 74%, 23%, 3%

"I am familiar with the grade point average requirements for college acceptance." — 69%, 26%, 5%

"I understand the State of Florida high school graduation requirements and the…" — 67%, 28%, 6%

"I understand the college application process." — 63%, 33%, 4%

"I am aware of college options outside of my community." — 61%, 33%, 6%

"I believe a college degree is necessary for my mentee to obtain a high paying job." — 60%, 33%, 8%

"My mentee understands the financial aid process and I am comfortable with helping…" — 34%, 51%, 15%

■ Agree ■ Somewhat Agree ■ Disagree

[1]*Percentages may not sum to 100% due to rounding.*

COMMUNICATION AND CONNECTEDNESS

The Take Stock in Children program highly values effective communication and meaningful interaction among its students, parents/guardians, and mentors. To foster continued quality communication, survey participants were asked to indicate how connected they feel to Take Stock in Children program staff. The survey results emphasized a general sense of connectivity, with the majority across all respondent groups indicating they felt somewhat connected or very connected with program staff (Figures 57-59). Throughout interviews, all groups indicated the Take Stock in Children program had a significant communications network designed to keep parents, students, mentors, and staff active, engaged, and involved in programming activities. One mentor noted, "*They're very good at keeping the students and the mentors informed.*" Other respondents mentioned that the Take Stock in Children program "*communicates regularly and shares resources;*" and "*if I need something or have a question, they're very responsive—usually same day, within a few minutes I get an answer.*"

Figure 57. Students: How connected do you feel to your local Take Stock in Children program staff ? (*n*=614)

- 4%
- 49%
- 47%

Very Connected · Somewhat Connected · Not Connected
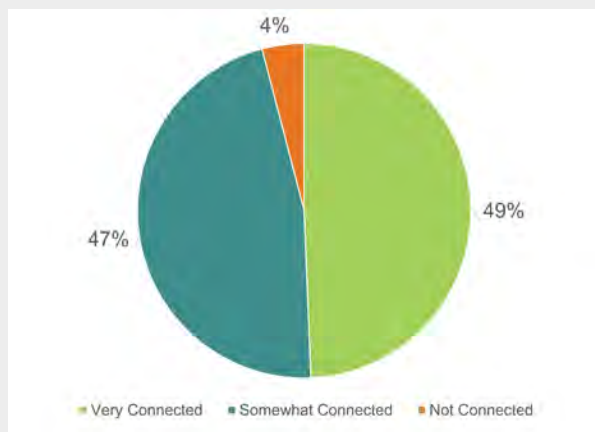
Figure 58. Parents/Guardians: How connected do you feel to your local Take Stock in Children program staff ? (*n*=702)[1]

- 10%
- 44%
- 45%

Very Connected · Somewhat Connected · Not Connected
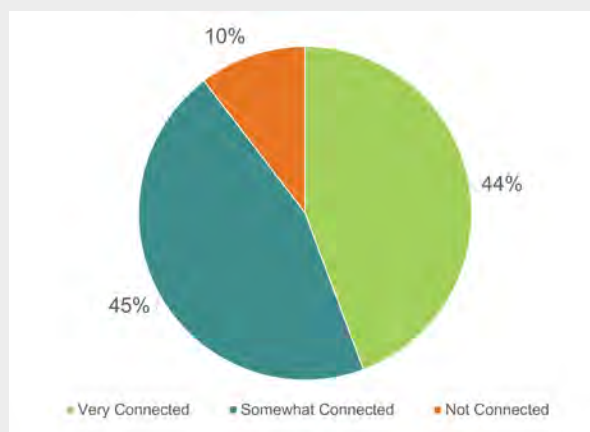
Figure 59. Mentors: How connected do you feel to your local Take Stock in Children program staff ? (*n*=1,022)

- 7%
- 36%
- 57%

Very Connected · Somewhat Connected · Not Connected
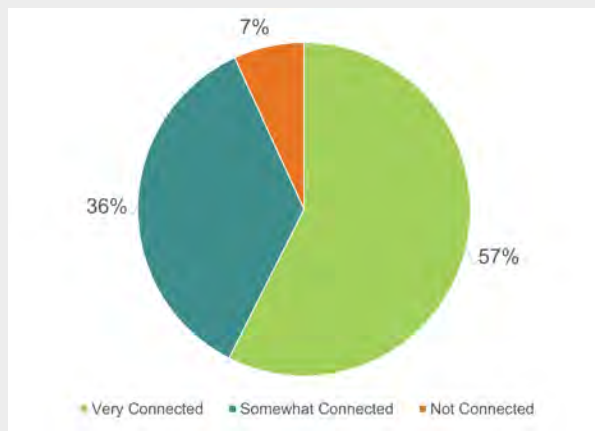
[1]Percentages may not sum to 100% due to rounding.

In surveys, both students and parents/guardians were prompted to assess the level of support provided through College Readiness Trainings and other materials disseminated by the Take Stock in Children program (Figures 60-62). The findings revealed that most students (93%) and parents (83%) reported they received a moderate to substantial level of support from these resources. Interviews with parents/guardians further highlighted the role that Take Stock in Children plays in facilitating their children's ability to progress toward and into higher education. Many parents/guardians articulated how the support and resources that the Take Stock in Children program extended to their children were valued assets. For some, the support opened doors to resources and networks previously inaccessible to them. Reflecting on the impact of the program, one mother shared an earnest sentiment, *"I come from Mexico, and they don't have a major school. So, for me to have this kind of program that helps my daughter to go to college as the first generation for my family, it's been everything. It's been the most valuable thing in this life--to study, to go to school. I'm sorry about the crying."*

Figure 60. Students: Please indicate the level of support you received through College Readiness trainings and materials offered by Take Stock in Children. (*n*=614)[1]
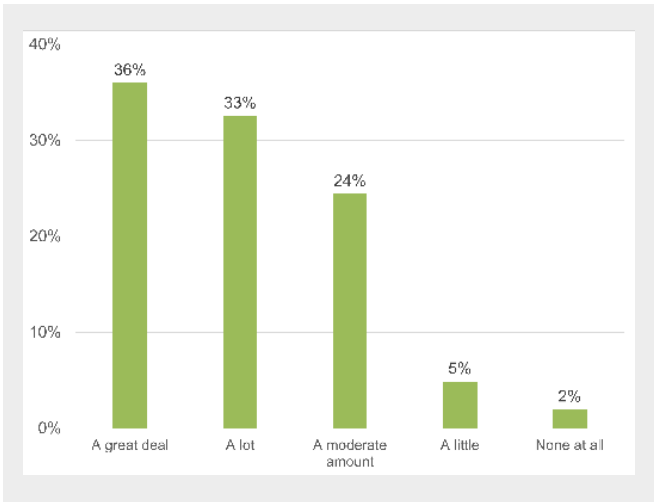
Figure 61. Parents/Guardians: Please indicate the level of support your child received through College Readiness trainings and materials offered by the Take Stock in Children program. (*n*=702)[1]
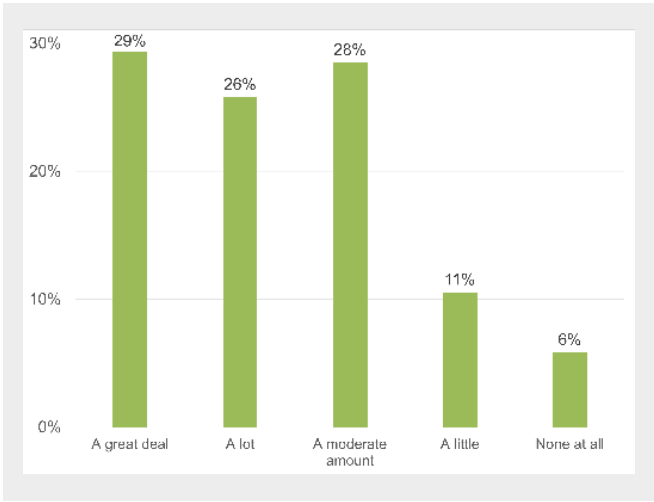
To gauge mentors' perceived level of support, they were asked in surveys to indicate the degree to which they agreed with key phrases (Figure 62). Survey responses suggested that the level of support mentors received enhanced their development and helped shape their perceptions of the overall mentoring experience, as most (92%) were well informed of who they should contact to resolve issues with mentees. Ninety-one percent (91%) would recommend mentoring with Take Stock in Children to others. Mentors also identified Take Stock in Children's communications network as a substantial support mechanism, as 90% of mentors indicated that they regularly receive updates and communications from the Take Stock in Children program.

