

TAKE STOCK IN CHILDREN 2024-2025 SUMMATIVE EVALUATION REPORT



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Executive Summary

Take Stock in Children is a nonprofit organization focused on helping low-income, at-risk youth escape the cycle of poverty through education. It achieves its mission by connecting youth across Florida with mentors, college success services, and college scholarships. These supports create conditions where students can pursue opportunities that lead to life-long success in education and career. Since the program was founded, it has served more than 44,000 low-income, at-risk youth.

Take Stock utilizes a multi-year program model that incorporates individualized guidance from a volunteer mentor assigned to each student, specialized support from college success coaches, and knowledge and skill building through college success workshops. Students also receive a Florida Prepaid College Foundation Project STARS scholarship, a crucial aspect of the Take Stock support structure. These scholarships result 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. This partnership results in approximately \$14 million in scholarship purchases for Take Stock students each year. This public-private partnership has generated over \$303 million in scholarships for Take Stock students. These scholarships play an important role in reducing the financial obstacles associated with postsecondary education access and degree attainment.

The Take Stock in Children program's innovative model helps low-income, at-risk children through early intervention, strategically selecting students primarily between 6th and 9th grades to enroll in the program. Students sign a contract where they promise to fulfill program requirements, which include meeting with their mentors, maintaining good grades and attendance, remaining drug- and crime-free, demonstrating good conduct in school, and participating in college success workshops and college readiness activities. Students who keep their promise are awarded scholarships to pursue further education at a Florida state college, university, or vocational/technical institution. 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.

Take Stock in Children

67 Counties throughout the state of Florida

3,145,860+ Mentoring hours (since 1995)

\$303 million+ College scholarships purchased (since 1995)

Take Stock delivers services across Florida utilizing a program affiliate model. This network allows the organization to have a broad reach across the state. In the state of Florida, the Take Stock in Children model is implemented by 45 grant partner organizations. These affiliates develop partnerships with local K-12 districts and higher education institutions; recruit, train, and steward volunteer mentors; raise private funds for scholarships and operational costs; and provide college readiness workshops and coaching to their Take Stock students. Affiliates work in partnership with education foundations, state colleges and

universities, community nonprofit organizations, and school districts to deliver services in over 779 Florida schools.

Take Stock in Children Success Metrics

- **99%** of Take Stock in Children program graduates complete high school compared to 72% of their peers from low-income households.
- **91%** of Take Stock in Children program graduates enroll in college compared to 52% of their peers from low-income households.*
- **73%** of Take Stock in Children program scholars graduate college compared to 29% of their peers from low-income households.*

(*Source: Take Stock Accountability Report 2024-2025)

Take Stock in Children makes use of technology advancements to ensure children have access to vital services and support. The program incorporates a variety of mentoring formats, including in-person, virtual, and hybrid synchronous and asynchronous approaches. The Take Stock App, developed by a Take Stock in Children mentor who was also a military veteran, is a noteworthy advancement in this effort. The Take Stock App modernizes the mentoring process by allowing mentors and mentees to plan virtual meetings and converse via text or video in a monitored, secure platform that includes a keyword alert system. The app also records mentoring sessions and provides access to a range of tools, including the Take Stock in Children Mentoring Toolkit, during those sessions. In addition, it acts as a gateway to student support services such as college readiness and resiliency skills workshops.

Given the success of the Take Stock in Children program, the Take Stock in College and Career program was launched in 2018 as a way to stay connected with students and further the investment in their future. Take Stock in College and Career program is a research-based program with supports and services that guide students toward successful program completion, degree attainment, and a career pathway, connecting them with the necessary campus resources that are pivotal for their postsecondary academic success.

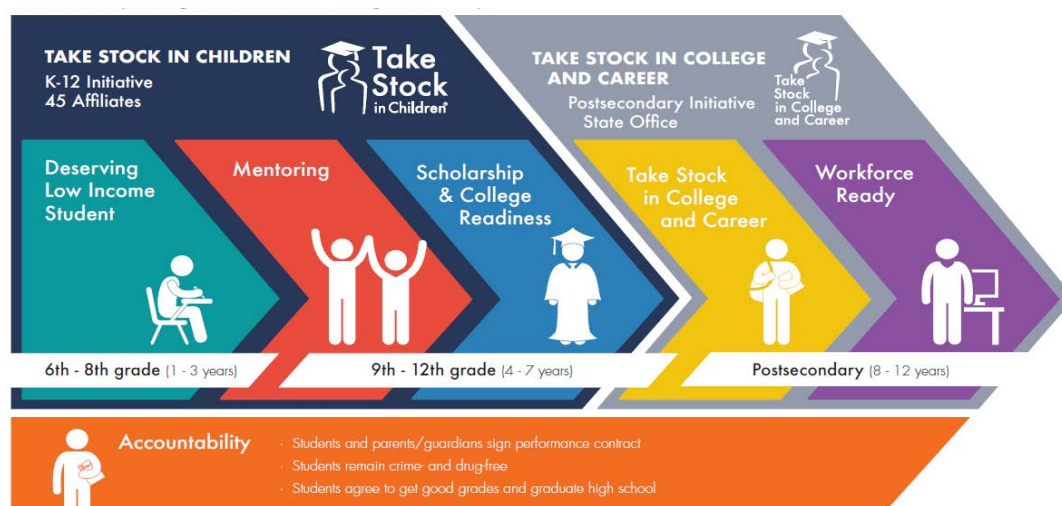


Image 1. Take Stock in Children Program Model

Evaluation Purpose

Each year, Take Stock in Children commissions a formative and summative evaluation as part of its commitment to realizing program objectives and seeking continuous quality improvement. Luminary Evaluation conducted two evaluations during the 2024-2025 grant year (July 1, 2024, through June 30, 2025). Both evaluations incorporate quantitative and qualitative data. The purpose of the formative evaluation was to articulate progress toward achieving end-of-year program deliverables and identify opportunities to refine, improve, and strengthen information for the second half of the program year. The summative evaluation presents evidence spanning the entire grant year to determine if Take Stock in Children has met the programmatic and operational objectives set forth by the Florida Department of Education. The final summative report also discusses areas of program strength and improvement observed during the program year.



Evaluation Methodology

The 2024-2025 Take Stock in Children evaluation is guided by four key questions:

1. What is the level of program participation?
2. What is the program's 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 support the significant return on the state of Florida's investment in the program?

These questions are answered by conducting a formative evaluation to identify progress and opportunities for improvement and a summative evaluation to determine the achievement of end-of-year grant deliverables and performance metrics. This report was generated through the summative evaluation process and captures implementation and program results after the first four quarters of the grant year.

Appendix C presents the Take Stock in Children Evaluation Plan, including metrics and sources, analysis methods, comparison data, and reference points. All data for this evaluation was collected from HOPEforce, a proprietary Take Stock in Children database. All 45 affiliates are required to enter program data into this database. The HOPEforce database was launched in the summer of 2024. Take Stock in Children offered affiliates training opportunities and hands-on technical support as they transitioned to the new system. The Take Stock in Children State Office team monitors data entry for accuracy and quality assurance. The HOPEforce system is also set up with safeguards, which include required data entry choices designed to prevent inaccuracies or duplicate entries.

The annual evaluation was conducted in three phases:

Phase 1: Evaluation Planning. During the first phase of the formative evaluation, the evaluators and Take Stock in Children created a project implementation approach, which detailed team roles, responsibilities, and procedures. This approach included specific deadlines and expectations around data collection and analysis.

Phase 2: Literature Review. In the second phase of work, the evaluators conducted a literature review exploring the frontiers of research focused on postsecondary participation for first-generation students and students from low-income households and the impact of evidence-based interventions on college enrollment and student success. Historically, Take Stock in Children has included a literature review in each annual evaluation, ensuring the program operates based on current information. The literature review in the 2024-2025 formative and summative evaluation report reflects the accumulation of knowledge and identifies new key studies produced in the past year that further the field. (See Appendix B for Literature Review Summary and Guiding Research.)

Phase 3: Program Data Analysis and Reporting. The third phase of work during the Formative Evaluation focused on collecting and analyzing both qualitative and quantitative program data extracted from the HOPEforce database by Take Stock in Children staff and shared with the evaluator. 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.

Phase 4: Summative Evaluation. The final phase of the evaluation process was a Summative Report delivered at the end of the 2024–2025 grant year. This evaluation assessed whether Take Stock in Children implemented their programs with fidelity to the model and met grant requirements, as well as determined if annual targets were achieved. The Summative Evaluation also included interviews and surveys with students, parents, alumni, and mentors. It outlined recommendations on how Take Stock in Children can continue to develop its areas of strength and include recommendations for how programming may be improved going forward.

Table 1 presents the quantitative data selected for analysis during the Summative Evaluation to indicate achievement of end-of-year grant metrics and deliverables. This data includes:

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

Table 1. Summative Evaluation Data Points

Data Points
Student distribution by gender, race, ethnicity, and grade level
New student enrollment
Mentor match rates
Mentor recruitment
Mentor sessions
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

Summary of Findings

Analysis of program data from the 2024-2025 program year indicates that Take Stock in Children met or exceeded grant objectives. Table 2 presents the end-of-year grant deliverables, metrics, and evidence of each.

Table 2. Take Stock in Children's Required End-of-Year Deliverables Metrics

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, 2025, a total of 8,520 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 mid-year 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 17 multi-regional activities were conducted in Quarters 1–4 (Table 8).
4. Mentor Recruitment & Training	A minimum of 1,200 new mentors will be recruited and trained by the end of the grant year.	Exceeded	A total of 1,453 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 by returning mentors 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 2.2 mentoring sessions were conducted each month by 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 total of 98% of students received target services during Quarters 1-4 (Table 14).
8. College Readiness Workshops	A total of 4 college readiness workshops 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%) offered 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 25 professional development workshops were offered to staff during Quarter 1; 10 during Quarter 2; 12 during Quarter 3; and 9 during Quarter 4 (Table 18).
10. Student Academic Performance	A total of 90% of students will improve or maintain a G.P.A. at or above 2.0.	Exceeded	99% 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 3.34 (Table 19).
11. Student School Attendance	A total of 90% of students will improve or maintain satisfactory school attendance.	Exceeded	92% of students had 17 or fewer unexcused absences for the 2024-2025 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	99% of seniors completed the Take Stock in Children program and graduated from high school in time (Table 21).

PROGRAM OVERVIEW

Organization History

In 1995, the Take Stock in Children organization was founded to counter a troubling and persistent high school dropout rate. 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 educational trajectories to make a significant difference in their academic outcomes; provided them with volunteer adult mentors, college success coaches, and scholarships; and carefully monitored students’ progress. Take Stock in Children emphasized responsibility 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.

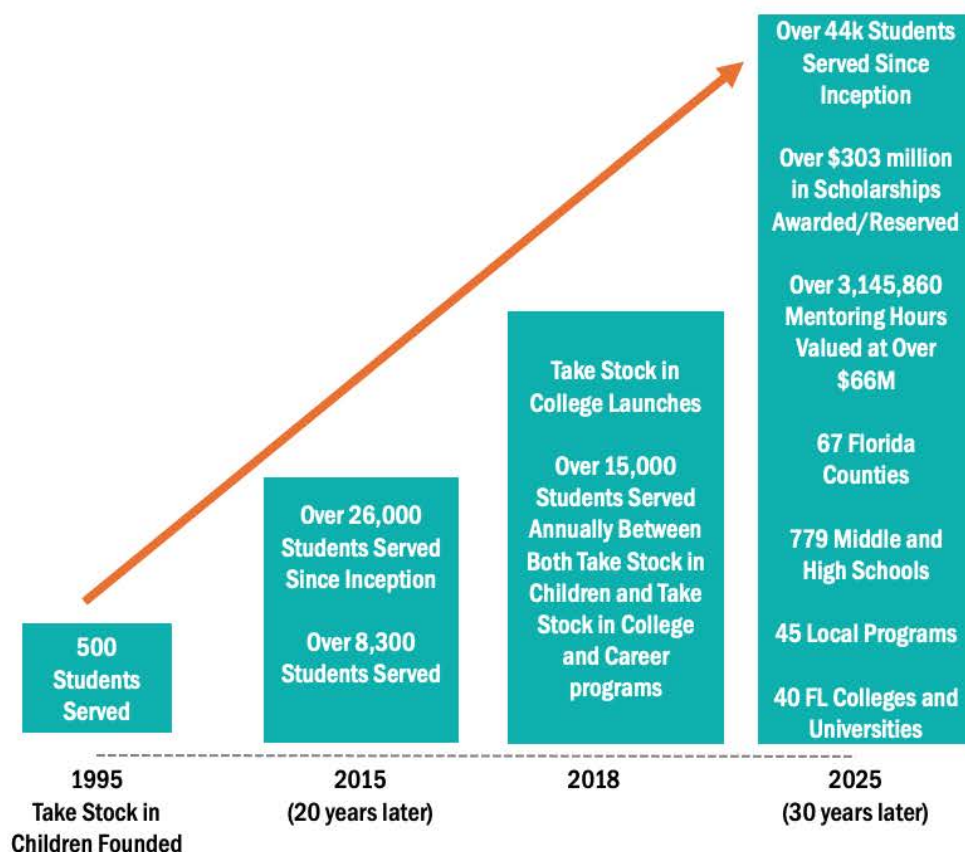
In 1995, the program served 500 students. Local businesses soon took notice, recognizing Take Stock in Children’s potential as a valuable tool for building a more educated workforce. Among others, Florida’s largest bank and largest grocery chain urged the program to expand. One year later, Take Stock in Children had affiliate programs in every Florida county. The program’s 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 and Career program. The Take Stock in College and Career program currently supports the success of over 7,000 collegiate students.

The Take Stock in Children program has served over 44,000 children since 1995 (see Image 2). Combining the efforts of both the Take Stock in Children and the Take Stock in College and Career programs, 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. Take Stock in Children Timeline

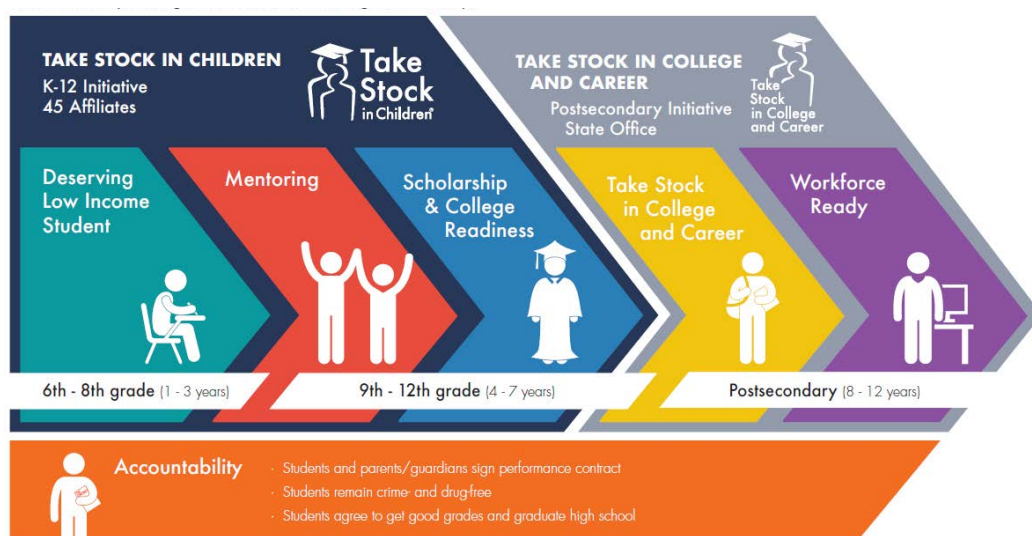


Take Stock in Children Organizational Model

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 (Image 3). Beginning in middle school and extending throughout high school, students are exposed to myriad strategies to instill 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 success, resiliency skills, and financial readiness for college.
- Collaborating with the student, student's family, school, and 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 supports 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. Students meet Take Stock in Children's eligibility criteria, which include coming from low-income families and being at-risk of not completing high school or attending/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 and 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 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, including matching every private dollar raised for scholarships 1:1 up to \$7 million. This partnership with Florida Prepaid College Foundation Project STARS, results in approximately \$14 million in scholarship purchases for Take Stock students each year. This unique public-private partnership leveraging state investments has generated over \$303 million in scholarships for Take Stock students. For more information on the model, please refer to the Take Stock in Children Logic Model (Appendix A).

As Take Stock implements its established, evidence-based model, it leverages technology to connect effectively and efficiently with students and mentors. The program incorporates various types of mentoring, including in-person, virtual, and hybrid synchronous and asynchronous methods. The Take Stock App, created specifically to respond to the unique needs of students and mentors in the program, makes virtual mentoring sessions efficient and safe as mentors and mentees schedule and conduct sessions through secure video and text messaging. This secure and monitored environment utilizes a keyword alert system to ensure student and mentor safety. The app also enables mentors to log sessions and offers resources such as the Take Stock in Children Mentoring Toolkit. In 2024, Take Stock launched the HOPEforce database, a new Customer Relationship Management (CRM) database that enhances operational efficiency through features such as online student and volunteer mentor applications and automated workshop attendance tracking. Take Stock's adoption of innovative technology and tools has been a hallmark of the program since its founding. It demonstrates the organization's commitment to continuous quality improvement, increasing accessibility, streamlining processes, and improving service effectiveness.

Current Need

Take Stock in Children continues to respond to the current needs of low-income, at-risk students. This response is evidenced by the program's reflection of higher education and college access literature research and the organization's growth size and scale since its founding. The demonstration of need can be traced back to the beginning of Take Stock in Children and continues to evolve. The 2023-24 Take Stock in Children evaluation reports documented this historic and current need, and this section builds upon that information by updating it with current trends observed since last year's evaluation.

Five central themes demonstrate the current need for the Take Stock in Children program to support students from low-income households, many of whom are first-generation collegegoers, as they complete high school and pursue postsecondary degree attainment.

1. **Historically, first-generation college students from low-income households have faced significant barriers when pursuing high school graduation and college degree attainment.** (Orfield, 2013; Manzano-Sanches et al., 2019; Stearns & Glennie, 2010).
2. **Over time, economic downturns, such as the one initiated by the Covid-19 pandemic, have intensified these barriers.** Evidence for this can be found in the correlation between decreases in income and the cancellation of postsecondary enrollment plans among adult low-income households in 2023 (Irwin et al., 2023).
3. **National FAFSA completion continues to recover in 2025.** As of February 2025, 33% of seniors had submitted the FAFSA, rising to 43% by mid-April, approximately 13% ahead of the class of 2024 at the same point in the academic year (National College Attainment Network, 2025). While the national FAFSA completion rate rebounded in 2025, schools with the high concentrations of low-income students, continue to report lower FAFSA completion rates, highlighting the persistent need for targeted supports (The Education Trust, 2025).