Figure 62. Mentors: Please indicate the level of support you received through Mentor training and materials offered by the Take Stock in Children program. (*n*=1,022)[1]
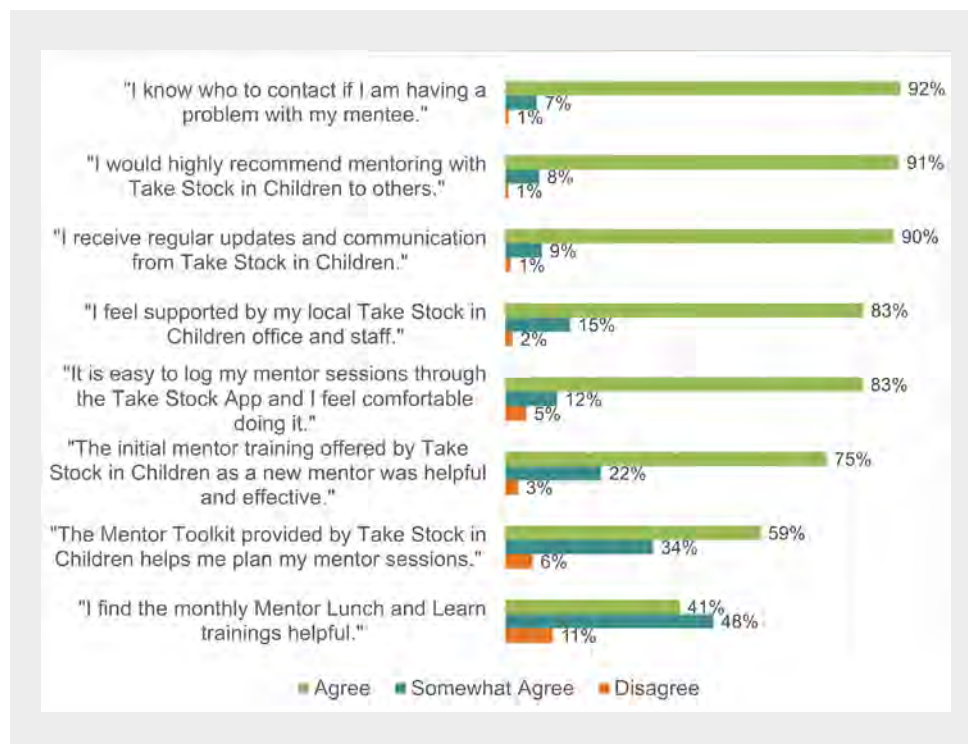
[1]*Percentages may not sum to 100% due to rounding.*

During interviews, mentors detailed how the Take Stock in Children's program provided tailored support to mentors. A recurring theme among mentors was the impressive performance of the program's communication network. Mentors highlighted the significance of transparent and consistent communications with both local and state-level Take Stock in Children staff, citing these channels as instrumental in facilitating the delivery of timely and impactful mentoring and resources to their mentees.

> *"If [a student is] willing to put the work and effort in and they really want to remain a part of the program, Take Stock will go to the moon and back."*
>
> – Take Stock in Children Alumnus

One alumnus praised Take Stock in Children's staff and network of resources in promptly addressing their needs and requests for assistance, exclaiming, *"their ability to connect you with someone who can assist is absolutely freaking fantastic!"* Multiple respondents commented on the accessibility of staff and resources. A mentor who needed resources and information to assist a student experiencing a personal crisis recounted how seamless it was to contact the Take Stock in Children program to access other local agencies, programs, and family services. She explained, *"I reached out to Take Stock. I let them know what the student's situation was, and I was amazed at how much I learned and was able to provide to the family."*

Other mentors explained how useful the program's resources and toolkit is in their ongoing work with mentees. One mentor mentioned using multiple tools and resources to support students, *"We have lots of information on different tools to use for the students. I try and attend the workshops when possible."* Others discussed their use of the toolkit, *"It's great. There's a ton [of information] there. It's an amazing resource."* Another mentor further clarified, *"I think that first year is probably where the mentor toolkit is most helpful. It kind of provides an objective. There are exercises in it that allow for establishing a foundation for a mentoring relationship."*

Mentors also indicated that there is a culture of support among Take Stock staff and mentors—that they are all working collaboratively in support of student success—and noted how useful it has been to learn and share what has worked or not worked so well in supporting students in different contexts. One mentor shared, *"They have a lunch and learn opportunity that comes up periodically throughout the year. I know that I can go there to get extra resources and information, if needed."* Another mentor described the culture of the community of Take Stock mentors in her office, *"We're fortunate in our district office that about seven of us are mentors. So, we have that kind of connection daily. We talk about Take stock in our office a lot. My assistant is a Take Stock mentor. My co-worker's a Take Stock mentor, and a couple of people across the hall. We discuss the Take Stock program and students all the time."* Several mentors also discussed how useful and enjoyable it is to meet, interact, and exchange mentoring   strategies that have   produced positive outcomes for mentees at periodic mentor gatherings and awards programs.

All respondent groups were asked to identify their preferred method of communication (Figures 63-65). Respondents indicated that email was the preferred method for all groups. Text messages were also highly preferred by student respondents. Social media was the least preferred across all groups.

Figure 63. Students: How do you prefer to receive communication from Take Stock in Children? (*n*=614)[1]
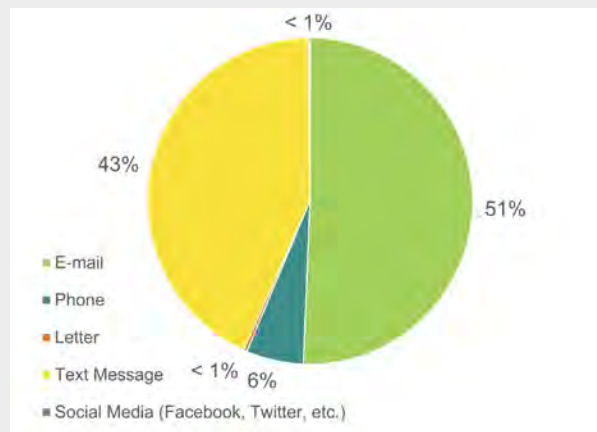

Figure 64. Parents/Guardians: How do you prefer to receive communication from Take Stock in Children? (*n*=702)[1]
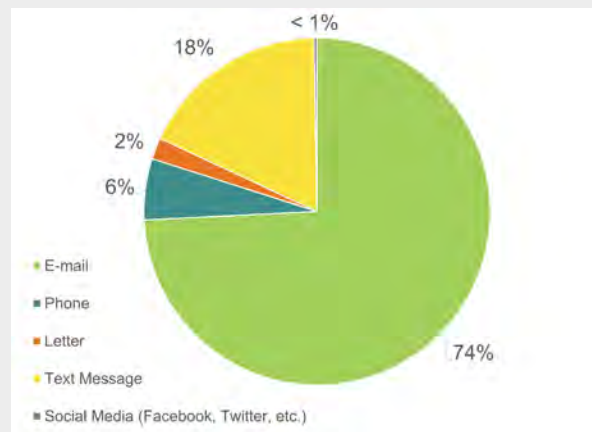
Figure 65. Mentors: How do you prefer to receive communication from Take Stock in Children? (*n*=1,022)[1]
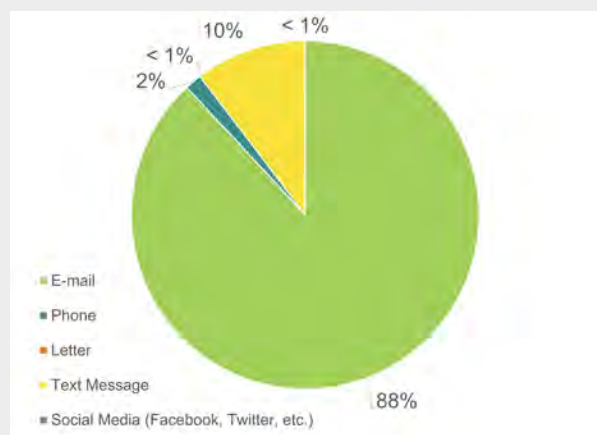
[1]*Percentages may not sum to 100% due to rounding.*

For children experiencing poverty, the absence of technology and reliable internet services can serve as a hindrance to effective online communication and remote learning. The current educational landscape emphasizes the critical need for virtual learning platforms and support services, which requires that students have access to internet connectivity. To assess the status and impact of access to technology on Take Stock students, all respondent cohorts were surveyed regarding their technology resources (Figures 66-68). More than 88% of respondents across all groups reported having a computer or tablet at home, internet access, and a smartphone or mobile device. Access to a smartphone or mobile device was the most frequently reported across all groups.

Figure 66. Students (*n*=614), Parents/Guardians (*n*=702), and Mentors (*n*=1,022): Do you have a computer or tablet at home?
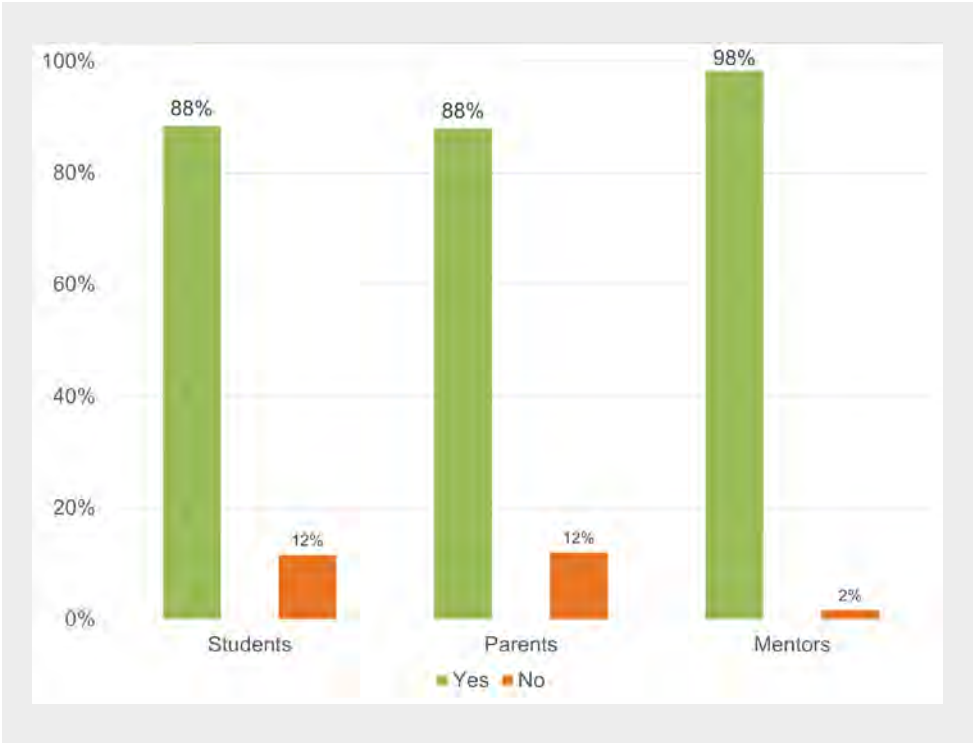
Figure 67. Students (*n*=614), Parents/Guardians (*n*=702), and Mentors (*n*=1,022): Do you have internet connection/access at home?[1]
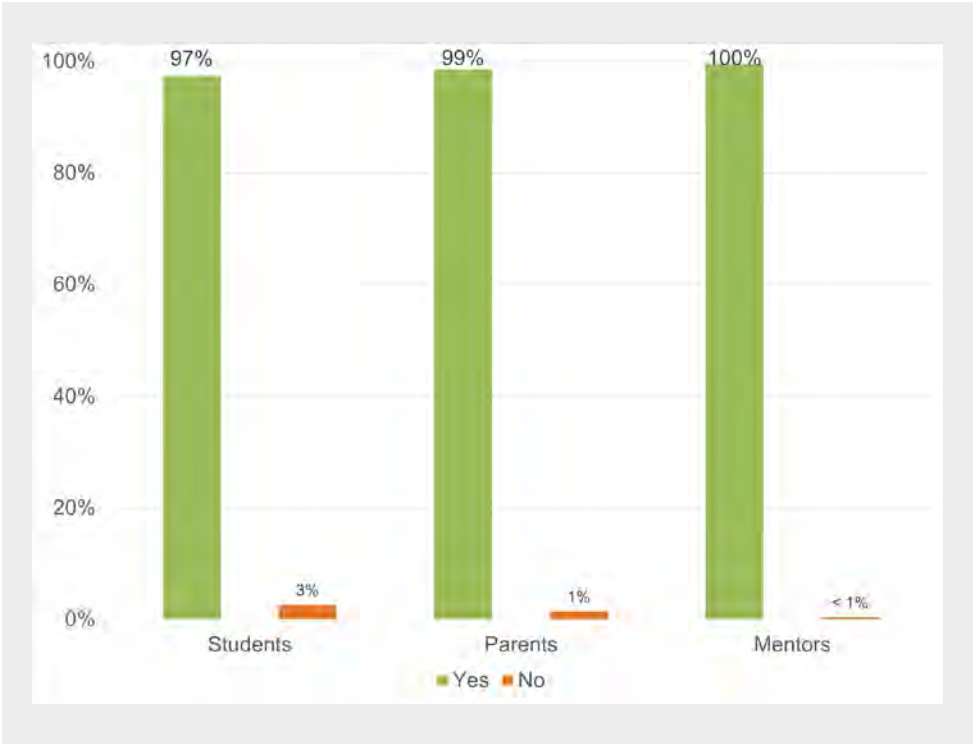
Figure 68. Students (*n*=614), Parents/Guardians (*n*=702), and Mentors (*n*=1,022): Do you have a smartphone or mobile device that you use on a daily basis?
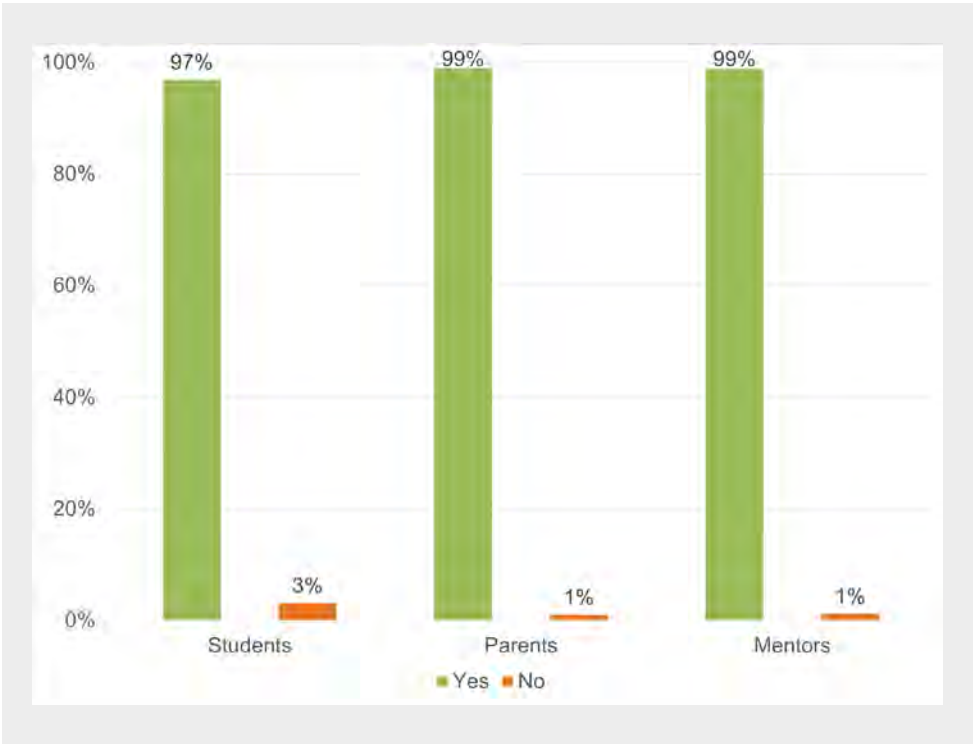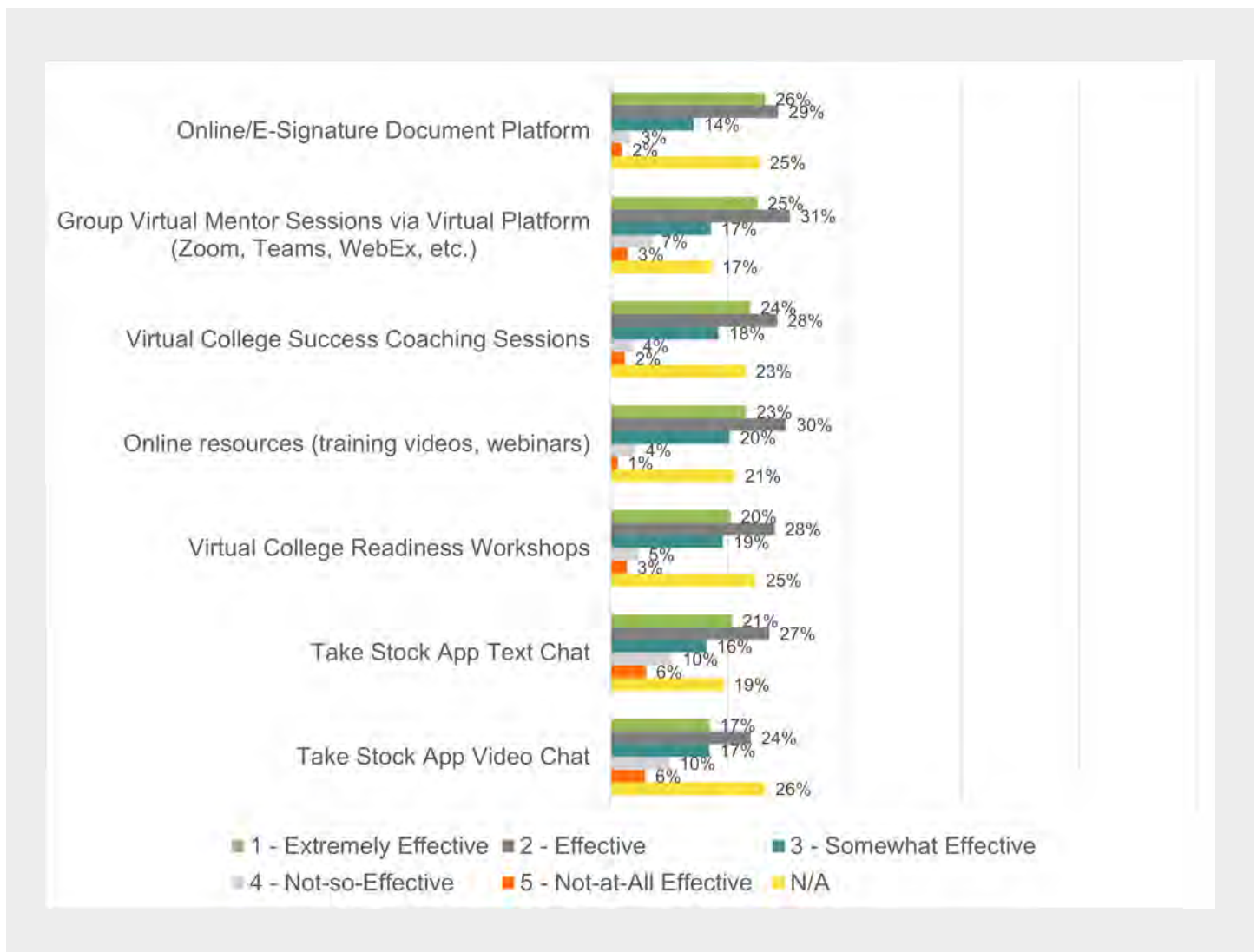

[1]*Percentages may not sum to 100% due to rounding.*

EFFECTIVENESS OF VIRTUAL SERVICES

The Take Stock in Children program model now includes a suite of virtual service options. To assess the efficacy of each platform, users were asked to rate the effectiveness of the services (Figures 69-71). Most students, parents/guardians, and mentors reported that all services were extremely effective, effective, or somewhat effective, particularly the online resources such as training videos and webinars (73%, 71%, 78%, respectively). Students (69%) along with their parents and guardians (82%) valued the online/E-signature document platform. Group Virtual Mentor Sessions were also deemed effective by over 70% of students and parents/guardians.