4. **Undergraduate student enrollment continues to remain below pre-pandemic levels for colleges and universities across the nation.** Approximately one million fewer students were enrolled in undergraduate degree and certificate programs in 2023 compared to 2018, representing an 8% decline over that five-year span (Gallup, Inc., 2024).
5. **Students who attend college have higher lifetime earnings gains, experience better health outcomes, and are less likely to engage in criminal activity.** Floridians who attend college benefit from substantial lifetime earnings gains of \$1-2million more than high school graduates, with even greater benefits for degree completion (Belfield et al., 2024).



PROGRAM DATA

Student Demographics

Student demographic data is tracked through the HOPEforce proprietary database. The data presented in Tables 3-6 were obtained on June 27, 2025, and reflect the most recent information available for students participating in the Take Stock in Children program.

Table 3. Student Distribution by Gender

Gender	Percent
Female	59%
Male	41%
Total	100%

Table 4. Student Distribution by Race/Ethnicity

Race/Ethnicity	Percent
Hispanic	39%
African American/Black	29%
White	22%
Multiracial	5%
Asian	3%
Pacific Islander/Hawaiian Native	<1%
American Indian/Native Alaskan	<1%
Other	1%
Total	100%

Table 5. Student Distribution by Ethnicity

Ethnicity	Percent
Hispanic	39%
Non-Hispanic	61%
Total	100%

Table 6. Student Distribution by Grade

Grade Level	Percent
6th grade	2%
7th grade	4%
8th grade	11%
9th grade	20%
10th grade	23%
11th grade	21%
12th grade	19%
Total	100%

DELIVERABLE 1: STUDENT ENROLLMENT

End of Year Objective: Take Stock in Children will serve a minimum of 8,000 students by the end of the 2024–2025 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 8,520 students were enrolled, as indicated by its annual peak enrollment, with the addition of 2,028 new students entering the program (Table 7).

Table 7. Total Active Student Enrollment/New Students Enrolled*

County/Region	Active Student Enrollment	New Students Enrolled
Alachua	306	47
Baker, Columbia, Dixie, Gilchrist, Union	124	27
Bay	38	0
Bradford	42	9
Brevard	209	45
Broward	167	46
Calhoun, Holmes, Jackson, Liberty, Washington	63	14
Charlotte	46	2
Citrus	41	9
Clay	62	13
Collier - Champions for Learning	174	24
Collier - Immokalee Foundation	115	28
DeSoto, Hardee, Highlands	178	45
Duval	365	103
Escambia	175	50
Flagler	93	21
Franklin	15	5
Gadsden, Leon, Wakulla	32	4
Hendry	34	19
Hernando	39	7
Hillsborough	302	65
Indian River, Martin, Okeechobee, St. Lucie	225	60
Lake, Sumter	150	41
Lee	240	54
Madison	27	2
Manatee	349	82
Marion	255	57
Miami-Dade	437	217
Monroe	380	104
Nassau	180	42
Okaloosa	76	14
Orange	358	29
Osceola	46	17
Palm Beach	725	198

Pasco	77	34
Pinellas	1,001	140
Polk	129	30
Putnam	114	41
Santa Rosa	145	29
Sarasota	546	146
Seminole	145	33
St. Johns	64	21
Suwannee	75	30
Volusia	112	17
Walton	44	7
Total	8,520	2,028

**The data presented reflects all measures year-to-date and includes some previously unreported data. This is due to late 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 checks approved
- Mentor match rate

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

Progress: Exceeded

By the end of the 2024-2025 grant year, the mentor-to-student match rate was **97%**.



DELIVERABLE 3: MENTOR RECRUITMENT ACTIVITIES

The 2024-2025 grant requires Take Stock staff to conduct a quarterly multi-regional mentor recruitment activity.

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

Progress: Exceeded

Take Stock in Children conducted **3** multi-regional mentor recruitment activities in Quarter 1, **4** activities in Quarter 2, **6** activities in Quarter 3, and **4** activities in Quarter 4 for a total of **17** multi-regional mentor recruitment activities (Table 8).

Table 8. Mentor Recruitment Activities

Quarter	Activity Description
1	<ul style="list-style-type: none">• Promoted and recruited the need for mentors through multiple social media platforms and campaigns, monthly newsletters, ads in Florida publications, and notices in local newspapers.• 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.• Created and promoted new mentoring marketing materials for affiliates provided in the online resource library.
2	<ul style="list-style-type: none">• 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.• Launched annual Mentor of the Year competition. Our Mentors 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, our Mentors of the Year act as recruitment ambassadors to engage new mentors in our program.• Promoted mentoring by highlighting local Mentor Success Stories through our weekly and monthly newsletter publications as well as through our Take Stock Podcast.• Utilized the Take Stock News and Events page on the Take Stock website to help promote mentor 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	<ul style="list-style-type: none"> 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. Weekly #MentorMonday social media posts recognizing and highlighting mentors from TSIC local program affiliates, including mentor recruitment solicitations designed to promote mentoring and recruit new mentors. Published blogs on the TSIC website sharing mentor stories about the success of their mentees from our TSIC local program affiliates; these blogs included mentor recruitment solicitations. Published podcasts featuring TSIC volunteer mentors who encouraged listeners to sign up to become Take Stock in Children volunteer mentors. 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 (March 2025). 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 volunteer mentors in the Take Stock in Children program. Promoted Take Stock in Children (TSIC) mentoring by highlighting local Mentor/Mentee Success Stories through our weekly and monthly newsletter publications.
4	<ul style="list-style-type: none"> Promoted the need for mentoring through social media posts on multiple platforms. Packaged and distributed social media posts and email banners to 45 Affiliates to promote mentoring through National Volunteer Appreciation Month in April. Promoted the positive impact of mentoring through highlighting senior student success and mentor-mentee stories on multiple platforms. 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 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 1,451 mentors were recruited, screened, and trained by the end of Quarter 4 (Table 9).

Table 9. Mentor Screening and Training by County/Region*

County/Region	Mentors Screened/Trained	Mentors Approved
Alachua	64	64
Baker, Columbia, Dixie, Gilchrist, Union	35	35
Bay	1	1
Bradford	9	9
Brevard	29	29
Broward	16	16
Calhoun, Holmes, Jackson, Liberty, Washington	19	19
Charlotte	1	1
Citrus	4	4
Clay	11	11
Collier - Champions for Learning	22	22
Collier - Immokalee Foundation	20	20
DeSoto, Hardee, Highlands	10	10
Duval	99	99
Escambia	42	42
Flagler	18	18
Franklin	2	2
Gadsden, Leon, Wakulla	9	9
Hendry	16	16
Hernando	3	3
Hillsborough	52	52
Indian River, Martin, Okeechobee, St. Lucie	32	32
Lake, Sumter	17	17
Lee	32	32
Madison**	0	0
Manatee	111	110
Marion	30	30
Miami-Dade	38	38
Monroe	128	127
Nassau	44	44
Okaloosa	19	19
Orange	26	26
Osceola	4	4
Palm Beach	110	110

Pasco	16	16
Pinellas	112	112
Polk	51	51
Putnam	31	31
Santa Rosa	25	25
Sarasota	83	83
Seminole	20	20
St. Johns	1	1
Suwannee	27	27
Volusia	10	10
Walton	4	4
Total New Mentors	1,453	1,451

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

**This site retained previous mentors and did not require additional mentor recruitment.



DELIVERABLE 5: MENTORING 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.

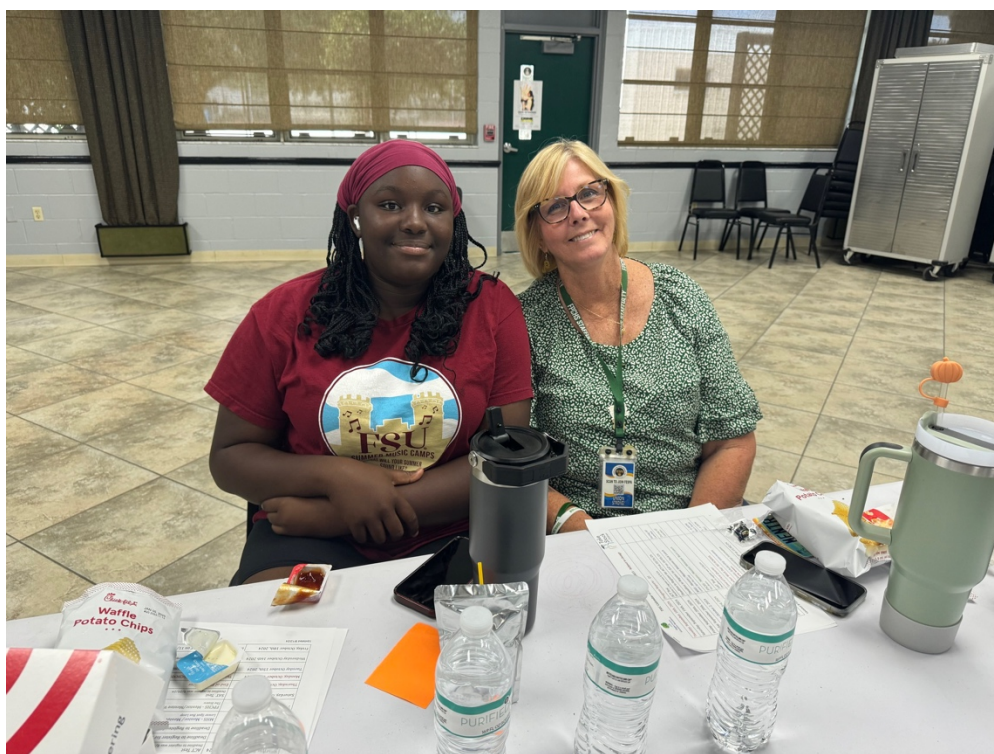
Progress: Exceeded

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 by County/Region

County/Region	Quarters 1-4
Alachua	18
Baker, Columbia, Dixie, Gilchrist, Union	17
Bay	11
Bradford	18
Brevard	19
Broward	17
Calhoun, Holmes, Jackson, Liberty, Washington	16
Charlotte	11
Citrus	23
Clay	18
Collier - Champions for Learning	17
Collier - Immokalee Foundation	17
DeSoto, Hardee, Highlands	18
Duval	17
Escambia	17
Flagler	20
Franklin	21
Gadsden, Leon, Wakulla	18
Hendry	18
Hernando	17
Hillsborough	17
Indian River, Martin, Okeechobee, St. Lucie	19
Lake, Sumter	17
Lee	16
Madison	18
Manatee	22
Marion	17
Miami-Dade	23
Monroe	21
Nassau	19
Okaloosa	16
Orange	15
Osceola	19
Palm Beach	24

Pasco	18
Pinellas	18
Polk	18
Putnam	17
Santa Rosa	19
Sarasota	23
Seminole	24
St. Johns	17
Suwannee	18
Volusia	17
Walton	17
Average Sessions per Student with Returning Mentors	19



DELIVERABLE 6: MENTORING SESSIONS WITH NEW MATCHES

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

Progress: Exceeded

An average of 2.2 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 New Mentor Matches by County/Region

County/Region	Quarters 1-4
Alachua	2
Baker, Columbia, Dixie, Gilchrist, Union	2
Bay	0
Bradford	2
Brevard	2
Broward	2
Calhoun, Holmes, Jackson, Liberty, Washington	2
Charlotte	1
Citrus	2
Clay	2
Collier - Champions for Learning	3
Collier - Immokalee Foundation	2
DeSoto, Hardee, Highlands	2
Duval	2
Escambia	2
Flagler	2
Franklin	2
Gadsden, Leon, Wakulla	2
Hendry	2
Hernando	2
Hillsborough	2
Indian River, Martin, Okeechobee, St. Lucie	2
Lake, Sumter	2
Lee	2
Madison	2
Manatee	3
Marion	2
Miami-Dade	3
Monroe	2
Nassau	2
Okaloosa	2
Orange	2
Osceola	2

Palm Beach	2
Pasco	2
Pinellas	2
Polk	2
Putnam	2
Santa Rosa	2
Sarasota	2
Seminole	2
St. Johns	2
Suwannee	2
Volusia	2
Walton	2
Average Sessions Per Student/Per Month with New Mentor Matches	2.2



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 15,653 mentor sessions were conducted in Quarter 1. A total of 41,634 mentor sessions were conducted during Quarter 2. A total of 47,462 mentor sessions were conducted during Quarter 3. A total of 32,490 mentor sessions were conducted during Quarter 4.

The combined total of mentor sessions was 137,239, exceeding the objective by 58,239 mentor sessions for the year. The Take Stock in Children program exceeded both the quarterly and the yearly grant objectives (Table 12).

Table 12. Number of Students Mentored/Mentees Served*

County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	801	1,323	1,280	1,174
Baker, Columbia, Dixie, Gilchrist, Union	252	732	742	376
Bay	40	148	111	58
Bradford	55	128	172	220
Brevard	473	1,001	1,113	717
Broward	122	449	1,108	801
Calhoun, Holmes, Jackson, Liberty, Washington	136	288	264	222
Charlotte	54	108	164	86
Citrus	97	260	270	173
Clay	209	230	331	203
Collier - Champions for Learning	397	779	840	701
Collier - Immokalee Foundation	197	355	483	590
DeSoto, Hardee, Highlands	442	545	764	940
Duval	567	1,490	2,487	1,385
Escambia	269	1,004	996	495
Flagler	172	509	548	423
Franklin	21	89	99	77
Gadsden, Leon, Wakulla	82	191	182	118
Hendry	42	105	116	142
Hernando	152	229	150	14
Hillsborough	456	1,258	1,919	1,400
Indian River, Martin, Okeechobee, St. Lucie	583	989	1,051	911
Lake, Sumter	249	574	580	401
Lee	323	900	923	697
Madison	61	147	143	72
Manatee	647	2,059	2,551	1,907
Marion	379	1,109	1,062	943
Miami-Dade	566	2,099	3,577	2,017

Monroe	678	2,114	2,380	1,680
Nassau	453	921	947	634
Okaloosa	102	323	342	254
Orange	253	1,767	2,081	1,105
Osceola	49	197	175	188
Palm Beach	1,920	4,067	4,637	2,893
Pasco	86	218	285	311
Pinellas	2,126	5,789	5,342	2,812
Polk	130	464	849	826
Putnam	190	627	542	329
Santa Rosa	276	690	744	555
Sarasota	709	3,207	2,751	2,044
Seminole	400	900	895	472
St. Johns	40	215	329	207
Suwannee	120	424	463	299
Volusia	238	434	502	376
Walton	39	179	172	242
Total	15,653	41,634	47,462	32,490

*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.



STUDENTS MENTORED/MENTEES SERVED (QUARTERLY FLDOE GRANT DELIVERABLE)

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

Progress: Exceeded

A total of **5,503** students were mentored during Quarter 1, exceeding the target by 2,503. A total of **6,888** students were mentored during Quarter 2, exceeding the target for students mentored by 1,438. A total of **7,201** students were mentored during Quarter 3, exceeding the target for students mentored by 1,601. A total of **7,345** students were mentored during Quarter 4, exceeding the target for students mentored by 2,345. These numbers exceeded the objective for students mentored for Quarters 1-4 (Table 13).

Table 13. Number of Students Mentored/Mentees Served*

County/Region	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	231	256	253	251
Baker, Columbia, Dixie, Gilchrist, Union	91	124	123	109
Bay	20	32	26	22
Bradford	23	26	33	33
Brevard	156	172	171	166
Broward	72	110	145	154
Calhoun, Holmes, Jackson, Liberty, Washington	46	56	56	52
Charlotte	23	33	37	30
Citrus	33	36	36	38
Clay	52	52	56	58
Collier - Champions for Learning	138	150	152	173
Collier - Immokalee Foundation	73	80	90	114
DeSoto, Hardee, Highlands	105	116	130	158
Duval	205	292	331	288
Escambia	134	165	165	156
Flagler	69	80	88	85
Franklin	10	15	15	15
Gadsden, Leon, Wakulla	29	31	32	31
Hendry	13	21	22	29
Hernando	32	32	32	8
Hillsborough	188	275	291	288
Indian River, Martin, Okeechobee, St. Lucie	160	172	164	218
Lake, Sumter	104	109	107	106
Lee	122	172	167	219
Madison	24	24	24	23
Manatee	227	328	342	349
Marion	162	195	192	241
Miami-Dade	184	294	351	333
Monroe	220	342	350	349
Nassau	141	142	171	176

Okaloosa	44	62	62	61
Orange	153	312	343	294
Osceola	22	29	35	42
Palm Beach	476	542	594	633
Pasco	37	42	51	64
Pinellas	776	874	850	864
Polk	77	112	128	128
Putnam	78	103	102	96
Santa Rosa	104	116	116	116
Sarasota	357	407	403	411
Seminole	113	115	115	110
St. Johns	26	45	45	50
Suwannee	45	74	74	74
Volusia	87	89	95	93
Walton	21	34	36	37
Total	5,503	6,888	7,201	7,345

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



College Success Coaching

Take Stock in Children requires that College Success Coaches visit twice per semester with students in 11th and 12th grade and once per semester with students in 6th through 10th grade. 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 REQUIREMENT

End of Year Objective: College Success Coach visits will average 1 per semester for grades 6-10, and 2 per semester for grades 11-12. 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 **98%** 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 by County/Region*

County/Region	# of Students Meeting KPI	Total Number of Students*	% of Students
Alachua	260	261	100%
Baker, Columbia, Dixie, Gilchrist, Union	122	124	98%
Bay	6	38	16%
Bradford	34	34	100%
Brevard	174	174	100%
Broward	162	162	100%
Calhoun, Holmes, Jackson, Liberty, Washington	65	65	100%
Charlotte	42	44	95%
Citrus	40	40	100%
Clay	58	58	100%
Collier - Champions for Learning	180	180	100%
Collier - Immokalee Foundation	118	119	99%
DeSoto, Hardee, Highlands	153	168	91%
Duval	355	368	96%
Escambia	168	168	100%
Flagler	94	94	100%
Franklin	15	15	100%
Gadsden, Leon, Wakulla	32	32	100%
Hendry	29	30	97%
Hernando	35	35	100%
Hillsborough	313	314	100%
Indian River, Martin, Okeechobee, St. Lucie	225	225	100%
Lake, Sumter	109	109	100%
Lee	181	186	97%
Madison	25	25	100%

Manatee	361	361	100%
Marion	245	253	97%
Miami-Dade	440	441	100%
Monroe	365	375	97%
Nassau	179	179	100%
Okaloosa	63	63	100%
Orange	342	358	96%
Osceola	39	39	100%
Palm Beach	638	644	99%
Pasco	66	66	100%
Pinellas	1,014	1,022	99%
Polk	137	137	100%
Putnam	105	105	100%
Santa Rosa	116	116	100%
Sarasota	402	403	100%
Seminole	114	114	100%
St. Johns	44	48	92%
Suwannee	75	75	100%
Volusia	96	96	100%
Walton	37	37	100%
Total	7,873	8,000	98%

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



College Readiness Workshops

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

DELIVERABLE 8: COLLEGE READINESS WORKSHOPS

End of Year Objective: A total of 4 college readiness workshops will be conducted at each site per year (including 2 sessions focused on college readiness and financial aid procedures for seniors), plus a new student orientation where applicable. 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

45 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*

County/Region	Quarters 1-4
Alachua	11
Baker, Columbia, Dixie, Gilchrist, Union	15
Bay	8
Bradford	6
Brevard	11
Broward	11
Calhoun, Holmes, Jackson, Liberty, Washington	10
Charlotte	7
Citrus	14
Clay	9
Collier - Champions for Learning	11
Collier - Immokalee Foundation	34
DeSoto, Hardee, Highlands	11
Duval	12
Escambia	10
Flagler	18
Franklin	9
Gadsden, Leon, Wakulla	7
Hendry	6
Hernando	12
Hillsborough	13
Indian River, Martin, Okeechobee, St. Lucie	11
Lake, Sumter	20
Lee	15
Madison	5
Manatee	11

Marion	9
Miami-Dade	10
Monroe	23
Nassau	16
Okaloosa	12
Orange	13
Osceola	11
Palm Beach	18
Pasco	11
Pinellas	8
Polk	11
Putnam	11
Santa Rosa	7
Sarasota	12
Seminole	6
St. Johns	6
Suwannee	7
Volusia	9
Walton	8
Total	515

*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.