Figure 69. Students: The Take Stock in Children model includes several virtual service options. How would you rate the effectiveness of each virtual alternative to in-person student support services listed below? (*n*=614)[1]
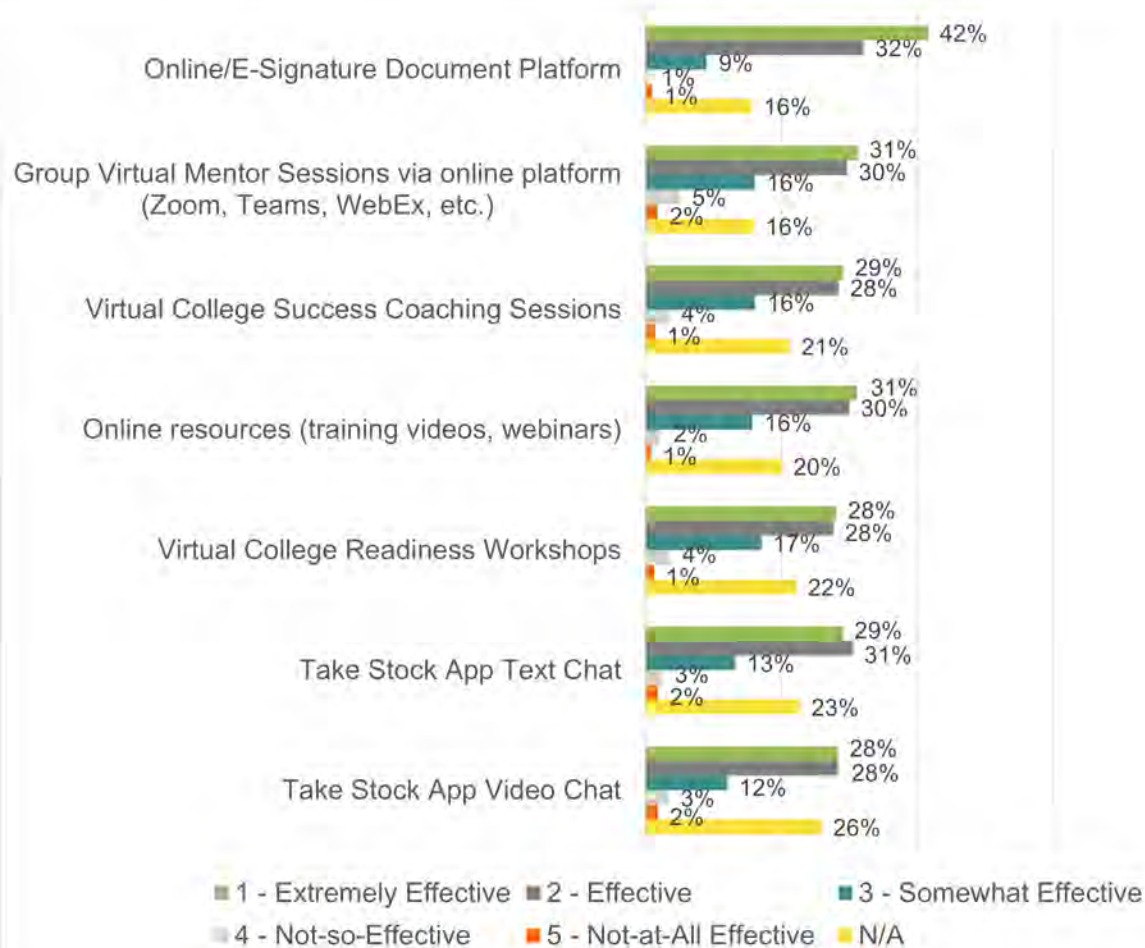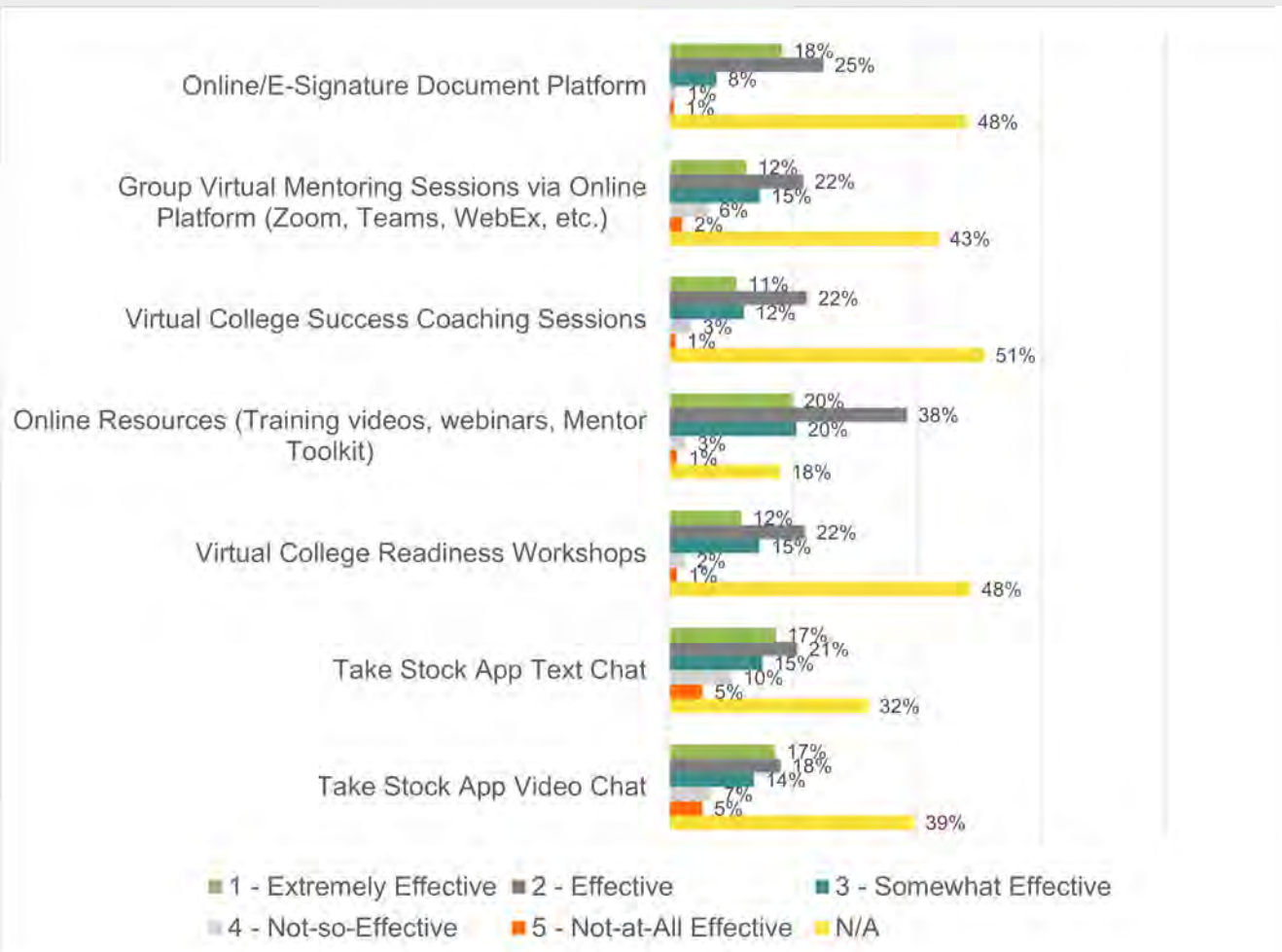

[1]*Percentages may not sum to 100% due to rounding.*

Figure 70. Parents/Guardians: The Take Stock in Children model includes several virtual service options. How would you rate the effectiveness of each virtual alternative to in-person student support services listed below? (*n*=702)

Online/E-Signature Document Platform
- 42%
- 32%
- 9%
- 1%
- 1%
- 16%

Group Virtual Mentor Sessions via online platform (Zoom, Teams, WebEx, etc.)
- 31%
- 30%
- 16%
- 5%
- 2%
- 16%

Virtual College Success Coaching Sessions
- 29%
- 28%
- 16%
- 4%
- 1%
- 21%

Online resources (training videos, webinars)
- 31%
- 30%
- 16%
- 2%
- 1%
- 20%

Virtual College Readiness Workshops
- 28%
- 28%
- 17%
- 4%
- 1%
- 22%

Take Stock App Text Chat
- 29%
- 31%
- 13%
- 3%
- 2%
- 23%

Take Stock App Video Chat
- 28%
- 28%
- 12%
- 3%
- 2%
- 26%

■ 1 - Extremely Effective ■ 2 - Effective ■ 3 - Somewhat Effective
■ 4 - Not-so-Effective ■ 5 - Not-at-All Effective ■ N/A