Table 16. College Readiness Workshops by Topic*

County/Region	FAFSA/ Financial Aid	Senior College Prep	College Readiness	New Student Orientation
Alachua	2	2	6	1
Baker, Columbia, Dixie, Gilchrist, Union	1	1	12	1
Bay	1	0	6	1
Bradford	1	1	3	1
Brevard	1	2	7	1
Broward	1	1	8	1
Calhoun, Holmes, Jackson, Liberty, Washington	1	3	5	1
Charlotte	1	1	4	1
Citrus	1	2	8	3
Clay	1	2	5	1
Collier - Champions for Learning	2	2	6	1
Collier - Immokalee Foundation	2	2	29	1
DeSoto, Hardee, Highlands	1	2	6	2
Duval	1	2	7	2
Escambia	1	1	5	3
Flagler	1	4	12	1
Franklin	2	1	5	1
Gadsden, Leon, Wakulla	1	1	4	1
Hendry	1	1	3	1
Hernando	1	1	9	1
Hillsborough	2	1	6	4

Indian River, Martin, Okeechobee, St. Lucie	1	1	8	1
Lake, Sumter	1	1	17	1
Lee	1	1	12	1
Madison	1	1	2	1
Manatee	1	1	8	1
Marion	1	1	6	1
Miami-Dade	1	2	6	1
Monroe	3	2	15	3
Nassau	1	2	9	4
Okaloosa	2	1	8	1
Orange	1	2	9	1
Osceola	1	2	7	1
Palm Beach	2	1	10	5
Pasco	1	1	8	1
Pinellas	1	2	4	1
Polk	2	3	5	1
Putnam	1	1	8	1
Santa Rosa	1	1	4	1
Sarasota	2	2	7	1
Seminole	1	1	3	1
St. Johns	1	1	3	1
Suwannee	1	1	4	1
Volusia	1	1	6	1
Walton	1	1	5	1
Total	56	66	330	63

**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.*



Training for Mentors and Staff

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

MENTORING TRAINING (QUARTERLY FLDOE GRANT DELIVERABLE)

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

Progress: On Track

A total of 45 sites conducted mentor trainings during Quarter 1, 42 sites in Quarter 2, 44 sites in Quarter 3, 39 sites in Quarter 4, exceeding the objective for quarterly mentor training (Table 17).

Table 17. Sites Conducting Mentor Training by County/Region (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	No
Broward	Yes	Yes	Yes	Yes
Calhoun, Holmes, Jackson, Liberty, Washington	Yes	Yes	Yes	Yes
Charlotte	Yes	Yes	Yes	No
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	Yes	Yes	Yes	No
Gadsden, Leon, Wakulla	Yes	Yes	Yes	Yes
Hendry	Yes	Yes	Yes	Yes
Hernando	Yes	No	Yes	No
Hillsborough	Yes	Yes	Yes	Yes
Indian River, Martin, Okeechobee, St. Lucie	Yes	Yes	Yes	Yes
Lake, Sumter	Yes	Yes	Yes	Yes
Lee	Yes	Yes	Yes	Yes

Madison	Yes	No	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
Pasco	Yes	Yes	Yes	Yes
Pinellas	Yes	Yes	Yes	Yes
Polk	Yes	Yes	Yes	Yes
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	No	Yes	No
Total	45	42	44	39



DELIVERABLE 9: PROFESSIONAL DEVELOPMENT

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

Progress: Exceeded

A total of 25 professional development workshops/opportunities were offered to staff during Quarter 1, 10 during Quarter 2, 12 during Quarter 3, and 9 during Quarter 4 (Table 18). A combined total of 56 professional development workshops/opportunities were provided to staff, exceeding the objective by 41 professional development opportunities for Quarters 1-4.

Table 18. Professional Development/Training

Quarter	Date	Topic
1	July 15	Staff Training - HOPEforce 101
	July 16	Staff Training - HOPEforce - Mentor Applications & Onboarding
	July 16	Staff Training - HOPEforce - Mentor Monitoring
	July 17	Staff Training - HOPEforce - Student Application, Onboarding & Coaching
	July 18	Staff Training - HOPEforce - Student Monitoring
	July 18	Staff Training - HOPEforce - Management Training
	Aug. 6	Staff Training -How to Set Up Students for Success in College
	Aug. 6	Staff Training -Financial Literacy & Hands on Banking
	Aug. 6	Staff Training-Florida Prepaid College Foundation Updates
	Aug. 6	Staff Training -The How To's of HOPEforce
	Aug. 6	Staff Training - TSIC 101 for New Staff
	Aug. 6	Staff Training - TSIC 201 Advanced Training on Balanced Score Card
	Aug. 7	Staff Training - Grant Writing for Program Success
	Aug. 7	Staff Training - Back to School Training for College Success Coaches
	Aug. 7	Staff Training - Back to School Training for Mentor Coordinators
	Aug. 7	Staff Training-Back to School Training for Managers
	Aug. 7	Staff Training - Meeting TSIC Mission Promoting Career & Technical Pathways & Opportunities
	Aug. 7	Staff Training What You Need to Know for Student Success
	Aug. 15 - Sept. 30	New Staff Training - HOPEforce 101 for New Staff
	Aug. 15 - Sept. 30	New Staff Training - HOPEforce Training on Student Application, Onboarding, and Coaching
	Aug. 15 - Sept. 30	New Staff Training - HOPEforce Training on Student Monitoring
	Aug. 15 - Sept. 30	New Staff Training - HOPEforce Training-Mentor Application & Onboarding
	Aug. 15 - Sept. 30	New Staff Training - HOPEforce Training Mentor Monitoring
	Aug. 15 - Sept. 30	New Staff Training - HOPEforce for Managers
	Sept. 3	Staff Training-HOPEforce Refresher-Mentor Onboarding and New Mentor Training View on Demand Campaign

Table 18. Professional Development/Training (continued)

Quarter	Date	Topic
2	Oct. 3	Staff Training -Utilizing Dashboards and Reports in HOPEforce
	Nov. 5	Staff Training - Student Recruitment and Selection
	Nov. 19	Staff Training - Probation Policy & Procedures
	Dec. 3	Staff Training - Preparing for National Mentoring Month and 2025-2026 FAFSA
	Oct. 1 - Dec. 31	HOPEforce 101 Training for New Staff
	Oct. 1 - Dec. 31	Mentor Monitoring HOPEforce Training for New Staff
	Oct. 1 - Dec. 31	Mentor Application & Onboarding HOPEforce Training for New Staff
	Oct. 1 - Dec. 31	Student Application, Onboarding, & Coaching HOPEforce Training for New Staff
	Oct. 1 - Dec. 31	Student Monitoring HOPEforce Training for New Staff
	Oct. 1 - Dec. 31	Management HOPEforce Training for New Staff
3	Jan. 7	Staff Training - Ensuring Your Seniors Are Ready for Launch
	Feb. 4	Staff Training - Florida Prepaid Activation
	Feb. 18	Staff Training - Mentoring Methods
	Mar. 4	Staff Training - Operations Essentials - HOPEforce Updates
	Mar. 4	Staff Training - Amplify Your Take Stock Story
	Mar. 18	Staff Training - Social Media Resources for College Decision Month and Graduation Season
	Jan. 1 - Mar. 31	HOPEforce 101 Training for New Staff
	Jan. 1 - Mar. 31	Mentor Monitoring HOPEforce Training for New Staff
	Jan. 1 - Mar. 31	Mentor Application & Onboarding HOPEforce Training for New Staff
	Jan. 1 - Mar. 31	Student Application, Onboarding, & Coaching HOPEforce Training for New Staff
	Jan. 1 - Mar. 31	Student Monitoring HOPEforce Training for New Staff
	Jan. 1 - Mar. 31	Management HOPEforce Training for New Staff
4	Apr. 1	Staff Training - TSIC Operations Manual
	May 6	Staff Training - TSIC Partner Contracts & Funding Formula
	Feb. 18	Staff Training - Mentoring Methods
	Apr. 1 - Jun. 30	HOPEforce 101 Training for New Staff
	Apr. 1 - Jun. 30	Mentor Monitoring HOPEforce Training for New Staff
	Apr. 1 - Jun. 30	Mentor Application & Onboarding HOPEforce Training for New Staff
	Apr. 1 - Jun. 30	Student Application, Onboarding, & Coaching HOPEforce Training for New Staff
	Apr. 1 - Jun. 30	Student Monitoring HOPEforce Training for New Staff
	Apr. 1 - Jun. 30	Management HOPEforce Training for New Staff

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 99% 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 3.34 (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 (S1 Unweighted)	Average S1 and S2 GPA
Alachua	100%	100%	3.38
Baker, Columbia, Dixie, Gilchrist, Union	100%	98%	3.33
Bay	100%	100%	3.38
Bradford	100%	100%	3.41
Brevard	99%	100%	3.31
Broward	96%	93%	3.23
Calhoun, Holmes, Jackson, Liberty, Washington	95%	96%	3.24
Charlotte	100%	98%	3.39
Citrus	100%	100%	3.32
Clay	100%	100%	3.36
Collier - Champions for Learning	99%	99%	3.39
Collier - Immokalee Foundation	100%	100%	3.43
DeSoto, Hardee, Highlands	98%	96%	3.34
Duval	97%	98%	3.03
Escambia	99%	100%	3.48
Flagler	96%	98%	3.04
Franklin	100%	100%	3.51
Gadsden, Leon, Wakulla	100%	100%	3.46
Hendry	96%	100%	3.57
Hernando	100%	100%	3.18
Hillsborough	96%	98%	3.21
Indian River, Martin, Okeechobee, St. Lucie	98%	100%	3.46
Lake, Sumter	98%	100%	3.45
Lee	99%	98%	3.50
Madison	100%	100%	3.42
Manatee	99%	99%	3.42
Marion	100%	100%	3.29
Miami-Dade	98%	98%	3.15
Monroe	100%	99%	3.44
Nassau	100%	99%	3.52
Okaloosa	100%	98%	3.17
Orange	99%	99%	3.19
Osceola	93%	93%	3.48

Palm Beach	99%	99%	3.36
Pasco	100%	100%	3.27
Pinellas	99%	98%	3.28
Polk	99%	98%	3.31
Putnam	100%	99%	3.28
Santa Rosa	100%	100%	3.42
Sarasota	100%	100%	3.29
Seminole	100%	100%	3.33
St. Johns	100%	100%	3.30
Suwannee	100%	100%	3.19
Volusia	100%	97%	3.25
Walton	100%	95%	3.50
Total	99%	99%	3.34

*Semester 2 GPA information not available from the local school district at the time of report collection.



DELIVERABLE 11: Student Attendance

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

Progress: *Exceeded*

A total of 92% of students had 17 or less unexcused absences during the grant year (Table 20).

Table 20. Student Unexcused Absences*

County/Region	Students with >17 unexcused absences		Students with ≤17 unexcused absences	
	#	%	#	%
Alachua	11	4%	239	96%
Baker, Columbia, Dixie, Gilchrist, Union	8	7%	109	93%
Bay	3	8%	33	92%
Bradford	0	0%	34	100%
Brevard	17	10%	145	90%
Broward	2	2%	118	98%
Calhoun, Holmes, Jackson, Liberty, Washington	17	33%	34	67%
Charlotte	1	2%	43	98%
Citrus	2	6%	34	94%
Clay	5	10%	43	90%
Collier - Champions for Learning	7	5%	140	95%
Collier - Immokalee Foundation	1	1%	81	99%
DeSoto, Hardee, Highlands	1	1%	123	99%
Duval	55	19%	242	81%
Escambia	2	1%	132	99%
Flagler	6	7%	76	93%
Franklin	3	30%	7	70%
Gadsden, Leon, Wakulla	1	4%	22	96%
Hendry	3	13%	21	88%
Hernando	1	4%	27	96%
Hillsborough	13	5%	269	95%
Indian River, Martin, Okeechobee, St. Lucie	14	8%	151	92%
Lake, Sumter	10	10%	93	90%
Lee	9	5%	171	95%
Madison	3	14%	19	86%
Manatee	20	6%	310	94%
Marion	16	8%	175	92%
Miami-Dade	11	4%	258	96%
Monroe	21	6%	306	94%
Nassau	4	3%	132	97%
Okaloosa	1	2%	58	98%
Orange	55	17%	277	83%
Osceola	0	0%	28	100%
Palm Beach	90	15%	511	85%

Pasco	7	14%	43	86%
Pinellas	34	4%	816	96%
Polk	3	2%	126	98%
Putnam	21	20%	84	80%
Santa Rosa	8	7%	108	93%
Sarasota	19	5%	380	95%
Seminole	4	4%	108	96%
St. Johns	3	7%	42	93%
Suwannee	7	10%	66	90%
Volusia	13	14%	80	86%
Walton	3	8%	34	92%
Total	535	8%	6,348	92%

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



DELIVERABLE 12: Program Graduation Rate

End of Year Objective: 90% of seniors will successfully complete the Take Stock in Children program (meeting all Take Stock in Children standards to 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 2024-2025 grant year was 99%, with a total of 1,675 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	51	1	98%
Baker, Columbia, Dixie, Gilchrist, Union	27	0	100%
Bay	14	0	100%
Bradford	7	0	100%
Brevard	41	0	100%
Broward	31	1	97%
Calhoun, Holmes, Jackson, Liberty, Washington	13	0	100%
Charlotte	9	0	100%
Citrus	8	0	100%
Clay	9	1	90%
Collier - Champions for Learning	47	1	98%
Collier - Immokalee Foundation	28	0	100%
DeSoto, Hardee, Highlands	19	0	100%
Duval	93	2	98%
Escambia	26	1	96%
Flagler	16	0	100%
Franklin	5	0	100%
Gadsden, Leon, Wakulla	5	0	100%
Hendry	6	0	100%
Hernando	8	0	100%
Hillsborough	65	0	100%
Indian River, Martin, Okeechobee, St. Lucie	47	3	94%
Lake, Sumter	33	0	100%
Lee	42	0	100%
Madison	9	0	100%
Manatee	56	0	100%
Marion	44	0	100%
Miami-Dade	100	1	99%
Monroe	81	0	100%
Nassau	27	0	100%
Okaloosa	17	0	100%
Orange	72	0	100%
Osceola	10	0	100%

Palm Beach	120	0	100%
Pasco	20	0	100%
Pinellas	182	1	99%
Polk	40	0	100%
Putnam	21	0	100%
Santa Rosa	26	0	100%
Sarasota	121	0	100%
Seminole	25	1	96%
St. Johns	13	0	100%
Suwannee	9	0	100%
Volusia	25	1	96%
Walton	7	0	100%
Total	1,675	14	Average 99%



Achievement of FLDOE Grant Deliverables

Table 22. Florida Department of Education Grant Deliverables

Activity/Task	Deliverable Target (Q1-Q4 Combined)	Performance (Q1-Q4 Combined)	Progress
Mentor Recruiting Activity (# Multi-Region Activities)	4 Multi-Region Activities	17 Multi-Region Activities	Exceeded
Mentor Screenings/ Background Checks (# Mentors)	1,200 Mentors	1,453 Mentors	Exceeded
Mentoring Sessions	79,000 Mentoring Sessions	137,239 Mentoring Sessions	Exceeded
Mentees Served	Q1: 3,000 Q2: 5,450 Q3: 5,600 Q4: 5,000 Mentees Served	Q1: 5,503 Q2: 6,888 Q3: 7,201 Q4: 7,345 Mentees Served	Exceeded
Mentee Trainings (College Readiness Workshops Conducted)	165 Mentee Trainings	515 Mentee Trainings	Exceeded
Mentor Trainings (# Sites Conducting Trainings)	Q1: 31 Q2: 31 Q3: 26 Q4: 25 Sites Conducting Trainings	Q1: 45 Q2: 42 Q3: 44 Q4: 39 Sites Conducting Trainings	Exceeded
Staff Trainings	Q1: 5 Q2: 3 Q3: 4 Q4: 3 Staff Training Opportunities	Q1: 25 Q2: 10 Q3: 12 Q4: 9 Staff Training Opportunities	Exceeded

OBSERVATIONS

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

Students, Parents, and Mentor Feedback

Surveys

The surveys were completed in the Spring of 2025. A total of 908 students, 808 parents/guardians, and 1,190 mentors responded to the online survey, for a total of 2,906 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. (Please note, throughout this section, percentages in figures may not always sum to 100% due to rounding.)