Figure 71. Mentors: The Take Stock in Children model includes several virtual service options. How would you rate the effectiveness of each virtual alternative to in-person student support services listed below? (*n*=1,022)[1]

Online/E-Signature Document Platform
- 18%
- 25%
- 8%
- 1%
- 1%
- 48%

Group Virtual Mentoring Sessions via Online Platform (Zoom, Teams, WebEx, etc.)
- 12%
- 22%
- 15%
- 6%
- 2%
- 43%

Virtual College Success Coaching Sessions
- 11%
- 22%
- 12%
- 3%
- 1%
- 51%

Online Resources (Training videos, webinars, Mentor Toolkit)
- 20%
- 38%
- 20%
- 3%
- 1%
- 18%

Virtual College Readiness Workshops
- 12%
- 22%
- 15%
- 2%
- 1%
- 48%

Take Stock App Text Chat
- 17%
- 21%
- 15%
- 10%
- 5%
- 32%

Take Stock App Video Chat
- 17%
- 18%
- 14%
- 7%
- 5%
- 39%

■ 1 - Extremely Effective ■ 2 - Effective ■ 3 - Somewhat Effective
■ 4 - Not-so-Effective ■ 5 - Not-at-All Effective ■ N/A

OBSERVATIONS: EVALUATION QUESTIONS

The UF Lastinger Center independently reviewed the data presented and compared it to the data on program execution in 2022–2023. UF Lastinger Center assessments are presented below.

Evaluation Question 1	
What is the level of program participation?	
Metric:	Student enrollment information and demographic data (presented in Tables 30 and 31, respectively).
Assessment:	By the end of the grant year, there were 8,340 students enrolled in the Take Stock in Children program. The Take Stock in Children program has exceeded the end-of-year enrollment requirement of 8,000 students for the 2023-2024 grant year.

Table 31. Student Enrollment Trends Since 2016

Year	Mid-Year Enrollment (Actual)	Total Served by End of Year (Grant Required)	Total Served by End of Year (Actual)
2016–2017	7,280	7,700	8,467
2017–2018	7,239	7,700	8,645
2018–2019	7,468	7,700	8,599
2019–2020	7,526	8,000	8,427
2020–2021	7,300	8,000	8,198
2021–2022	7,196	8,000	8,275
2022–2023	6,943	8,000	8,227
2023-2024	7,033	8,000	8,340

Evaluation Question 2	
What is the program impact on key indicators of high school completion and college readiness?	
Metric:	Student grade point average, attendance rate, and graduation rate from the STAR database report.
Assessment:	The Take Stock in Children program met or exceeded all three metrics.

A total of 98% of students achieved a GPA of at least 2.0 for Semester 1, and 99% of students maintained at least a 2.0 for Semester 2. A total of 90% of students had fewer than 17 unexcused absences for the 2023- 2024 school year. In addition, 98% of seniors completed the Take Stock in Children program and graduated from high school on time.

Evaluation Question 3	
Is Take Stock in Children's model being implemented with fidelity?	
Metric:	Meeting at least 85% of key grant objectives by the end of the grant year.
Assessment:	The data presented in this Summative Evaluation indicated that Take Stock in Children has achieved model fidelity based on the key grant objectives listed in Table 31.

Table 32. Analysis of Model Fidelity Based on Key Grant Objectives

Deliverable	End of Year Objective	Model Fidelity Achieved
1. Student Enrollment	By the end of the year, TSIC will serve at least 8,000 students (Table 30).	✓
2. Mentor Match	Mentor-to-student match rate will average at least 90% statewide.	✓
3. Recruitment Activities	A total of 4 multi-regional mentor recruitment activities will be conducted (one per quarter; Table 8).	✓
4. Mentor Recruitment and Training	A minimum of 1,200 new mentors will be recruited, screened, and trained by the end of the grant year (Table 9).	✓
5. Mentoring Sessions (Returning Matches)	Mentor-mentee pairings matched for the whole grant year will conduct an average of 12-15 mentor sessions by the end of the school year.	✓
6. Mentoring Sessions (New Matches)	Newly matched mentor-mentee pairings will conduct an average of 2 mentor sessions per each month matched (Table 11).	✓
7. College Success Coach Visits	Visits will average 1 per semester for grades 6-10, and 2 per semester for grades 11-12 (Table 14).	✓
8. College Readiness Workshops	A total of 4 college readiness workshops will be conducted at each site per year (including 2 sessions focused on college readiness and financial aid procedures for seniors), plus a new student orientation where applicable (Tables 15-16).	✓
9. Professional Development	A total of 15 professional development opportunities will be provided for staff by the end of the year with five (5) in Q1, three (3) in Q2, four (4) in Q3, and three (3) in Q4 (Table 18).	✓
10. Student Academic Performance	A total of 90% of students will improve or maintain a G.P.A. at or above 2.0 (Table 19).	✓
11. Student School Attendance	A total of 90% of students will improve or maintain satisfactory school attendance (Table 20).	✓
12. Graduation Rate	A total of 90% of seniors will successfully complete the Take Stock in Children program and graduate from high school (Table 21).	✓

Evaluation Question 4

How can Take Stock in Children improve the effectiveness and efficiency of implementation?

Metric:	Data on model fidelity and key indicators of student impact as detailed in the previous questions and Program Data section.
Assessment:	The Take Stock in Children deliverables reflect program components that contribute to successful and effective program outcomes, in accordance with current research in the fields of mentoring, college readiness, and college success, as detailed in the updated literature review presented in Appendix B: Guiding Research. The successful implementation of these elements serves as tangible evidence of the program's efficacy in providing initiatives that not only align with but surpass established standards in the field. The Take Stock in Children program further demonstrates efficiency in its execution and yielding positive outcomes, in part, by leveraging the contributions of thousands of unpaid volunteers.
	Take Stock should continue to focus development efforts, including funding provided by private foundations and other key funders, to build technology enhancements. Expanding the successful use of the Take Stock App to track mentor sessions and expand virtual mentoring opportunities and the launch of the new HOPEforce database will enhance the use of technology and data to promote student success. Take Stock in Children is on track to launch a new CRM database (HOPEforce) in July of 2024. HOPEforce will provide a multitude of operational and efficiency enhancements, including a digital/online application process, automated tracking of on-demand workshop attendance, and proactive alerting to help address mentor and student issues. The focus on Mentor and staff training should continue as technological enhancements are developed. Take Stock in Children should continue this focus on technology enhancements to remain at the forefront of education and continually strive to enhance the effectiveness and efficiency of services.
	To complement Take Stock in Children's demonstrated success, effectiveness and efficiency of implementation might be achieved by continuing program enhancements. The following emerged as areas where continued growth and refinement would likely benefit Take Stock in Children.

Assessment cont'd:	Recommendations are elaborated further in the subsequent Conclusions and Opportunities for Growth section of this report.
	• Continued offering and enhancement of virtual service opportunities
	• Technology enhancements
	• Additional financial preparedness and college application support and training
	• Partnership development
	• Explore effectiveness data to inform event format (i.e., virtual or face-to-face)
	• Explore ways to expand mentor and student recruitment

CONCLUSIONS AND OPPORTUNITIES FOR GROWTH

Based on the data provided to UF Lastinger Center, Take Stock in Children has met or exceeded all 2023–2024 grant year program requirements.

Analysis of data collected during the 2023-2024 grant year affirms that the Take Stock in Children program continues to be implemented with fidelity and according to prescribed methodologies and goals. Additionally, feedback obtained through surveys and interviews underscores the positive outcomes experienced by students and their families as a result of their involvement with Take Stock in Children. There is no indication within the data key metrics such as academic achievement, attendance, or high school graduation rates are at risk. Additionally, the updated literature review further substantiates that the program's components are grounded in research as evidence based best practices that support student success (see Appendix B: Guiding Research).

POTENTIAL OPPORTUNITY FOR GROWTH

The data outlined in this Summative Evaluation, along with evaluations from previous years, demonstrate the Take Stock in Children program's consistent delivery of positive outcomes. However, despite its established success, the program remains committed to refining its methodologies for even greater efficacy. One notable enhancement is the ongoing expansion and refinement of technology use within the Take Stock in Children program to further support student success.

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

Table 33. Programmatic Recommendations

Marketing & Recruitment	• Expanding efforts to recruit mentors is essential to enhancing the mentorship program's efficacy. In addition, it is necessary to continue monitoring the tenure of mentor-mentee pairings, with recent data from 2022-2023 to identify relevant trends. Exploring channels through which Students, Parents/Guardians, and Mentors were introduced to the Take Stock in College program presents an opportunity to expand the program's reach to greater areas of need. Examining relevant qualitative data may reveal insights conducive to optimizing recruitment strategies.
Partnership Development	• The strategic pursuit of initiating, cultivating, and maintaining partnerships is critical to maximize the impact of the state of Florida's investment in Take Stock in Children support services. • With support from the Florida Department of Education, Take Stock in Children remains dedicated to forging partnerships with educational institutions, corporate entities, and philanthropic foundations, with the aim of broadening and enhancing program services in alignment with its mission to combat poverty through education. Current Take Stock in Children partnerships support scholarships for students in high-poverty zip codes and in Florida's most rural communities as well as expansion of recruitment efforts targeting male students and mentors. • Through the support of multiple national private donor education-focused foundations, Take Stock in Children is advancing the integration of innovative technologies, such as virtual mentoring and college readiness support, into the program's framework. • The generous funding and support received has empowered the Take Stock in Children program to enhance its efficiency and effectiveness, ensuring sustained high-quality service delivery while broadening outreach and engagement opportunities for both students and mentors. Notably, the Helios grant has played a pivotal role in facilitating various improvements highlighted within this evaluation. Specifically, funds from the Helios Education Foundation have been allocated towards modernizing the program's data and technology infrastructure, enhancing the functionality of the Take Stock App, and fostering innovation and professional development initiatives. These collaborative partnerships underscore the significance of the Take Stock in Children organization as a compelling Public/Private partnership.