Interviews

Individual semi-structured interviews were also conducted in Spring 2025. 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 by geographic location (i.e., North, Central, or South Florida) and affiliate program size (small, medium, or large). A total of 8 students, 7 parents or guardians, 8 mentors, and 8 alumni participated in the interviews. Thirty-one (31) interviews were conducted in total. See Appendix D for interview questions.

Observations From Survey and Interview Data

The following key themes emerged from the survey and interview data.

1. **Florida Prepaid Scholarships were perceived as highly valuable and motivating by program stakeholders.** Students, parents, and mentors consistently described the provision of a postsecondary scholarship as a central programmatic element. Many students noted that it was the primary reason they joined Take Stock in Children.
2. **Strong mentor relationships are believed to have both short-term and long-term positive impacts.** Many students and mentors describe multi-year mentor-mentee relationships and plan to stay in touch after high school graduation. Mentors provide guidance, motivation, and personal support. Several alumni report continuing to engage with their mentor well into college and their early careers.
3. **Stakeholders report high student intentions for postsecondary enrollment.** 96% of high school seniors surveyed indicate they plan to enroll in college. Parents and mentors echoed these sentiments, demonstrating strong alignment around postsecondary goals.
4. **Financial planning and well-being remain top concerns for students and families.** Across all stakeholder groups, financial planning was requested as an area for additional support, especially among parents.

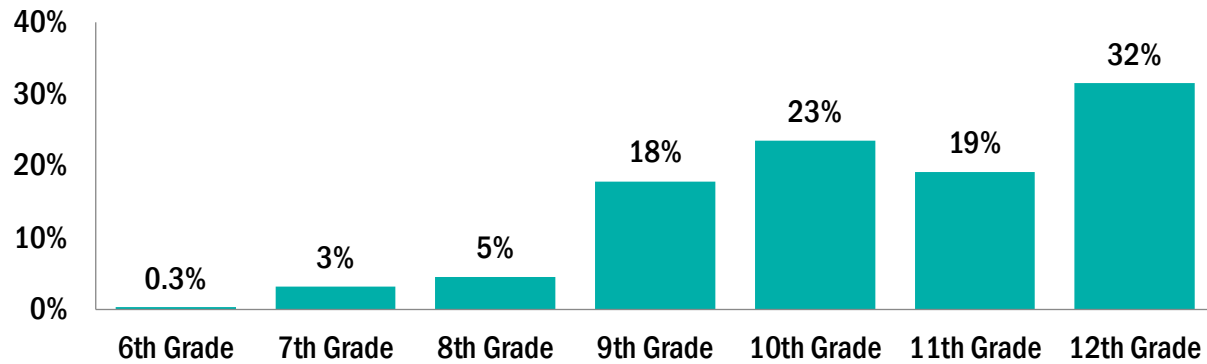
5. **Perceptions of program effectiveness remain high.** Students, parents, and mentors agree that Take Stock in Children prepares students for postsecondary enrollment and success. More than 90% of survey respondents in each group affirmed this statement. This level of positive feedback was consistent with year-over-year perceptions of program quality and support.
6. **Mentors identified a need for greater peer connection and collaboration.** While mentors expressed high satisfaction and connection with local programs, several interviewees suggested a desire for more opportunities to interact with fellow mentors to share ideas and strengthen their practice.



Grade Level Associated with Survey Respondents

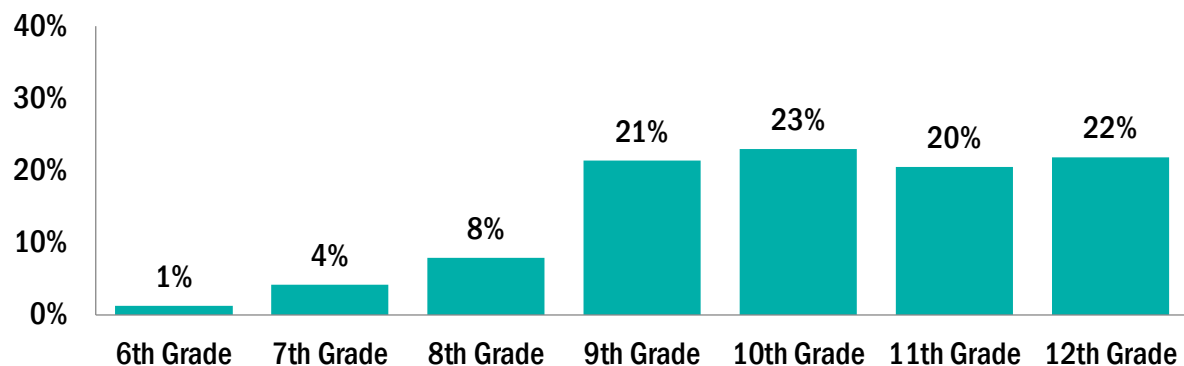
Students responding to the Take Stock in Children survey were primarily in grades 9-12 (92%). Thirty-two percent (32%) of respondents were high school seniors, comprising the most significant portion of respondents (Figures 1-3).

Figure 1. Students: What is your current grade? (n=908)



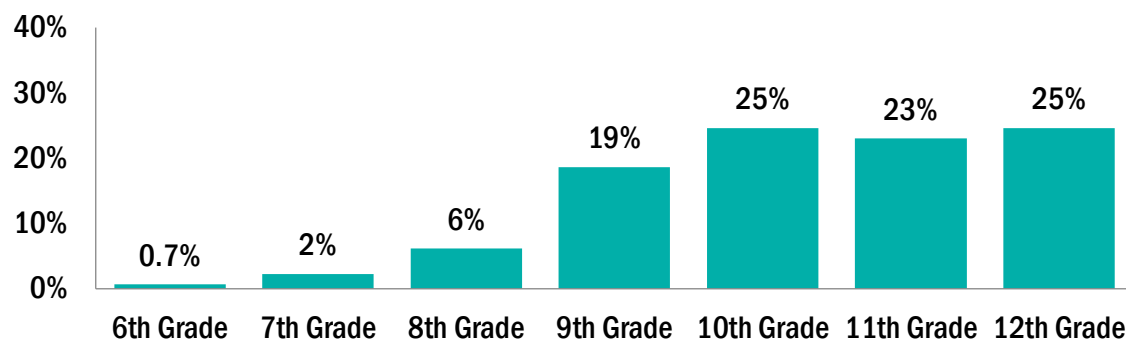
*Percentages may not sum to 100% due to rounding.

Figure 2. Parents/Guardians: What grade is your child in now? (n=806)



*Percentages may not sum to 100% due to rounding.

Figure 3. Mentors: What grade is your mentee in now? (n=1,186)

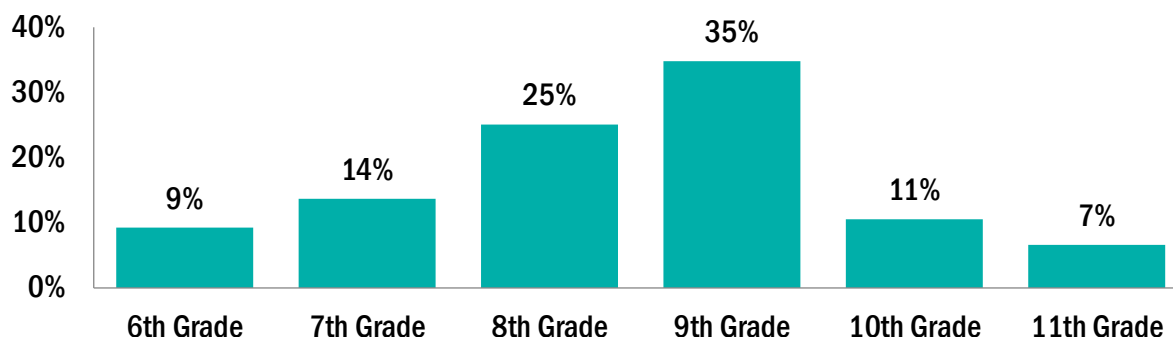


*Percentages may not sum to 100% due to rounding.

Participation in the Take Stock in Children Program

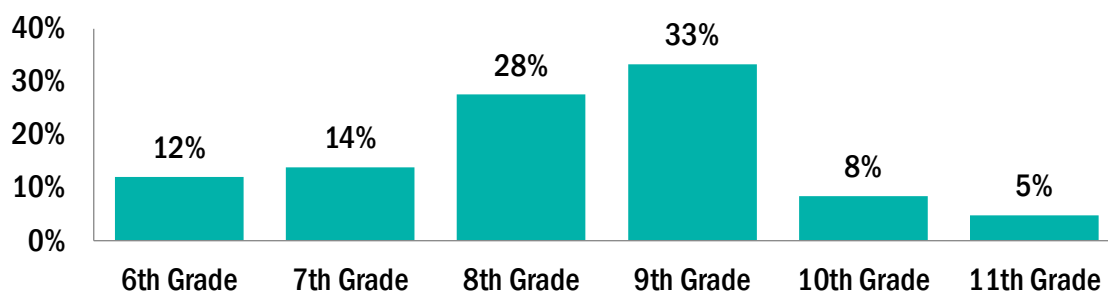
Most respondents (60%) report enrolling in Take Stock in Children during their eighth or ninth-grade year (Figures 4 and 5).

Figure 4. Students: What grade were you in when you entered the Take Stock in Children program? (n=908)



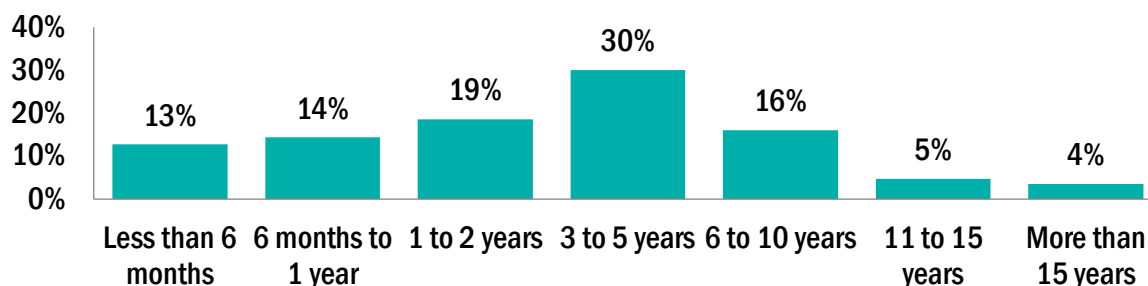
*Percentages may not sum to 100% due to rounding.

Figure 5. Parents: In which grade did your child enroll in the Take Stock in Children program? (n=808)



Mentors most commonly report their involvement in the Take Stock in Children program spanning three to five years (Figure 6). More than half (54%) indicate they have 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=1,190)



*Percentages may not sum to 100% due to rounding.

Students, parents/guardians, and mentors were asked how they first learned about Take Stock in Children. More than half of the students and parents/guardians learned about the program from a teacher or school counselor. Thirty-eight percent (38%) of mentors reported first hearing about Take Stock in Children from friends and families. This method remains the top source of initial program awareness for new mentors (Tables 23-25).

Table 23. Take Stock in Children – Student Participation (n=908)

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.	32%
My friends told me about it.	3%
I learned about it on Social Media (Facebook, Twitter, Etc.)	0%
I saw/heard an advertisement for the program and found out more information.	7%
Other	7%

Table 24. Take Stock in Children – Parent/Guardian Participation (n=808)*

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.	17%
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.	7%
Other	15%

*Percentages may not sum to 100% due to rounding.

Table 25. Take Stock in Children – Mentor Participation (n=1,190)

Mentors: How did you first learn about volunteering with Take Stock in Children?	Percent
My friend or family told me about it.	38%
I heard about it through my place of work.	27%
I saw/heard an advertisement for the program and found out more information.	7%
I learned about it on social media (Facebook, Twitter, etc.)	3%
I am a graduate of the Take Stock in Children program.	1%
Other	24%

*Percentages may not sum to 100% due to rounding.

Mentoring

All survey respondents were asked to share feedback on the mentoring elements of the Take Stock in Children program. Each respondent group self-reported on their observed mentor-matching. Ninety-three percent (93%) of students reported having a mentor, 89% of parents/guardians reported their student has a mentor, and 99% of mentors indicated they are currently matched with a student (Figures 7-9). About half of the respondents across the three groups reported mentor-mentor relationships in place for at least one year or more.

Approximately half of the students and mentors report that they were in 9th or 10th grade when they started working with their mentor or mentee (Figures 10-14).

Figure 7. Students: Do you currently have a mentor? (n=908)

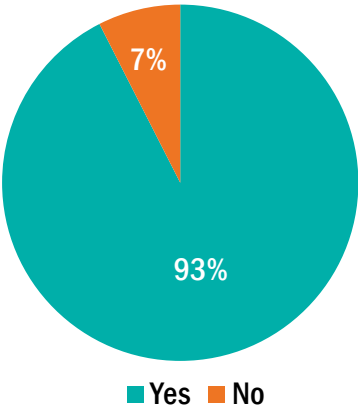


Figure 8. Parents/Guardians: Does your child currently have a mentor? (n=808)

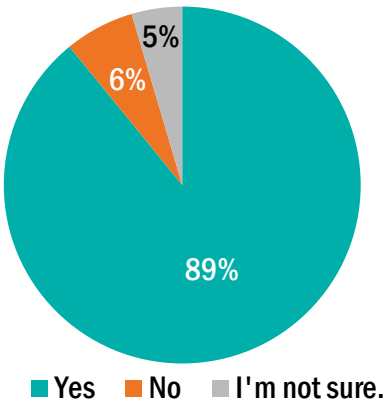
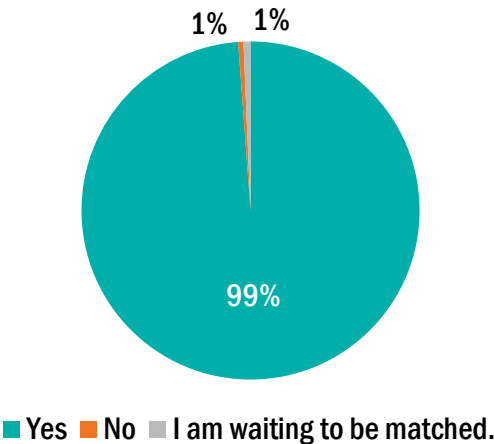
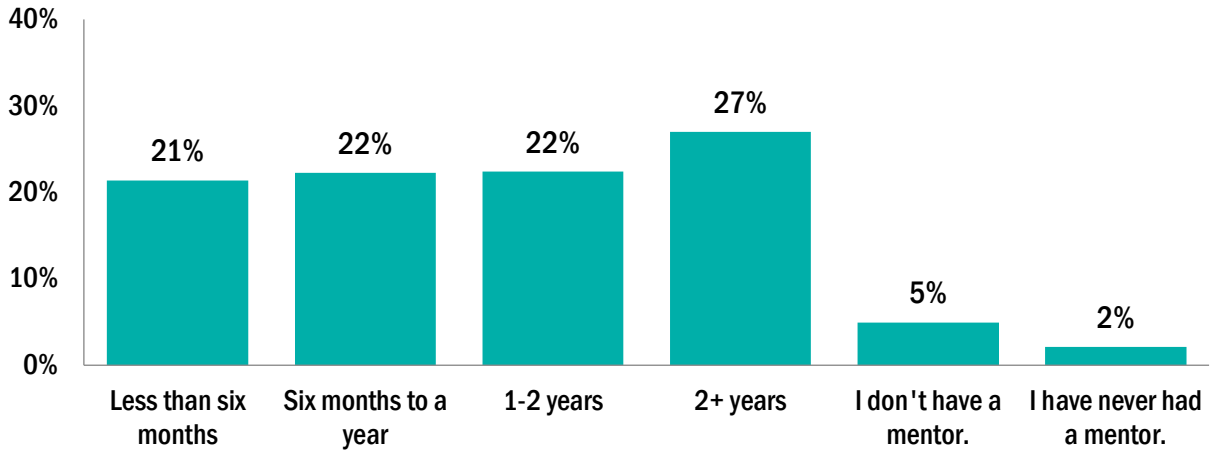


Figure 9. Mentors: Are you currently mentoring a student? (n=1,190)



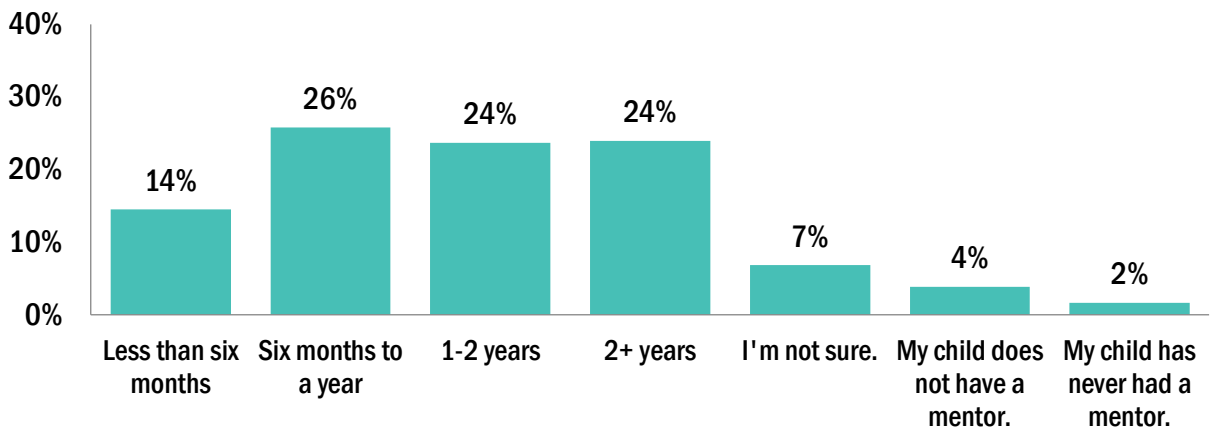
*Percentages may not sum to 100% due to rounding.

Figure 10. Students: How long have you been with your current mentor (n=908)?



*Percentages may not sum to 100% due to rounding.

Figure 11. Parents/Guardians: How long has your child been with their current mentor? (n=808)



*Percentages may not sum to 100% due to rounding.

Figure 12. Mentors: How long have you been matched with your mentee? (n=1,190)

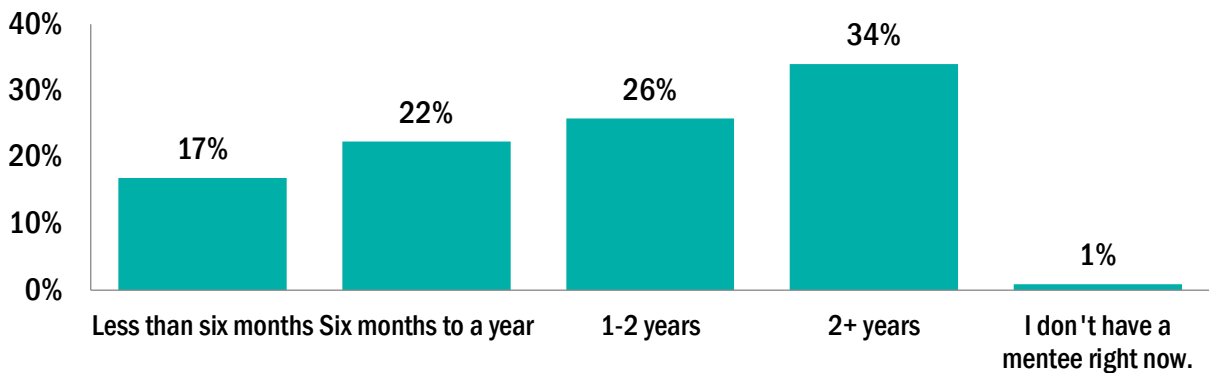
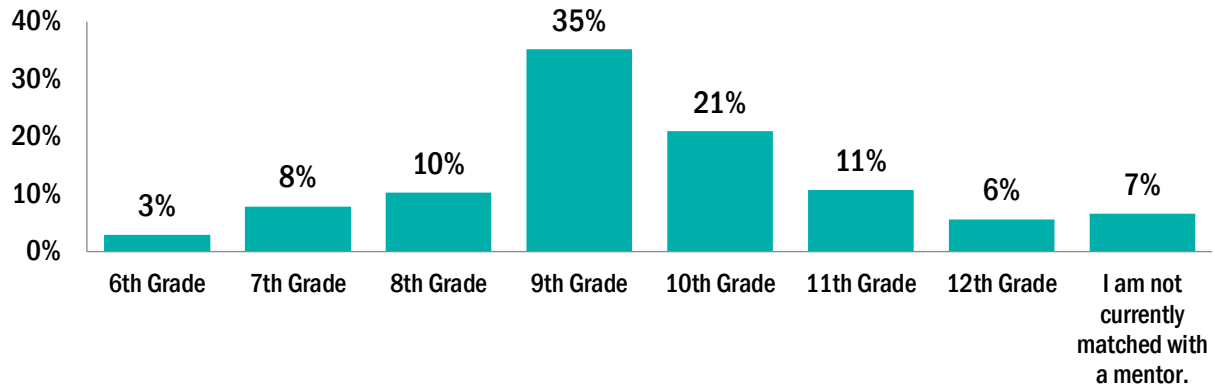
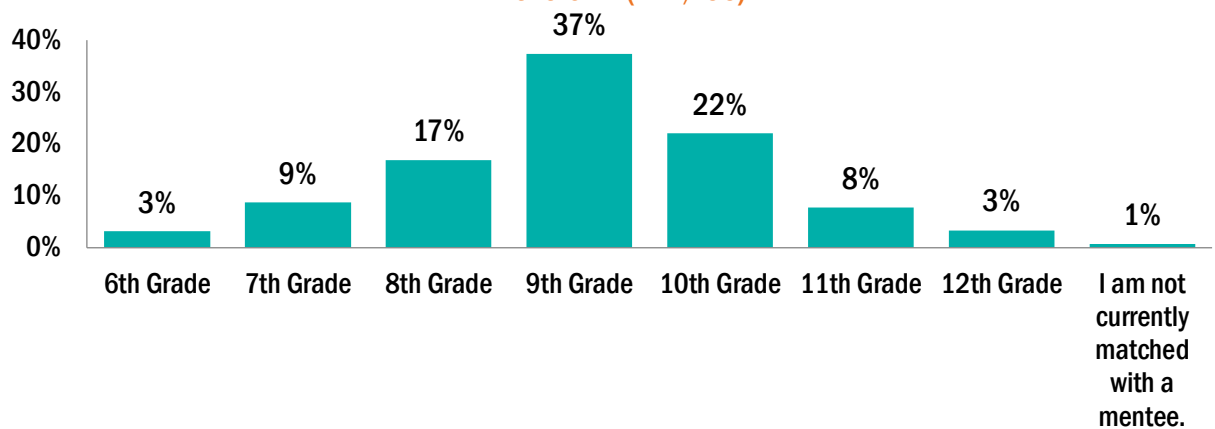


Figure 13. Students: What grade were you in when you first started working with your current mentor? (n=908)



*Percentages may not sum to 100% due to rounding.

Figure 14. Mentors: What grade was your mentee in when you first started working with them? (n=1,190)



*Percentages may not sum to 100% due to rounding.

High School Seniors, Parents/Guardians of Seniors, and Mentors of Seniors

In a survey specifically focused on high school seniors, their parents/guardians, and mentors, 88% of parents/guardians and students, respectively, report completing the FAFSA. Seventy-seven percent (77%) of mentors report their mentees completing it. This difference is likely because mentors may not be as aware of or involved in specific financial aid procedures as parents/guardians (Figures 15-17). The reported FAFSA completion rate remained relatively stable from the previous year across all representative groups.

Figure 15. Senior Students: Did you complete the FAFSA (Free Application for Federal Student Aid)? (n=286)

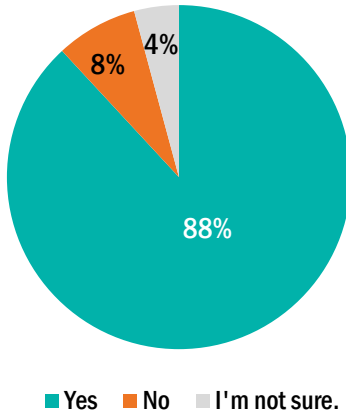


Figure 16. Parents/guardians: Has your child completed the FAFSA (Free Application for Federal Student Aid)? (n=178)

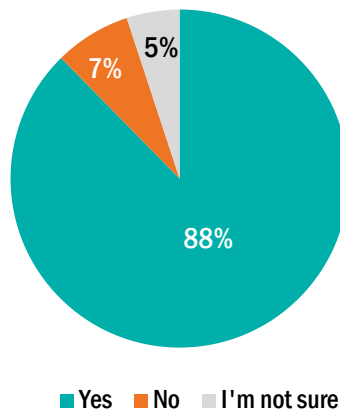
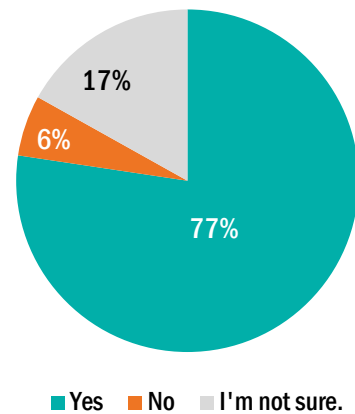


Figure 17. Mentors: Has your mentee completed the FAFSA (Free Application for Federal Student Aid)? (n=296)



*Percentages may not sum to 100% due to rounding.

Most senior student respondents (96%) reported taking at least one recognized college entrance exam, such as the SAT, ACT, or CLT (Figures 18-20). This completion level is consistent with the previous year. Ninety percent (90%) of parents/guardians and mentors responded that their child or mentee had taken a college entrance exam, suggesting continued strong awareness of student activity.

Figure 18. Senior Students: Have you taken the SAT, ACT, and/or CLT exam? (n=286)

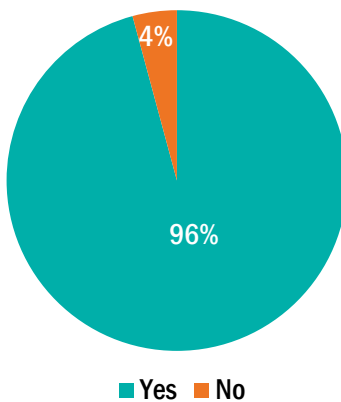


Figure 19. Parents/Guardians: Has your child taken the SAT, ACT and/or CLT exam? (n=178)

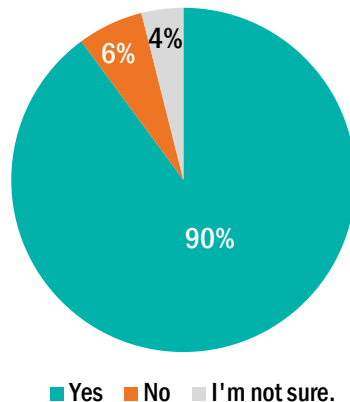
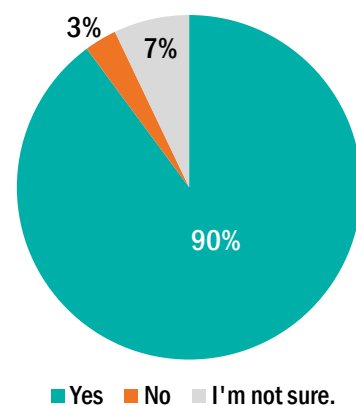


Figure 20. Mentors: Has your mentee taken the SAT, ACT, and/or CLT exam? (n=296)



Senior students, parents/guardians, and mentors were asked about students' intentions to pursue higher education in the next academic year. Ninety-six percent (96%) of senior students affirmed that they plan on enrolling in postsecondary experiences next year. These results were very similar across the three groups. While there were differences in how students, parents/guardians, and mentors responded, these differences were not significant enough to suggest meaningful variations between the groups. Compared to last year, while most students still said "yes" to postsecondary enrollment, the students surveyed in 2025 showed a slight increase in uncertainty.

Figure 21. Senior Students:
Are you planning to enroll in college/university/technical school for the 2025-2026 academic year? (n=286)

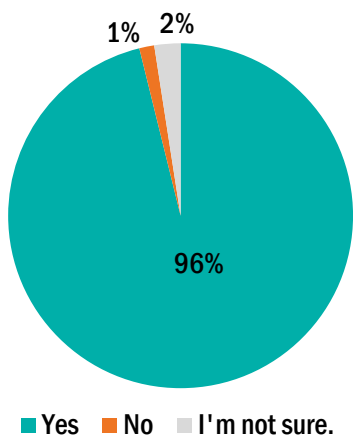


Figure 22.
Parents/Guardians: Is your child planning to enroll in college/university/technical school for the 2025-2026 academic year? (n=1,78)

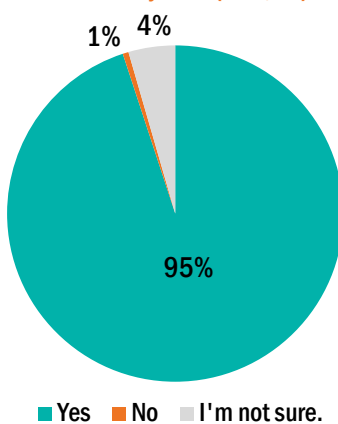
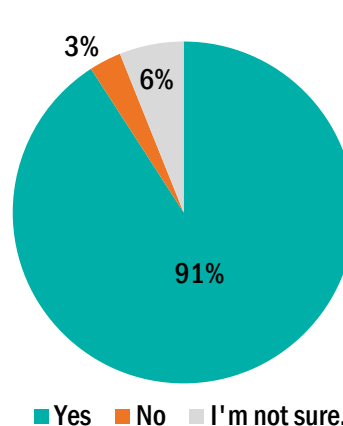


Figure 23. Mentors: Is your mentee planning to enroll in college/university/technical school for the 2025-2026 academic year? (n=296)



*Percentages may not sum to 100% due to rounding.

Senior students, parents/guardians, and mentors were asked to report on whether students had selected a college or university to attend. (Figures 24-26) Eighty-one percent (81%) of students report that they selected the school they will attend after graduation. The percentage of students (81%) who reported selecting a school increased three (3) percentage points from last year's results (78%). Although there were slight differences in how students responded in 2024 and 2025, these differences were minor and likely due to normal variation rather than a substantive change in student behavior. Additionally, at the time of the survey, March 2025, a number of students may still have been in the process of selecting their school.

Figure 24. Senior Students:
Have you selected a college/university/technical school to attend after high school graduation? (n=286)

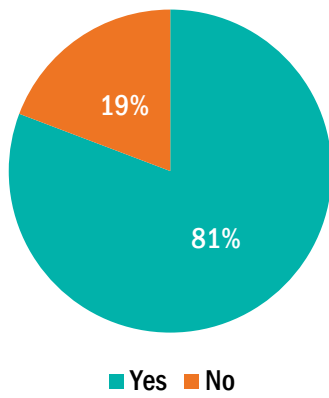


Figure 25.
Parents/Guardians: Has your child selected a college/university/technical school to attend after high school graduation? (n=178)

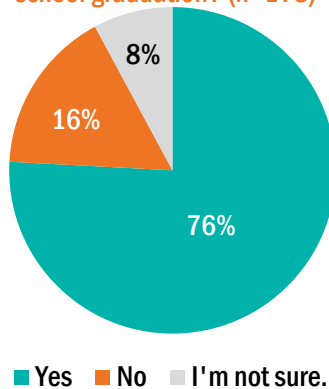
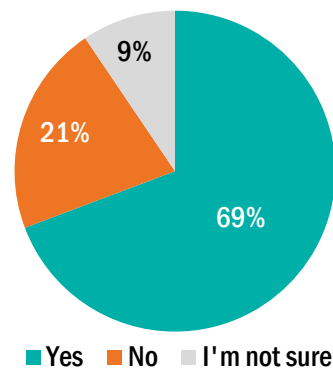


Figure 26. Mentors: Has your mentee selected a college/university/technical school to attend after high school graduation? (n=296)



*Percentages may not sum to 100% due to rounding.

As in the previous year's evaluation, all survey respondent groups indicated that they believe the Take Stock in Children program has effectively prepared students for enrolling in and successfully completing college or university. (Figures 27-29) Data suggest that perceptions of adequate preparation have remained consistently strong with an increase of three (3) percentage points across students, parents, and mentors from last year to this year. This stability suggests a reliable and sustained readiness among students, parents/guardians, and mentors. These results also reflect continued confidence in the program's ability to prepare students for successful postsecondary experiences.

Figure 27. Senior Students:
Do you feel that Take Stock in Children has prepared you well for enrolling in and successfully completing college/university/technical school? (n=286)

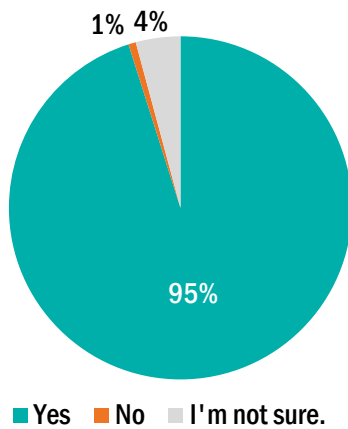


Figure 28.
Parents/Guardians: Do you feel that Take Stock in Children has prepared your child well for enrolling in and successfully completing college/university/technical school? (n=178)

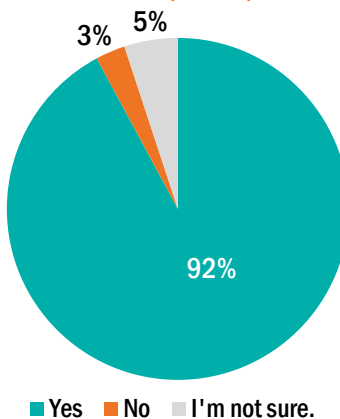
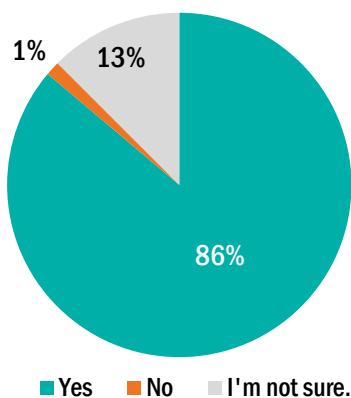


Figure 29. Mentors: Do you feel that Take Stock in Children has prepared your mentee well for enrolling in and successfully completing college/university/technical school? (n=296)



*Percentages may not sum to 100% due to rounding.

Upon high school graduation, mentors and students no longer engage in formal mentoring sessions. However, over half of students and mentors, 59% and 68%, respectively, plan on staying in touch beyond high school (Figures 30-31).

Figure 30. Senior Students: Do you and your mentor plan on staying in touch after you graduate from high school? (n=286)

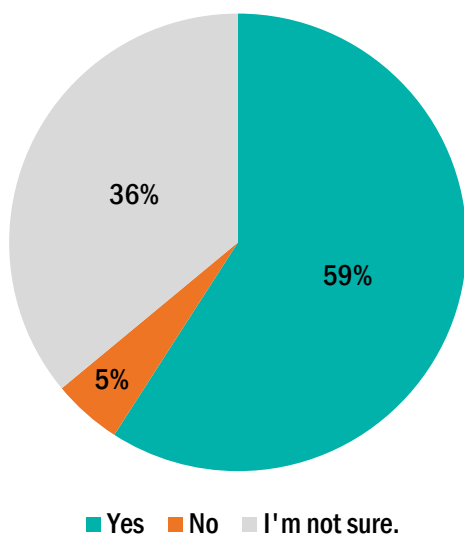
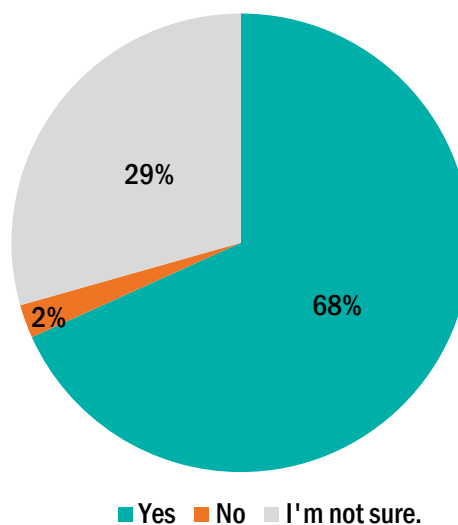


Figure 31. Mentors: Do you and your mentee plan on staying in touch after your mentee graduates from high school? (n=296)



*Percentages may not sum to 100% due to rounding.