Partnership Development Cont.	• The generous funding and support received has empowered the Take Stock in Children program to enhance its efficiency and effectiveness, ensuring sustained high-quality service delivery while broadening outreach and engagement opportunities for both students and mentors. Notably, the Helios grant has played a pivotal role in facilitating various improvements highlighted within this evaluation. Specifically, funds from the Helios Education Foundation have been allocated towards modernizing the program's data and technology infrastructure, enhancing the functionality of the Take Stock App, and fostering innovation and professional development initiatives. These collaborative partnerships underscore the significance of the Take Stock in Children organization as a compelling Public/Private partnership. • In October 2022, the state of Florida initiated a comprehensive effort aimed at restructuring mental health education to prioritize the cultivation of resiliency among students. Subsequently, Florida's State Board of Education adopted new standards for K-12 resiliency education, emphasizing the cultivation of critical thinking, problem-solving, grit, perseverance, and goal-setting skills, among others (Florida Department of Education [FLDOE], 2023). This scenario presents a strategic opportunity for Take Stock in Children to enhance its coaching and mentorship models in alignment with the FLDOE's resiliency education curriculum. To ensure effective implementation, the organization can draw upon academic research to inform the development of mentor training and support strategies tailored to this unique context (Henderson & Milstein, 2003; Ijadi-Maghsoodi et al., 2017).
Staff & Volunteer Recruitment Training & Development	• Explore opportunities to expand support and training initiatives for students, mentors, and parents, particularly in regard to financial literacy for college or university and navigating the college and university application process. Given the significance of FAFSA completion as a significant indicator of college enrollment, there is merit in continuing enhancements of tracking mechanisms to monitor FAFSA completion rates more effectively. This proactive approach not only has the potential to bolster this critical metric but also to facilitate more comprehensive reporting within Take Stock's postsecondary completion program.

Student Success Programming	• Continue to monitor student academic indicators to ascertain whether students fulfill program requirements and are provided with the requisite support to sustain and enhance their academic progress. • Continue to direct and extend resources to enhance and refine virtual service opportunities in student recruitment, mentoring sessions, college coaching, mentor training, professional development, and student college readiness workshops. • Examine the status and relative effectiveness of in-person versus virtual events to identify strategies to maximize the impact of engagement initiatives to achieve program objectives. • Explore opportunities to extend mentoring services beyond high school to support ongoing student achievement and degree attainment.
Technology Infrastructure & Development	• Continue to support advancements in technology and data platform capabilities to support organizational growth and improve service delivery effectiveness and efficiency. Additionally, ongoing enhancements to the Take Stock App should be prioritized to enhance user experience. Consider exploring the primary technology device(s) utilized by Students, Parents/Guardians, and Mentors for accessing Take Stock in Children resources and engaging in sessions. One area of technology enhancement may focus on helping students identify and select their post-secondary institution, potential degree/certification, and tracking intended enrollment to facilitate the transition of student participation in the Take Stock in College program. Continuous improvement efforts are essential to optimize application usability for these stakeholders. Note that the organization has launched these enhancements with assistance from a privately funded capacity-building grant.

The data presented in this report, alongside historical data from preceding years, reaffirms Take Stock in Children's ongoing efficacy in fostering positive student outcomes. As discussed earlier, the organization has been steadily augmenting the integration of technology to enhance its student success initiatives. Looking ahead, there is potential for further development through sustained focus on ongoing technological enhancements and seamless system integrations. These endeavors are anticipated to bolster service delivery efficiency and expand student support networks. Efforts to materialize these technological advancements are already in progress, with support from a capacity-building grant provided by a private funding source.

SUMMATIVE EVALUATION CONCLUSION

The Take Stock in Children program has achieved notable success by achieving each of its 12 end-of-year targets for the 2023-2024 grant period. These accomplishments collectively underscore the program's unwavering commitment to fidelity in implementation. Feedback from diverse stakeholder groups, including students, parents/guardians, mentors, and alumni, consistently indicates satisfaction with their involvement in the Take Stock in Children program and the array of support mechanisms and resources it affords.

As discussed earlier in this evaluation, Take Stock continues to focus on improving effectiveness and efficiency by enhancing and developing several technology tools, including the Take Stock App and the new HOPEforce CRM database. At the State level, all key operation roles are fully staffed. For its local affiliate partners, Take Stock in Children is constantly training program staff on the latest tech to ensure delivery of what the network needs to increase efficiency, effectiveness, and program impact. Take Stock is well-positioned to enter the new grant year poised for success.

In conclusion, the survey and interview data confirm the program's efficacy in producing positive outcomes in both the short and long term, illustrating the substantial influence of Take Stock in Children on students and their families.

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APPENDICES

APPENDIX A: TAKE STOCK IN CHILDREN LOGIC MODEL

NEEDS	INPUTS	ACTIVITIES	DESIRED RESULTS	
			SHORT-TERM	LONG-TERM
• Academic Readiness • Connection to career options • Funding to afford higher education • Metacognitive skills for success in education and professional careers • Support and guidance in navigating secondary completion and accessing higher education	• Public and Private • Funding for Florida Prepaid Scholarships • Volunteer mentors • College Success Coaches • Community-based affiliated organizations across Florida	• Parent/student contract committing to remain drugfree and to prepare for and attend college • Purchase of Florida Prepaid scholarships • Academic support • Development of the value of, aspiration to attend, and skills needed for success in higher education • Early intervention to keep students on track for college • Career exploration and pathway development	• Increased College Readiness (academic, social, and emotional) • Graduation from High School • Entry into Higher Education	• Completion of a college or university program • Entry into a well- paying career • A poverty free future

APPENDIX B: LITERATURE REVIEW SUMMARY AND GUIDING RESEARCH

Literature Review Summary

To provide context for the work conducted by Take Stock in Children work and to inform its evaluation, a review of research literature was conducted on how middle and high school students can be best supported toward high school completion and postsecondary enrollment and degree attainment. This literature review was conducted to ensure that a comprehensive perspective was applied to the evaluation.

Barriers for First-Generation Students and/or Students from Families with Low Incomes

This section outlines the barriers that first-generation students and students from families with low incomes face when entering postsecondary education.

First-generation students have fewer opportunities for college-track academic preparation.

Research has found that first-generation and low-income students lack access to a rigorous high school curriculum and have less exposure to learning study and time management skills, which leads to fewer opportunities for preparing academically for college (Engle & Tino, 2008). In addition, a recent report focusing on first-generation students' enrollment, persistence, and completion found that fewer first-generation students have opportunities to engage in rigorous high school coursework or take Advanced Placement (AP) courses (Cataldi et al., 2018).

First-generation test takers or test takers from families with low incomes tend to have less core academic preparation.

Research has consistently illustrated the relationship between students' academic preparation and their persistence and postsecondary degree attainment (Kopp & Shaw, 2016; Schmitt et al., 2009). Therefore, it is important that students have adequate core academic preparation to be successful in college. However, numerous studies have shown that Black and Latino students, students from families with low incomes, and first-generation students take more remedial courses in college (Radford & Horn, 2012; Snyder & Dillow, 2012). A report released by the U.S. Department of Education (Chen & Simone, 2016) confirmed that remediation was more prevalent among students from families with low incomes and first-generation students, indicating that these students had less core academic preparation.

High school graduates experiencing poverty are far less likely to attend college and are far more likely to require remedial courses.

According to Roble (2017), since 1980, college enrollment, persistence, and degree attainment gaps have widened between high-income and low-income families, indicating a strong relationship between socioeconomic status and college completion after adjusting for student factors, such as test scores. In addition, a study of high school students in Indiana found that high school graduates facing poverty are less likely to attend college and more likely to require remediation. Approximately 50% of those who receive free or reduced lunches attend college, whereas 72% of those who do not receive free or reduced lunches, attend college. In addition, approximately 21% of those who receive free or reduced lunches require remediation when entering college, whereas only 11% of those who do not receive free or reduced lunches require remediation. In terms of the success rate during the first year of college, those who receive free or reduced lunches had a lower GPA as compared with those who do not receive free or reduced lunches (Bowne & Michalak, 2017).

First-generation students often possess limited knowledge about college, including the college application process, and experience financial difficulties in paying for higher education.

Access to financial resources and support for navigating the financial aspect of college are key factors in college readiness. Yet it is very likely that students whose parents do not attend college are less aware of college experiences, college costs, the application process, and degree planning because their parents are less familiar with college life and education (Falcon, 2015; Moschetti & Hudley, 2014). In addition, research examining the factors that contribute to first-generation student retention indicates that financial concerns, such as financial difficulties in paying for college, are salient among first-generation students, because these students are more likely to come from low- income families (Pratt et al., 2017).