Consistent with last year's data, text messaging was selected as the most preferred communication method students and mentors will use to connect (Tables 26 and 27). Analysis of interviews with students, parents/guardians, mentors, and program alumni revealed evidence of sustained connections between mentors and students after graduation.

Interviews revealed examples of mentors remaining part of students' lives after high school graduation. They were described as informal advisors, friends, and sources of encouragement well into college and adulthood. One parent reported that both her children have remained close with their mentors after graduation: "My kids had great mentors. To this day, my daughter still has a relationship with her Take Stock mentor." Another reflected, "My son went into the military, and his mentor is still involved in his life."

Evidence from alumni interviews also suggests that many mentor-mentee relationships extend well beyond the Take Stock in Children program and provide long-term emotional, academic, and sometimes professional support. One alumni reported, "I can't say enough good things about having the experience with a mentor – like currently, I work for my mentor. So it's really full circle." Alumni quotes demonstrate the ongoing value their relationship with their mentor provides. "We're still close. Like, I talk to my mentor even in college. If I'm struggling, I call her. I think that support just keeps me grounded." Another noted, "Even now he checks on me. Like, I'll get a text out of the blue asking how classes are going or if I need

anything." Some have also transitioned into mentor roles themselves, inspired by their experience. One interviewee reflected, "Right when I graduated [from college], I became a mentor. I've probably had between nine and twelve mentees who still email me." Student interviews also include strong evidence suggesting students plan to stay in touch with their mentors after graduating from high school. They describe these connections as offering emotional support and assistance during the transition to college. Some mentors and students are already discussing plans to stay connected during college with informal virtual check-ins. Multiple students were interested in becoming mentors to "pay it forward" and support future students.

Table 26. Senior Students (n=248)

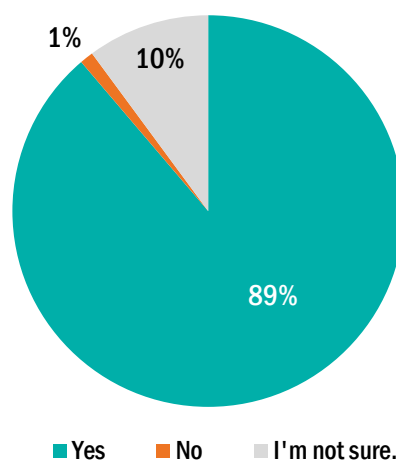
If you plan on staying in touch with your mentor after high school graduation, how will you communicate? (Please select all that apply).	Percent
Text messaging	75%
Phone calls	46%
E-mail	40%
In-person Visits	25%
Video Calling (Zoom, Facetime, Skype, etc.)	15%
Social Media (Facebook, Instagram, Snapchat, etc.)	11%
Written Letters	3%
N/A - I don't plan on staying in touch with my mentor.	9%
Other (please specify)	4%

Table 27. Mentors of Students (n=296)

If you plan on staying in touch with your mentee after high school graduation, how will you communicate? (Please select all that apply).	Percent
Text Messaging	80%
Phone Calls	42%
E-mail	42%
In-person Visits	31%
Social Media (Facebook, Instagram, Snapchat, etc.)	11%
Video Calling (Zoom, Facetime, Skype, etc.)	9%
Written Letters	2%
Other (please specify)	6%
N/A - I don't plan on staying in touch with my mentee.	6%

The Parent/Guardian survey asked respondents if they felt their child would benefit from continued support from Take Stock after high school. Eighty-nine (89%) responded "Yes" (Figure 32). During interviews, parents/guardians identified two areas that they felt their child might need additional support: 1) emotional and social adjustment to college, and 2) navigating finances. Some parents felt that while their children may be academically ready, they worry about the adjustment to the postsecondary experience. For example, one parent shared, "My daughter, she's not quite there. But it's more of a maturity thing...I worry she's not ready to face it yet, as far [as] the work and stuff that's involved." Parents also expressed the need for ongoing practical guidance for what to expect financially in college, especially regarding financial aid navigation and understanding the parameters of the scholarship. One parent reported, "All the other scholarships are based on so many conditions, you don't really know until you graduate. With the Take Stock in Children scholarship, you don't have as many things to worry about. And if I don't get these other scholarships, at least I have two years [referring to the value of a two-year scholarship offered by Take Stock in Children]." This quote demonstrates the complexity of navigating additional funding sources beyond Take Stock in Children.

Figure 32. Parents/Guardians: Do you feel that your child would benefit from continued support from Take Stock after high school? (n=178)



Take Stock in Children Program Effectiveness

Survey respondents from all groups shared their perceptions of program effectiveness through the surveys and interviews. Similar to the previous year's findings, students, parents/guardians, and mentors ranked receiving a Florida Prepaid Scholarship as the programmatic element of greatest importance, with students assigning it a mean rank of 1.70, parents 1.39, and mentors 1.88. Meeting with a College Success Coach and meeting with a mentor were the next most important elements, though their order varied slightly across groups (Figures 33-35). Participating in college readiness workshops was consistently ranked as the least important component, with average scores of 3.21 among students, 2.05 among parents, and 3.02 among mentors. All three groups recognize the importance of each program component, highlighting the broad appreciation for the program's comprehensive approach to student support.

There was substantial evidence across the student interviews that the Take Stock in Children scholarship is the program element they most value. Students consistently mentioned scholarships as a significant motivator for joining the program and as a crucial form of support that makes college attendance possible or significantly easier. One student described the scholarship as why she joined the program: "I hadn't really had a plan on paying for college other than student loans. My counselor called me and said, 'Hey, did you know that you could

get a scholarship?' and then I was interested." Another student reported that the scholarship has made it possible for him to access college. "Without this scholarship, I probably wouldn't be able to go to college."

While the scholarship is important, students also described the impact of the Take Stock in Children's mentoring and support systems. Several shared that regular meetings with their mentors kept them motivated and on track. One student said, "My mentor always reminded me of my goals. Just having someone to check in with made a big difference." Another explained, "I could talk about stuff I wouldn't even tell my teachers. My mentor got me through some hard times." Others described how the college success coaching and workshops helped them feel more prepared. "They showed me how to apply for college, fill out the FAFSA, and figure out what classes to take," one student shared. These reflections suggest that, beyond financial help, Take Stock in Children offers students consistent guidance, encouragement, and support as they move toward postsecondary success.

Parents/guardians and mentors interviewed also described the scholarship as the highest value aspect of the program. Many described financial support as an open door to a future that would otherwise have been closed to students. For example, one parent said the scholarship was a "jumping off point" that made her son feel like college was a realistic option. She noted, "Without that commitment, kids would just say, 'I'm done trying because I don't know if I'm going to get anything.'" Mentors collectively described the scholarship as a powerful incentive for students and evidence of commitment to at-risk, low-income students across the state.

Parents also recognized other aspects of the Take Stock in Children model as integral to its success. Parents described the value of having a mentor who they could count on to regularly check in with their child. One parent said, "The support from the mentor made my son feel he had someone to talk to when he needed it." Another added, "It gave her the push she needed to stay focused and keep her grades up." These reflections illustrate that Take Stock in Children facilitates meaningful support beyond just financial assistance.

Figure 33. Students: Please rank the following elements of the Take Stock in Children program in order of importance (1 = Most Important and 4 = Least Important). (n=908)



Figure 34. Parents/Guardians: Please rank the following elements of the Take Stock in Children program in order of importance (1 = Most Important and 4 = Least Important). (n=808)



Figure 35. Mentors: Please rank the following elements of the Take Stock in Children program in order of importance (1 = Most Important and 4 = Least Important). (n=1,190)



Mentor Effectiveness

Student survey respondents were asked to indicate their mentor's helpfulness across ten domains. Data suggest that students find their mentors most impactful in helping them make good behavior choices, build resiliency skills, manage mental wellness and well-being, think through career plans, and focus on academic performance. (Figure 36).

Interview themes also underscore mentors' meaningful role in supporting students as they move through their high school experience and prepare for postsecondary education. Mentors were described as offering encouragement, consistency, and practical guidance as students navigate academic and personal challenges. For example, one student recalled how her mentor consistently checked in with her to ensure she maintained good attendance in school and helped her stay on track: "I felt like I had somebody I could go to whenever I needed guidance", especially during moments of personal uncertainty. Another student recalled how his mentor met with him weekly during his final semester in high school to help him plan for college and feel more prepared for his transition: "My last semester in high school, I would have weekly meetings with my mentor. We would talk about my plans for college and stuff like that. That was really helpful to get a good plan for the future." These and other students emphasized that mentors help them stay motivated, grounded, and focused on their goals.

Mentor survey respondents were also asked to report their confidence levels across several domains—the areas where mentors report the greatest confidence echo student perspectives on areas of mentor helpfulness. Mentors report the most confidence in helping students make good behavior choices, build social and resiliency skills, and monitor academic performance (Figure 37).

Interviewees shared similar perspectives. Many mentors feel most confident when building meaningful, trusting relationships with their mentees. They emphasized the importance of consistency, listening, and creating a safe space for students to share their perspectives. "You start to see, especially at the beginning, this transition where your student tends to open up...It's building that relationship and letting them know I'm here for you. I'm going to be showing up. I care." Another mentor described a similar experience building a positive relationship with her mentee: "I'm very confident in how I build relationships. Using different toolkits and just getting to know them. I know the right questions to ask to get them to feel comfortable and open up, to see me as a resource."

Mentors describe drawing on their personal and professional backgrounds to guide students. Several also mentioned feeling confident in helping students with goal-setting and academic planning. For example, one mentor reported, "I have a lot of life experiences that I think I can share. I want to pass that one on." Another shared a similar sentiment: "I know what it is to get out there, find a job, and be prepared."

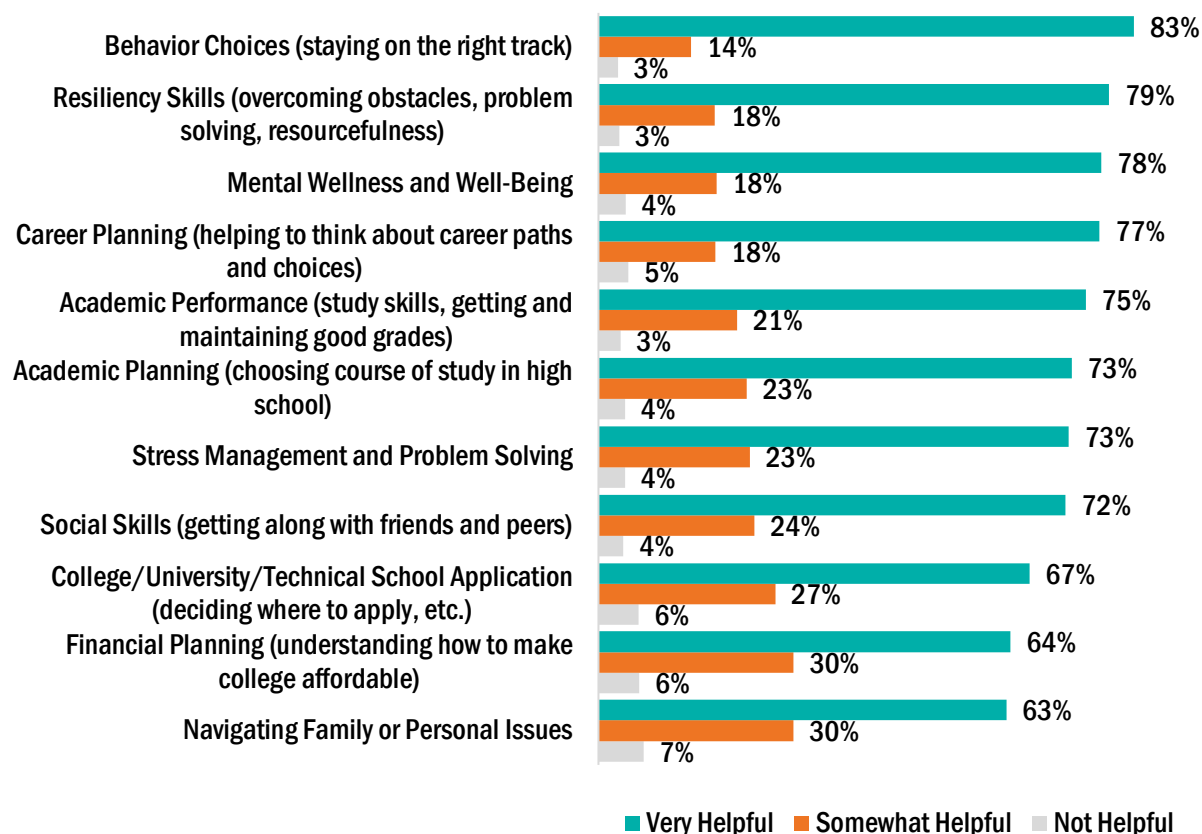
Parents also report comparatively high confidence in their ability to help their child make good behavior choices. They recognize their effectiveness in helping their child address mental wellness and well-being, build social skills, and monitor academic performance (Figure 38). Assisting students with financial planning was reported as the area with the

lowest confidence levels for mentors and parents. This indicates an area of opportunity, particularly for parents, to build their skills and confidence.

During interviews, parents expressed confidence in several areas when discussing how they support their child. They consistently reported feeling confident in understanding when and how to support their child. Several parents also mentioned confidence in leveraging the Take Stock in Children program resources and asking for help as needed. One parent pointed out that the mentors and program staff help guide students and families through unfamiliar processes. This is especially helpful for parents without college experience, themselves, or with other children. Parents also felt confident when they had strong, communicative relationships with their child's mentor. One parent described how the mentor became like a "second mom" to her daughter, creating a supportive team dynamic between parent and mentor.

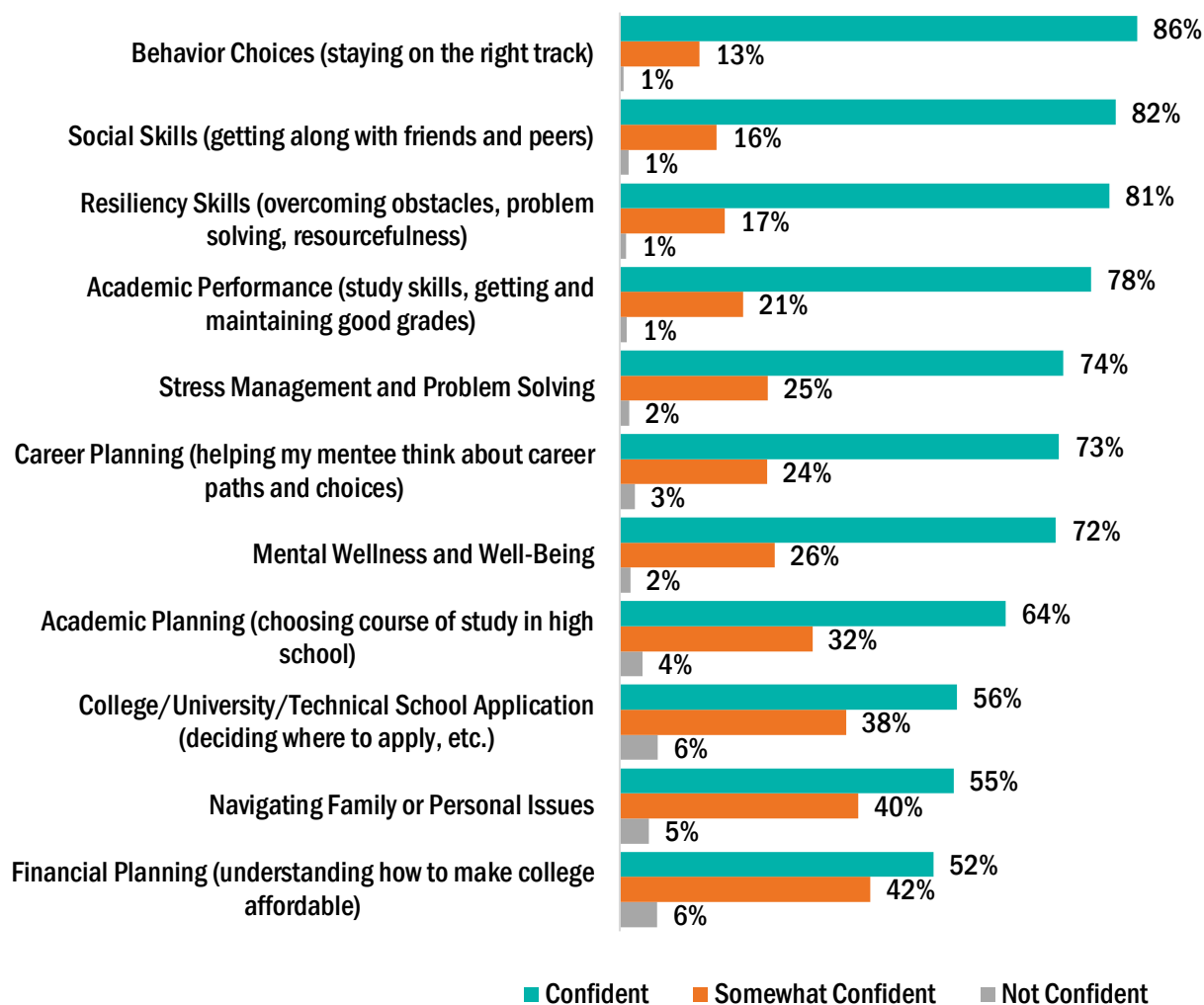
The survey results showed that parents interviewed felt less confident in navigating financial aid and understanding the complete college transition process. They also felt uncertain about how to support their children after high school graduation. One parent expressed a desire to receive more information about the "college version" of the program to understand the transition supports available to her child.

Figure 36. Students: Please indicate your mentor's helpfulness in the following areas: (n=908).



*Percentages may not sum to 100% due to rounding.