Numerous studies have shown that financial challenges, such as college affordability, are one of the major reasons that students from families with low incomes and minoritized students do not pursue college degrees (Manzano-Sanchez et al., 2019; McWhirter, et al., 2013). This trend has accelerated, since costs, such as tuition fees, have rapidly increased each year.

As the cost of postsecondary education increases, having knowledge about financial aid and how to pay for college plays a significant role in postsecondary enrollment and persistence. A recent study found that a lack of financial resources was one of the most common barriers faced by Hispanic high school students (Manzano-Sanchez et al., 2019), and research has shown that Latino students, as well as their parents, do not feel knowledgeable about college financial aid (Zarate & Fabienke, 2007). In addition, students from families with low incomes, including Hispanic students, do not have adequate access to information on financial aid (McDonough, 2006; Hurtado et al., 2020; Zarate, 2007). A systematic review study that examined 40 empirical studies examining pre-college financial awareness and preparedness

revealed that underrepresented groups such as Latino and low-income students and their parents are less exposed to college financial aid information and have fewer opportunities to gain awareness about how to prepare for college financially and the financial aid system (George-Jackson & Gast, 2015).

How Does Youth Mentoring Help Students Overcome Barriers?

This section outlines how at-risk youth or youth from families with low incomes receive who mentoring experience numerous educational, behavioral, and social benefits.

Educational Benefits of Mentoring
Mentoring helps students from families with low incomes to improve their academic outcomes.

Poverty has a significant effect on students' development, including academic achievement (Parrett & Budge, 2016; Perry McConney, 2010). In order to assist students from families with low incomes, mentoring programs have been developed, and they have been shown to be beneficial to students. For example, a mixed-method study focusing on the impact of mentoring on students from families with low incomes at a Title I high school showed that mentoring helps students improve their grades (Sakash, 2016). In addition, a study that examined the effects of a mentoring program on economically disadvantaged students revealed that students who participate in mentoring show significantly fewer absences, which leads to higher GPAs (May et al., 2021).

Vulnerable high school students who participate in mentoring earn more credits and report increased instructional time.

Research examining the relationship between mentoring and academic outcomes suggests that students, including students of color who are at risk of dropping out, who participated in mentoring programs earned 56.1 credits, while comparison students who did not earned 49.7 credits (Chan et al., 2019). In addition, students who participated in mentoring reported a higher instructional time than comparison students.

Mentoring affects higher-order cognitive development.
One study found that a mentoring program had positive effects on high order cognitive development. The short-term program (less than 12 months) was conducted with 145 high school students and focused on the mentee's academic goals (Steigerwald, 2018).

Behavioral and Social Benefits of Mentoring
Mentoring has behavioral and social benefits.
Mentoring has an overall positive effect on the emotional well-being of students, increasing self-esteem and decreasing internalizing behaviors, according to a recent meta-analysis of studies on mentoring programs (Claro & Perelmiter, 2021).

Mentoring leads to fewer behavioral problems and fewer symptoms of depression and social anxiety. According to a study that investigated the association between mentoring and behavioral, developmental, and emotional outcomes, youth in a mentoring relationship, especially one lasting 12 or more months, experience health and social benefits, such as fewer behavioral problems and fewer symptoms of depression and social anxiety (DeWit et al., 2016). Another study of over 2,000 youth across the country found that participation in a mentoring program resulted in decreased mean depressive symptoms (Browne et al., 2022). Youth with learning disabilities (LDs) and attention deficit hyperactivity disorder (ADHD) demonstrated a significant decrease in depression and an increase in self-esteem (Haft et al., 2019).

Mentoring improves social connectedness and self-esteem. Based on research that examined the effectiveness of mentoring programs, mentoring programs are associated with modest decreases in depression as well as modest increases in social connectedness and self-esteem. In particular, since youth who participated in the program are characterized by two or more risk characteristics, such as peer difficulties, economic adversity, and family risk or stress, this finding indicates that mentoring improves social well-being, especially among at-risk youth (King et al., 2021).

Mentoring reduces feelings of social isolation and loneliness, which are major concerns for youth. Particularly in recent years, social isolation and loneliness were more prevalent, which could pose a huge risk to their social and emotional well-being. For example, a mentoring program was implemented in a low-income rural community for youth who showed indicators of social, emotional, or academic vulnerability; those who participated in the program felt that they were not alone, were getting along better with their peers, and seemed more confident. In other words, mentoring helps students, especially at-risk students, feel less social isolation and loneliness (San Antonio et al., 2020). Mentoring affects at-risk youth in terms of behavioral and psychosocial outcomes, including delinquency, aggression, and drug use (Tolan et al., 2013). Mentoring reduces disruptive behavior and provides safe spaces to build life skills, particularly in cases where the mentor and mentees are from the same race or culture (Adeoye et al., 2021; Owora et al., 2018).

Benefits of Mentoring for Specific Populations
Mentoring has benefits for specific populations. Research found positive impacts for the following populations:
- youth with parents who are incarcerated (Hagler et al., 2019)
- youth who are refugees or recent immigrants (Oberoi, 2016)
- youth with parents who are connected with the military (Basualdo-Delmonico & Herrera, 2014)
- Latino youth (de los Reyes et al., 2021)
- youth who transitioned from foster care (Taussig & Weiler, 2017)

Mentoring and the Impact of College Readiness

College degree attainment is often considered a path to better-paying jobs; thus, college readiness has become a highly desired outcome for mentoring at-risk youth. Many definitions of college readiness are prevalent. Traditionally, the degree to which students are ready for college is measured based on their high school coursework, high school GPA, and standardized test scores (DeAngelo & Franke, 2016), and studies show that college readiness is positively associated with college persistence and college degree attainment (ACT, 2013; Mattern et al., 2013).

In addition to this definition, some scholars, including Conley (2007), have defined college readiness as cognitive strategies, content knowledge, academic behaviors, and contextual skills and awareness. Cognitive strategies refer to intellectual openness, inquisitiveness, analysis, reasoning, argumentation, proof, interpretation, precision and accuracy, and problem solving. Context knowledge is the foundational content and main ideas from core subjects that students must know sufficiently. Academic behaviors refer to the self-awareness, self-monitoring, and self-control necessary for academic success. Contextual skills and awareness refer to a systematic understanding of the college educational system, such as college admission and application requirements and financial aid systems (Conley, 2007).

Studies have shown that several factors, described below, play an important role in building college readiness.

Mentoring, including virtual mentoring, enhances interpersonal support, future planning, and college aspirations.

A mentoring program that was implemented in New York City to serve students with low incomes showed that students who participated in the program were more likely to talk to adults about college and their future goals. These students also scored higher on measures such as the level of education they wanted to achieve and how much prior education they thought they needed (Merrill et al., 2015; Merrill et al., 2016). In addition, discussing college with mentors helps students, especially first-generation students, generate college aspirations (Coles, 2011). Moreover, recent studies have shown that students from disadvantaged backgrounds who were mentored improved their ability to plan for the future and their self-efficacy in career goal setting, which may enhance their chances of completing higher education (Lau et al., 2017). Mentoring programs help high-achieving students from low-income backgrounds with planning to attend a four-year university and increase their perceived level of postsecondary preparedness (Norris, 2019). Brockman (2021) illustrated that career mentoring enhances college readiness both academically and attitudinally.

Mentoring can guide students to reflect on and capitalize on their background-specific strengths, which can improve academic persistence and school performance.

Mentoring has the potential to help students reflect on, realize, and build upon their strengths, including their background-specific strengths. One study focused on guiding students to view their lower-SES backgrounds as a context in which they have acquired valuable knowledge and skills. As a result, students were more likely to demonstrate academic persistence and higher academic achievement than students in a control group (Hernandez et al., 2021).

Students who are given college-equivalent courses in high school are more likely to persist through their first year of college.

An early college experience where students can take college- equivalent courses while in high school motivates students to be better prepared for college and makes them more likely to persist. Ndiaye and Wolfe (2016) argued that the success of early college is a critical factor in promoting successful outcomes of first- generation students and/or students from low-income backgrounds.

Historically underrepresented students, such as Black, Hispanic, and Native American students, who passed an AP exam academically outperformed (e.g., higher GPA) in their first year of college those who did not pass an AP exam. Scott and colleagues (2010) argued that, regardless of ethnicity, gender, or SAT scores, students with AP qualifications earned higher college GPAs in their first year than their counterparts.

College-focused experiences while in school can help students build their own aspirations for college and positively influence the aspirations of fellow students.

Petty (2014) argued that by visiting colleges, first-generation students can envision their future and be inspired to begin planning it. College-focused students might also influence other students. For example, one study that examined how peers of low-income, urban, and minoritized students influence decisions to enroll in college found that if peers were supportive and had similar plans regarding higher education, students were more likely to enroll in postsecondary education (Laitsch, 2006). In another study, students reported being impacted by their immersion in the college environment when they took on-campus college-level courses during high school. One first-generation African-American student reflected on the importance of building familiarity with the college environment: "I became used to [the] campus, the classroom environment, and some of the professors. I valued being able to expand my network and meet so many new people across the university community. That was definitely important come my freshman year of college." (Johnson et al., 2021).