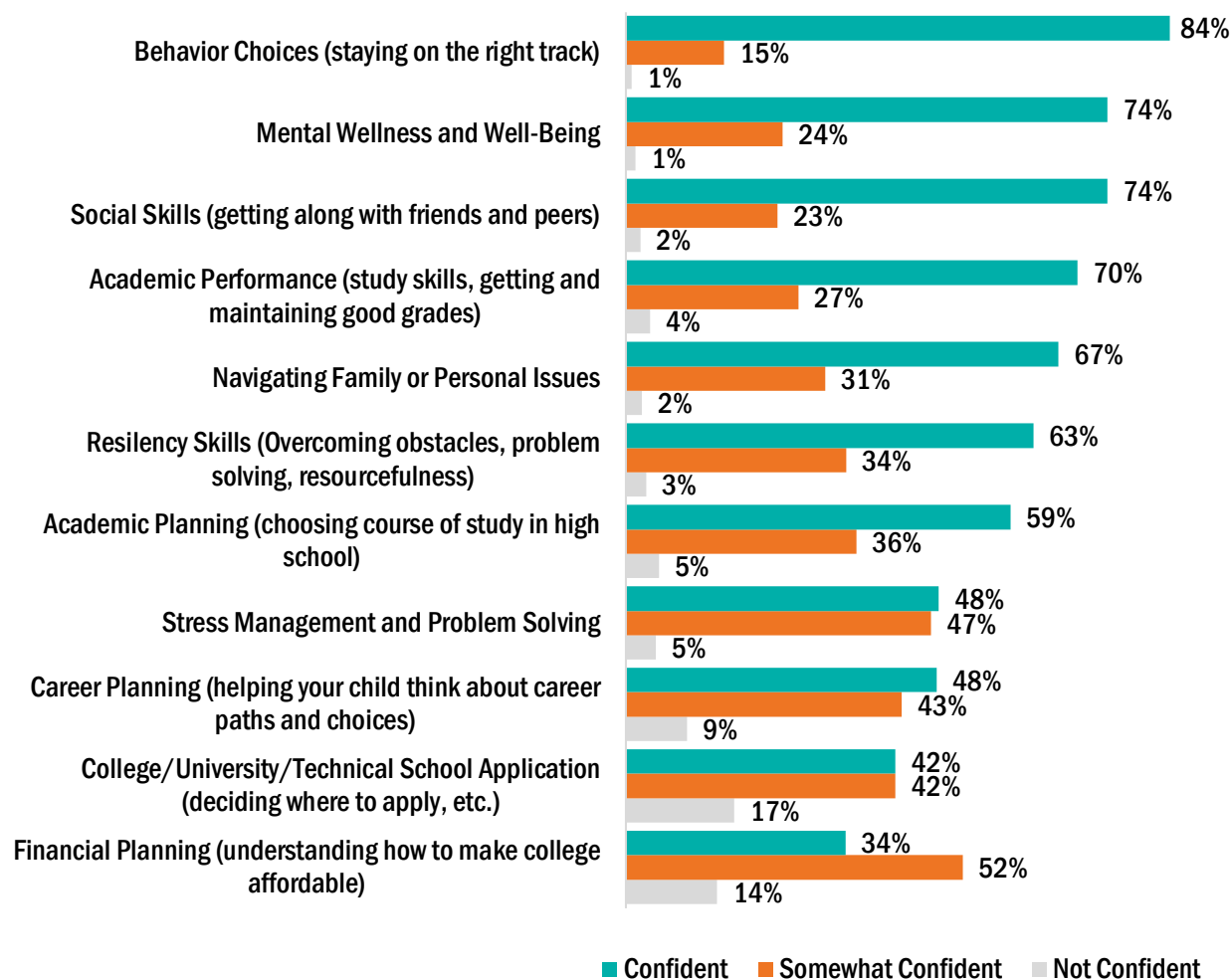
Figure 37: Mentors: Please indicate your confidence in your ability to help your mentee with the following areas: (n=1,190).



* Percentages may not sum to 100% due to rounding.



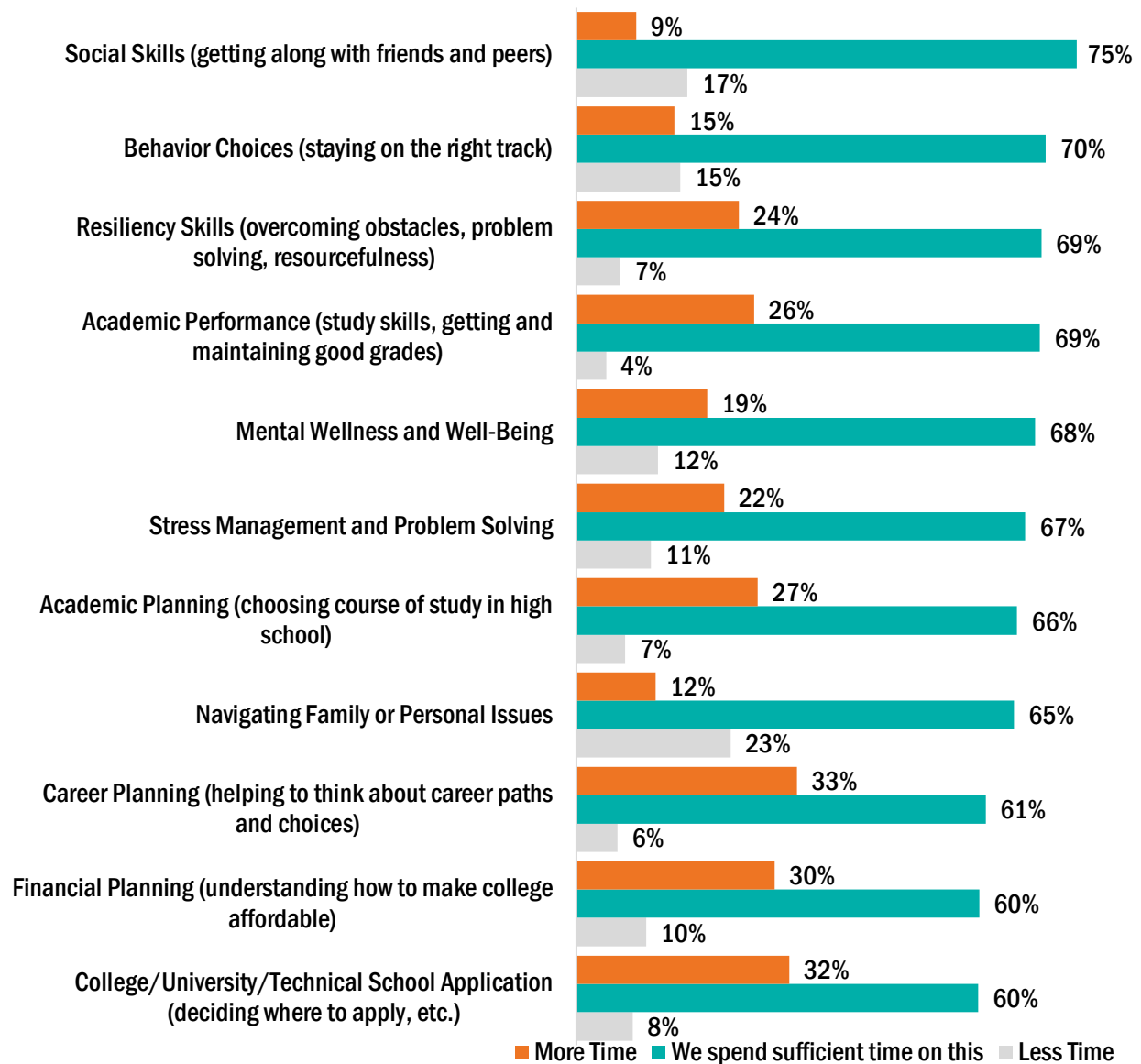
Figure 38. Parents/Guardians: Please indicate your confidence level to help your child in the following areas: (n=808).



*Percentages may not sum to 100% due to rounding.

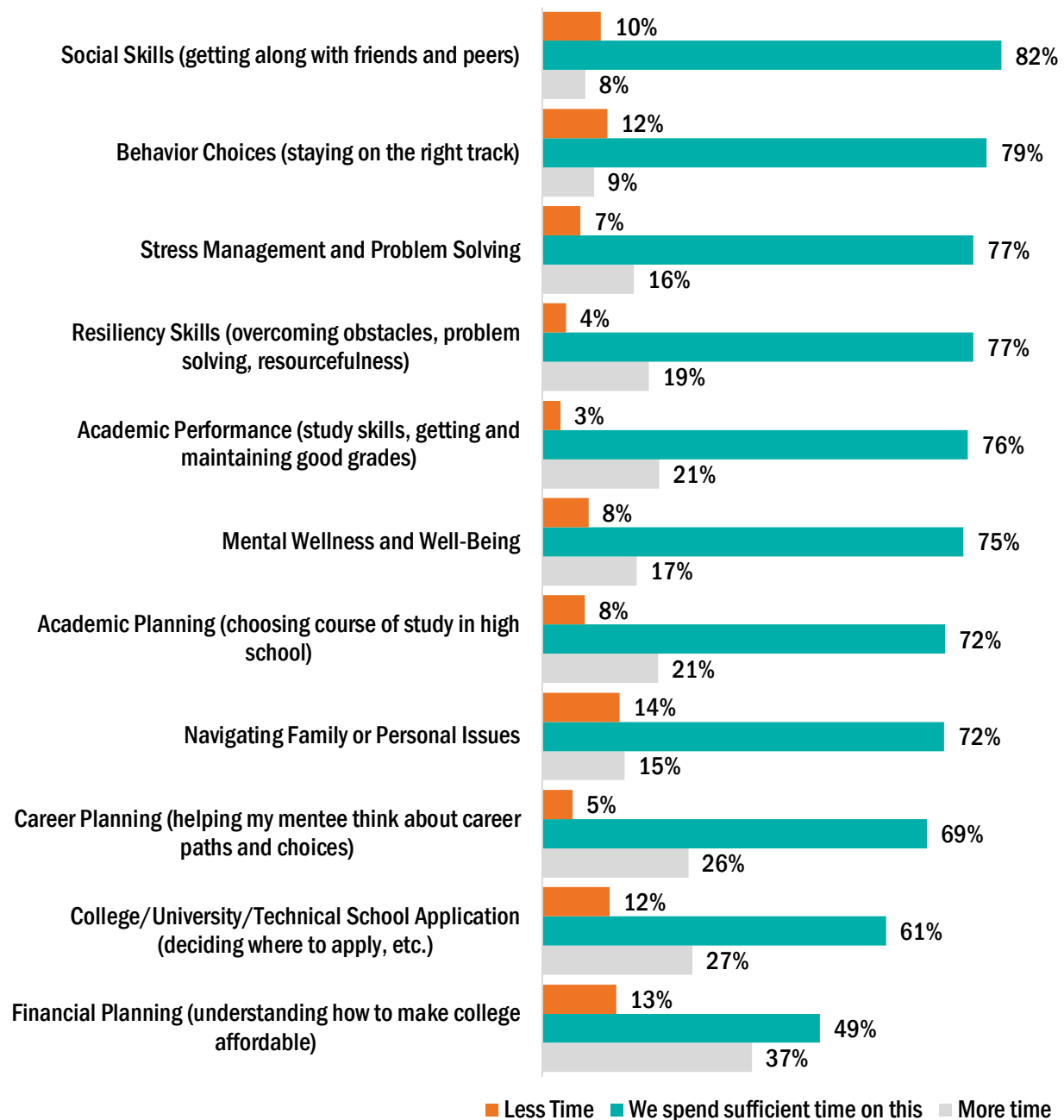
Students and mentors were also surveyed to understand their perspective on how much time they spend on various topics during mentoring sessions. As in the previous year, most respondents indicated adequate time was spent on almost every topic (Figures 39-40). The exception was 49% of student respondents identifying sufficient time spent with their mentor on financial planning. This topic was also the most frequently selected topic that students would like to spend more time on with their mentor. The top three topics students and mentors report wanting to spend more time on are College/university/technical school application, financial planning, and career planning. Also, approximately 25% of students and 14% of mentors feel that less time should be spent on navigating personal or family issues, relative to other topics presented in the survey question. Parents/guardians also echoed the need for high support in financial planning, college/university/technical school applications, and career planning. The areas parents/guardians report as needing the lowest levels of support are making behavior choices and navigating family and personal issues (Figure 41).

Figure 39. Students: Please indicate how much time you should spend discussing the following topics with your mentor: (n=908).



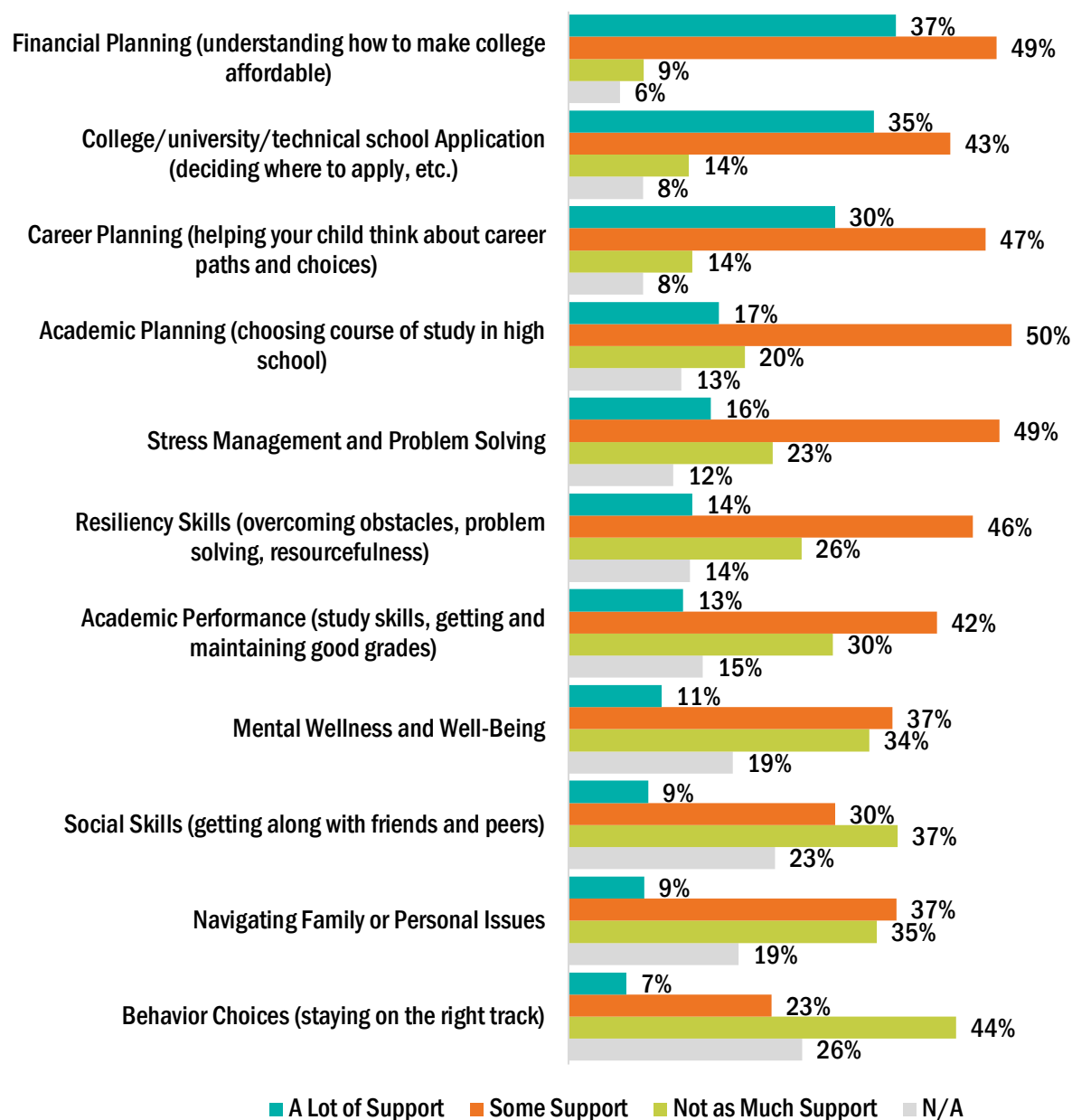
*Percentages may not sum to 100% due to rounding.

Figure 40. Mentors: Please indicate how much time you should spend on the following topics with your mentee: (n=1,190).



*Percentages may not sum to 100% due to rounding.

Figure 41. Parents/Guardians: Please indicate the level of support that your child needs in the following areas. If you don't feel that your child needs help in an area, please select N/A (n=808).



*Percentages may not sum to 100% due to rounding.

Postsecondary Enrollment and Completion

Over 90% of survey respondents across all three groups believe that they, or the student they mentor or parent, will attend college or university (Figures 42-44). This high level of belief was consistent with respondent perspective observed last year and in previous years. Interviewees also shared this positive sentiment across all three groups.

Figure 42. Students: Do you believe you will attend college/university/technical school? (n=908)

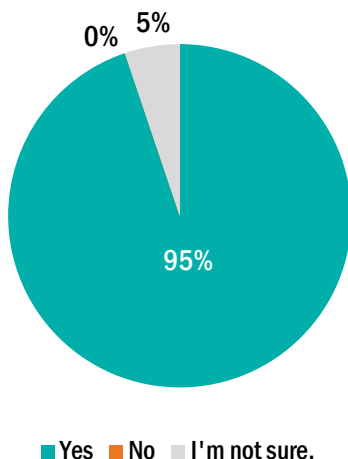


Figure 43. Parents/Guardians: Do you believe your child will attend college/university/technical school? (n=808)

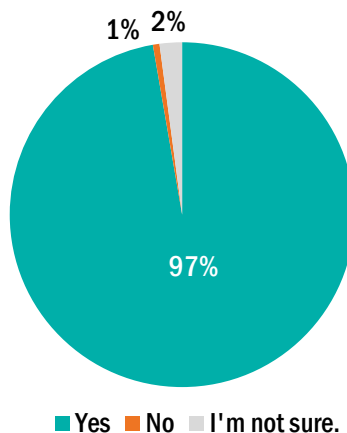
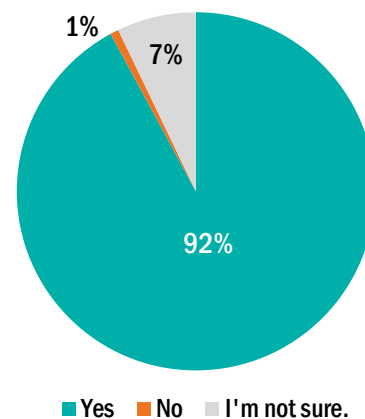


Figure 44. Mentors: Do you believe your mentee will attend college/university/technical school? (n=1,190)



Groups were also asked if they believe they or the student they parent or mentor will complete college/university/technical school (Figures 45-47). Ninety-four percent (94%) of students and 95% of parents/guardians responded "yes" to the survey question. Eighty-one percent of mentors responded "yes" to this question. While there was a slight variation in mentor responses between 2024 and 2025, the overall distribution remained consistent across years. The variation is slight and likely attributable to random sampling variation rather than a meaningful change in mentor perspective.