Technology Use in Mentoring

Virtual Mentoring (Such as e-mentoring)

Recently, a shift away from traditional face-to-face mentoring programs has been documented in literature. It is likely that mentoring programs are transitioning to virtual mentoring (e.g., e-mentoring). However, virtual mentoring has existed for several decades (Agyemang & Haggerty, 2020). This section describes the positive impacts of online mentoring. This information is critical for programs to consider, as virtual mentoring becomes more common place with advances in technology and communication systems and norms.

Virtual mentoring helps knowledge acquisition and improves confidence about topics that were mentored.

A study targeting college-preparatory students ranging from 11 to 18 years old demonstrated that students who participated in online mentoring, such as communicating with email, online chat, and forums, showed increased knowledge about college studies and jobs in STEM, and those students maintained roughly the same confidence in their own STEM competencies, while the students who did not participate showed a decrease in confidence (Stoeger et al., 2013).

Online mentoring enhances students' affective development, including increasing engagement and motivation.

A study based on inquiry-based learning environments, including e-mentoring using videoconferencing, used a mixed-method approach with an emphasis on affective and cognitive development (Li et al., 2010). This study showed that it enhanced students' affective development.

Online mentoring helps students with disabilities improve their self-determination and social connectedness.

An e-mentoring program designed to improve students' ability to explore postsecondary career goals and interests was conducted at urban high schools with students diagnosed with mild LDs. Students were mentored by college students, and virtual classrooms were used in which postschool-related topics were addressed. The study showed that students who participated in mentoring had a significant improvement in social connectedness and self-determination (National Institute of Justice, n.d.).

Virtual mentoring can help increase the accessibility of programs for underrepresented student groups.

In recent years, Stanford developed a virtual mentoring program to promote interest in STEM fields and provide research experience to adolescents from low-income backgrounds. The virtual nature of the program made it accessible to students from various geographic locations. The program was acceptable to students and had a positive impact on their confidence and identity as a scientist (Wozniak

et al., 2022). Similarly, a study of the Indigenous Summer Enhancement Program (ISEP) was another program that leveraged virtual mentoring to increase accessibility to underrepresented students (in this case, Navajo high school students). The program was rated as highly acceptable by students and increased their knowledge of health careers (Dreifuss et al., 2022).

APPENDIX C: EVALUATION PLAN

Evaluation Question: 1. What is the level of program participation?	
Metrics & Sources[1]	• Student enrollment in Take Stock in Children • Participation in mentoring and coaching services with College Success Coaches and College Success Workshops • Demographic data from STAR database report
Method of Analysis	• Number and frequencies for county/region and state level enrollment, and demographic data.
Comparison Data and Reference Points[2]	• Evaluation results as reported in the 2022-2023 Take Stock in Children Formative and Summative Evaluation reports.

Evaluation Question: 2. What is the program impact on key indicators of high school completion and college readiness?	
Metrics & Sources[1]	• Student grade point average, attendance rate, and graduation rate from STAR database report.
Method of Analysis	• Means of state and county/region level average rates. • Frequencies and modes to detect outlying data and overall distribution. • Comparing averages at the county/ region, state, and national levels.
Comparison Data and Reference Points[2]	• Evaluation results as reported in the 2022-2023 Take Stock in Children Formative and Summative evaluation reports. • Data on district, statewide, and national rates.

Evaluation Question: 3. Is Take Stock in Children's model being implemented with fidelity?	
Metrics & Sources[1]	• Mentor recruitment, participation, and training • Mentor match rates • College Success Coach workshops and student meetings data • Progress toward program sustainability through program partnerships • Professional development data from STAR database report.
Method of Analysis	• Frequencies for county/region and state level mentor recruitment activities, program participation, training, and match rates • College Success Coach workshop and student meeting data • Professional development data.

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

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

Evaluation Question: 3. Is Take Stock in Children's model being implemented with fidelity?	
Comparison Data and Reference Points[2]	• Evaluation results as reported in the 2022-2023 Take Stock in Children Formative and Summative evaluation reports. Meeting at least 85% of key grant objectives, specifically: • A minimum of 1,200 new mentors will be recruited and trained. • Mentor match rate of 90% • Students who have been matched with a mentor for the entire grant year will receive an average of 12-15 or more mentor sessions by the end of the school year. • Students with new mentor matches will receive an average of 2 mentor sessions per month. • College success coach visits conducted (1 per semester grades 6-10, 2 per semester grades 11-12) • College readiness workshops conducted in each site (4 per year); and evidence of program partnership development, partner maintenance, and contributions. Recommendations for all objectives where progress is not being achieved or is not likely to be achieved by the end of the program year (June 30).

Evaluation Question: 4. How can Take Stock in Children improve the effectiveness and efficiency of implementation to reflect the program's significant return on investment for the state of Florida?	
Metrics & Sources[1]	• Review of national research on college readiness, mentoring, and college success landscape, and best practices.
Method of Analysis	• Synthesis of research literature.
Comparison Data and Reference Points[2]	• Evaluation results as reported in the 2022-2023 Take Stock in Children Formative and Summative evaluation reports.

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

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

APPENDIX D: INTERVIEW PROTOCOL

Interview Questions

Students
- When did you become a Take Stock student?
- How ready do you feel for college?
- Tell me about any worries or concerns you have about going to college?
- What kind of additional help do you need to help you prepare for college?
- How do you feel about having a Take Stock mentor? Can you describe your experience with mentoring?
- What does Take Stock do particularly well?
- How could Take Stock better serve you?

Mentors
- When do you feel most confident as a mentor? Least confident?
- What further support do you need to grow as a mentor?
- Do you feel connected with your local Take Stock program? What does Take Stock do to help you remain engaged as mentor?
- What does Take Stock do particularly well?
- How could Take Stock better serve you?
- What are your thoughts about the Mentor Tool Kit? How are you using it? How could it be improved?

Parents
- Do you feel that your child is ready for college? Do you think they will be successful in college? Please give examples of why you think this.
- What does Take Stock offer that is of the greatest value for your child?
- What further support and resources do you need to grow as a parent of a college-bound student?
- What does Take Stock do particularly well?
- How could Take Stock better serve your child?

Alumni
- How prepared were you for your transition into college?
- How much do you engage or interact with Take Stock now?
- What does Take Stock do particularly well?
- How could Take Stock have better served you in preparing for and succeeding in college?
- Having personally benefited from the positive impacts of mentoring, have you considered becoming a mentor?

APPENDIX E: ABOUT THE EVALUATOR

University of Florida Lastinger Center for Learning

The UF Lastinger Center for Learning provides high-quality evaluation services. With deep roots in Florida, the 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. The Center employs a robust research and evaluation team, led by Dr. Mary Bratsch-Hines. The research and evaluation team provides measurement and evaluation support to educational organizations as they serve children, families, educators, and communities. Former evaluations conducted by the UF Lastinger Center have included the Whole School Improvement Model, Teacher Leadership for School Improvement, Algebra Nation, and the Palm Beach STEM Initiative.

Dr. Julianna Banks, Research Coordinator for Research and Evaluation at the UF Lastinger Center supports the Center's external research and evaluations initiatives. Before joining the UF Lastinger Center in 2023, Dr. Banks previously conducted mixed-methods research aimed at broadening participation in STEM disciplines. She also served as a Project Director for the Center for Urban and Multicultural Education in Indianapolis, where much of her work focused on examining educational environments; the professional development of K-12, university, and medical faculty; and the impact of institutional policies on diverse populations. In earlier work with the National Survey of Student Engagement (NSSE), Dr. Banks worked with over 150 colleges and universities across the US and Canada to conduct survey research on deep learning and student engagement.

Dr. Mary Bratsch-Hines, Senior Manager for Research and Evaluation at the UF Lastinger Center, has an extensive research background. At the Center 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 the 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.

Dr. Stephanie Snidarich, Research Coordinator for the Research and Evaluation at the UF Lastinger Center, has a deep background in special education and the research and evaluation of evidence-based educational practices. Dr. Snidarich holds both general and special educator teaching licenses and has over 20 years of classroom experience. She received her Ph.D. in Educational Psychology, Special Education from the University of Minnesota, and has applied her expertise to the research and development of reading interventions, technology-based reading applications, and professional learning experiences for educators. Dr. Snidarich has designed, conducted, and overseen data collection for multiple studies incorporating various methodologies (randomized controlled trials, single case, and qualitative methods). Prior to her work at the UF Lastinger Center, Dr. Snidarich was the Assistant Director of Innovative Programming for ServeMinnesota (state commission for AmeriCorps) and a Researcher for the Formative Assessment System for Teachers (FAST) research lab at the University of Minnesota.

Jamie Greenspan is the graphic design coordinator at the UF Lastinger Center. Jamie manages graphics, photos and design initiatives related to marketing, sales, recruitment and the UF Lastinger Center's visual identity. Jamie is a graduate from the Digital Media Technology program at Santa Fe College and holds a bachelor's degree in Business Administration, with a specialty in Mass Communications from UF Warrington College of Business.

Amaris Jones is a Graphic Designer and Marketing Manager. She gained experience in marketing as a Marketing Specialist in the federal sector and as a Digital Marketing Manager for Island Products LLC. Amaris also has experience as a Graphic Designer, developing engaging marketing and promotional advertisements. She is the Co-Owner of Airy Salon & Spa, where she develops and maintains brand identity, coordinates community outreach and executes marketing strategies to support revenue goals. Amaris received a Bachelor of Arts degree in Communication Studies from Florida International University.