While perspectives remained consistent year over year, mentor perspectives differed from those of students and parents on this question. Mentors showed more uncertainty in their responses than the other groups. While it is not immediately apparent what may cause this uncertainty, it could be attributed to the shift from a formal to an informal relationship between mentors and students after graduation. Mentors may not be as confident that they can observe their students' postsecondary outcomes, influencing a less definitive survey response. The data may indicate an opportunity to enhance further communication with mentors regarding their mentees' long-term outcomes to strengthen mentor engagement and alignment with program objectives.

Figure 45. Students: Do you believe you will complete college/university/technical school? (n=908)

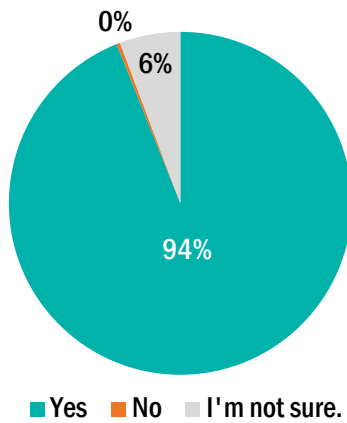


Figure 46. Parents/Guardians: Do you believe your child will complete college/university/technical school? (n=808)

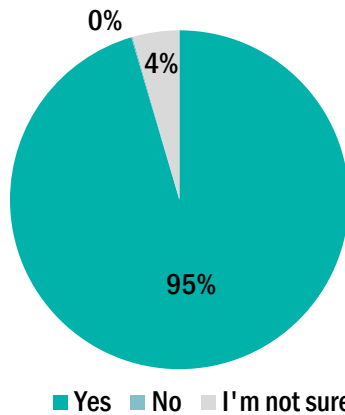
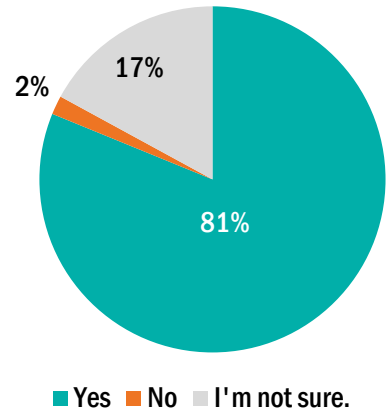


Figure 47. Mentors: Do you believe your mentee will complete college or university? (n=1,190)



*Percentages may not sum to 100% due to rounding.

Student, parent/guardian, and mentor survey respondents were asked to select the potential challenges that could prevent students from completing their postsecondary program (Tables 28-30). The chosen top challenge was concern about not being able to afford college, followed by uncertainty about covering the costs of basic expenses. Like the previous year, students selected difficult coursework as a significant challenge.



Table 28. Students: Take Stock in Children Postsecondary Enrollment and Completion (n=908).

Which of the following statements best describe how you feel about challenges that could prevent you from attending and completing college/university/technical school? (Check all that apply. If none apply, check "None of the above.")	Percent
"I am concerned that I won't be able to afford college/university/technical school tuition."	57%
"I'm afraid that the course work will be too difficult and I won't be able to get good grades."	38%
"I'm not sure how I'll pay for things like food and other basic expenses while I'm going to school."	36%
"I am concerned the financial expense will outweigh the full academic benefit of attending college/university/technical school during this time."	36%
"I am worried that I won't fit in with people or make friends in college/university/technical school."	21%
"I am concerned about my mental wellness and well-being should I attend college/university/technical school and interact in a campus environment."	20%
"I'm nervous about going to college/university/technical school because I've never been away from home for a long time before."	20%
"I am afraid that I won't be able to get into the college/university/technical school of my choice because my grades aren't good enough."	19%
"I'm concerned about how my family will make enough money to pay the bills if I go to school instead of getting a job to help out."	16%
"I am concerned about being successful in college/university/technical school should I need to participate in virtual learning coursework."	16%
"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."	10%
"My family doesn't believe that college/university/technical school is important."	1%
None of the above.	16%

Table 29. Parents/Guardians: Take Stock in Children Postsecondary Enrollment and Completion (n=808).

Which of the following statements best describe how you feel about challenges that could prevent your child from attending and completing college/university/technical school: (Check all that apply. If none apply, check "None of the above.")	Percent
"I am concerned that we won't be able to afford college/university/technical school tuition."	68%
"I'm not sure how my child will pay for things like food and other basic expenses while they are going to school."	39%
"I'm nervous about my child going to college/university/technical school because my child has never been away from home for a long time before."	32%
"I am concerned the financial expense will outweigh the full academic benefit of my child attending college/university/technical school during this time."	26%
"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."	16%
"I am concerned for my child's mental wellness and well-being if they attend college/university/technical school and are interacting in a campus environment."	13%
"I am concerned about my child being successful in college/university/technical school 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 do not have a car or can't take public transportation."	10%
"I am afraid that my child won't be able to get into the college/university/technical school of their choice because their grades aren't good enough."	9%
"I'm afraid that the course work will be too difficult and my child won't be able to get good grades."	9%

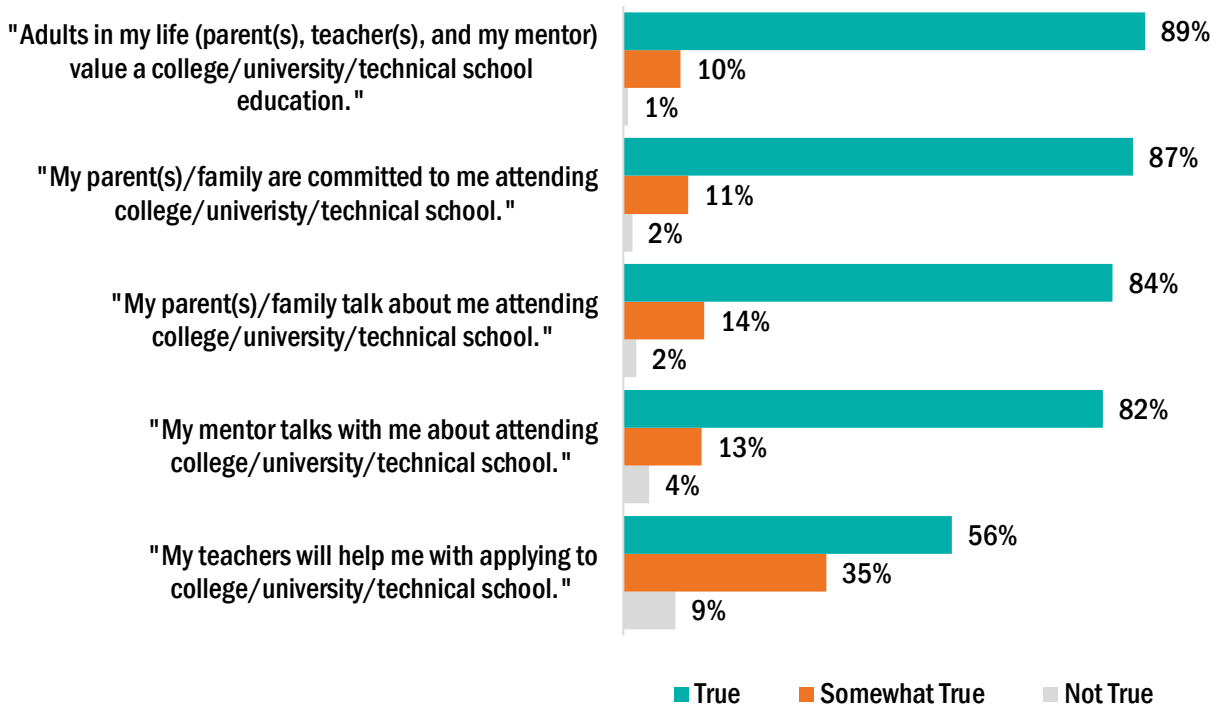
"My child is worried that they won't fit in with people or make friends in college/university/technical school."	8%
"I'm not sure that college/university/technical school is important."	1%
None of the above.	15%

Table 30. Mentors: Take Stock in Children Postsecondary Enrollment and Completion (n=1,190).

Which of the following statements best describe how you feel about challenges that could prevent your mentee from attending and completing college/university/technical school? (Check all that apply. If none apply, check "None of the above.")	Percent
"I am concerned that my mentee won't be able to afford college/university/technical school 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."	30%
"I am concerned that the financial expense will outweigh the full academic benefit of my mentee attending college/university/technical school at this time."	18%
"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."	17%
"I'm nervous about my mentee going to college/university/technical school because my mentee has never been away from home for a long time before."	16%
"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."	10%
"I am afraid that my mentee won't be able to get into the college/university/technical school of their choice because their grades aren't good enough."	10%
"I am afraid that the course work will be too difficult, and my mentee won't be able to get good grades."	8%
"I am concerned about my mentee being successful in college/university/technical school should they need to participate in virtual learning coursework."	7%
"I am concerned for my mentee's mental wellness and well-being if they attend college/university/technical school and are interacting in a campus environment."	7%
"My mentee's family doesn't believe that college/university/technical school is important."	3%
"My mentee is worried that they won't fit in with people or make friends in college/university/technical school."	3%
None of the above.	37%

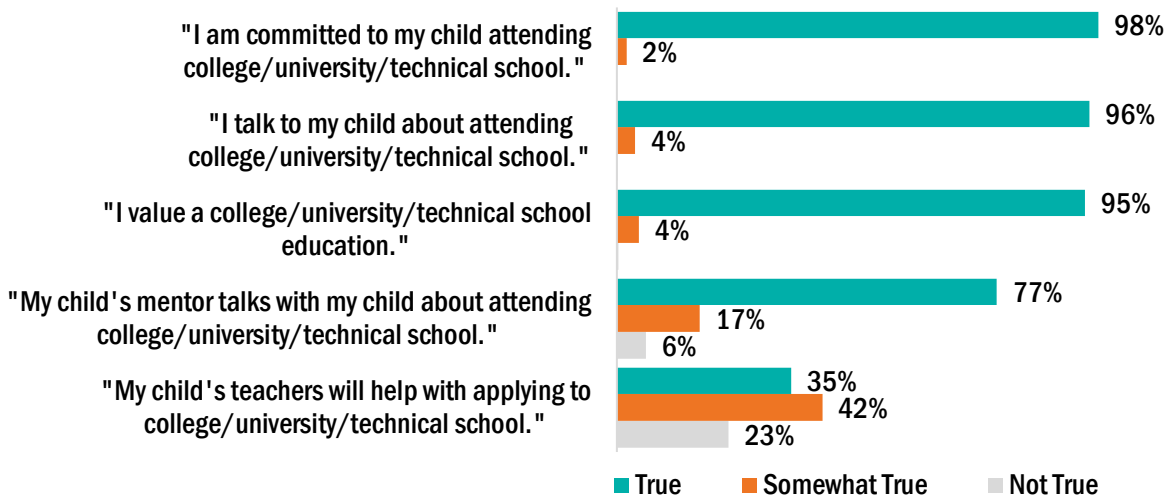
All three survey groups were asked to indicate their level of agreement with statements demonstrating awareness of the importance of postsecondary education and commitment to its pursuit (Figures 48-50). Over 80% of students report that adults in their lives value a college/university/technical school education, are committed to attendance, and talk with them about it.

Figure 48. Students: Please indicate if you believe the following statements are true: (n=908).



*Percentages may not sum to 100% due to rounding.

Figure 49. Parents/Guardians: Please indicate if you believe the following statements are true: (n=808).



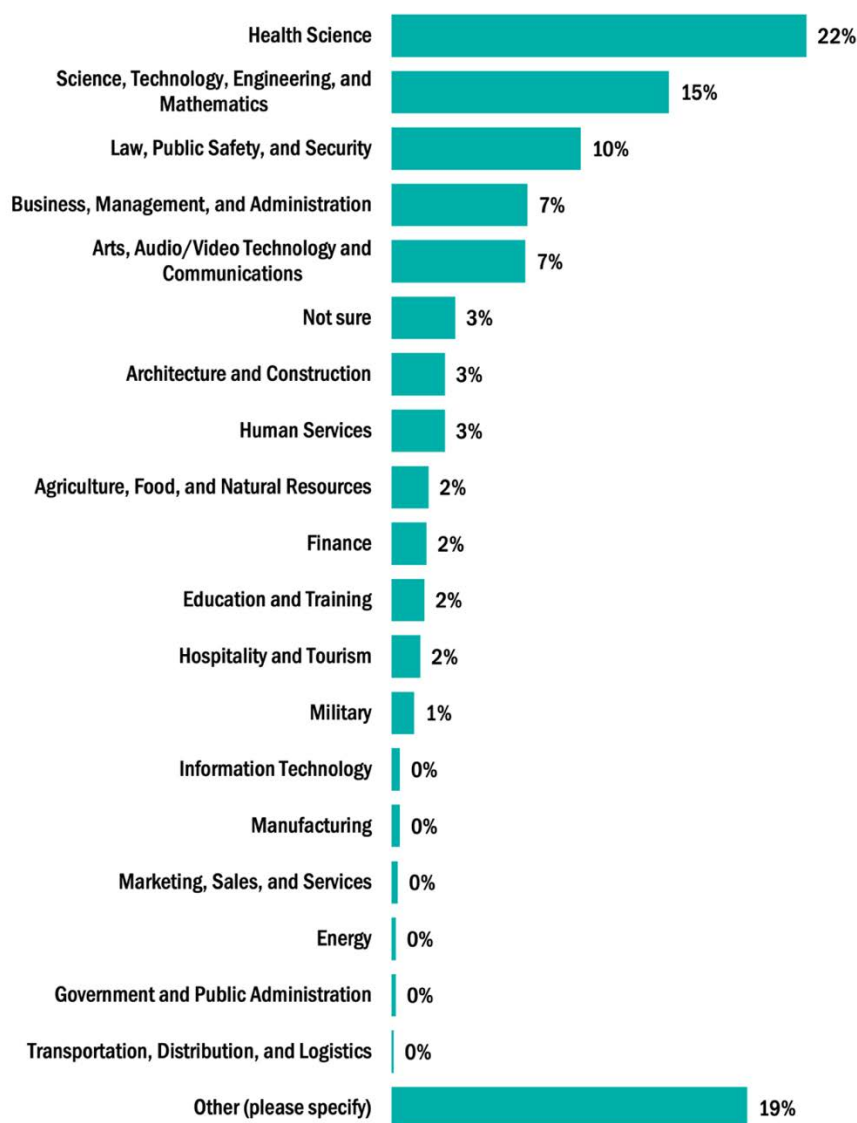
*Percentages may not sum to 100% due to rounding.

Career Readiness

Students, parents/guardians, and mentors were asked to identify the career fields in which they, their child, or their mentee are most interested (Figures 50-52). Again, this year, health sciences were rated as the top interest across groups. Seventeen percent (17%) of parents/guardians selected “Not Sure,” indicating a possible opportunity to work with them to build awareness of their children's potential career options and pathways.

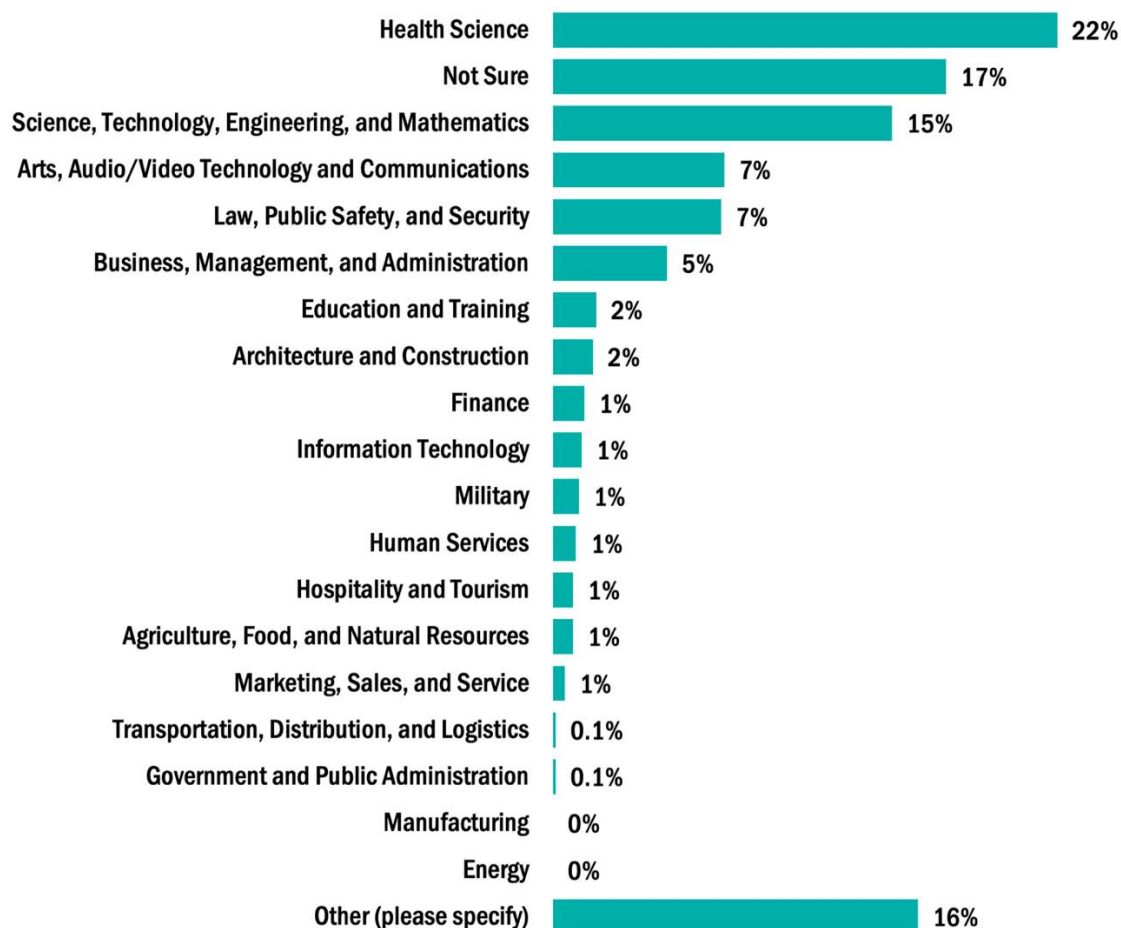
Mentors were also asked to report their current field of employment. The most frequently selected field among mentors was education. Seventeen percent (17%) also indicated that they are currently retired, the second most commonly selected choice.

Figure 50. Students: Please select the career field that MOST interests you (n=908).



*Percentages may not sum to 100% due to rounding.

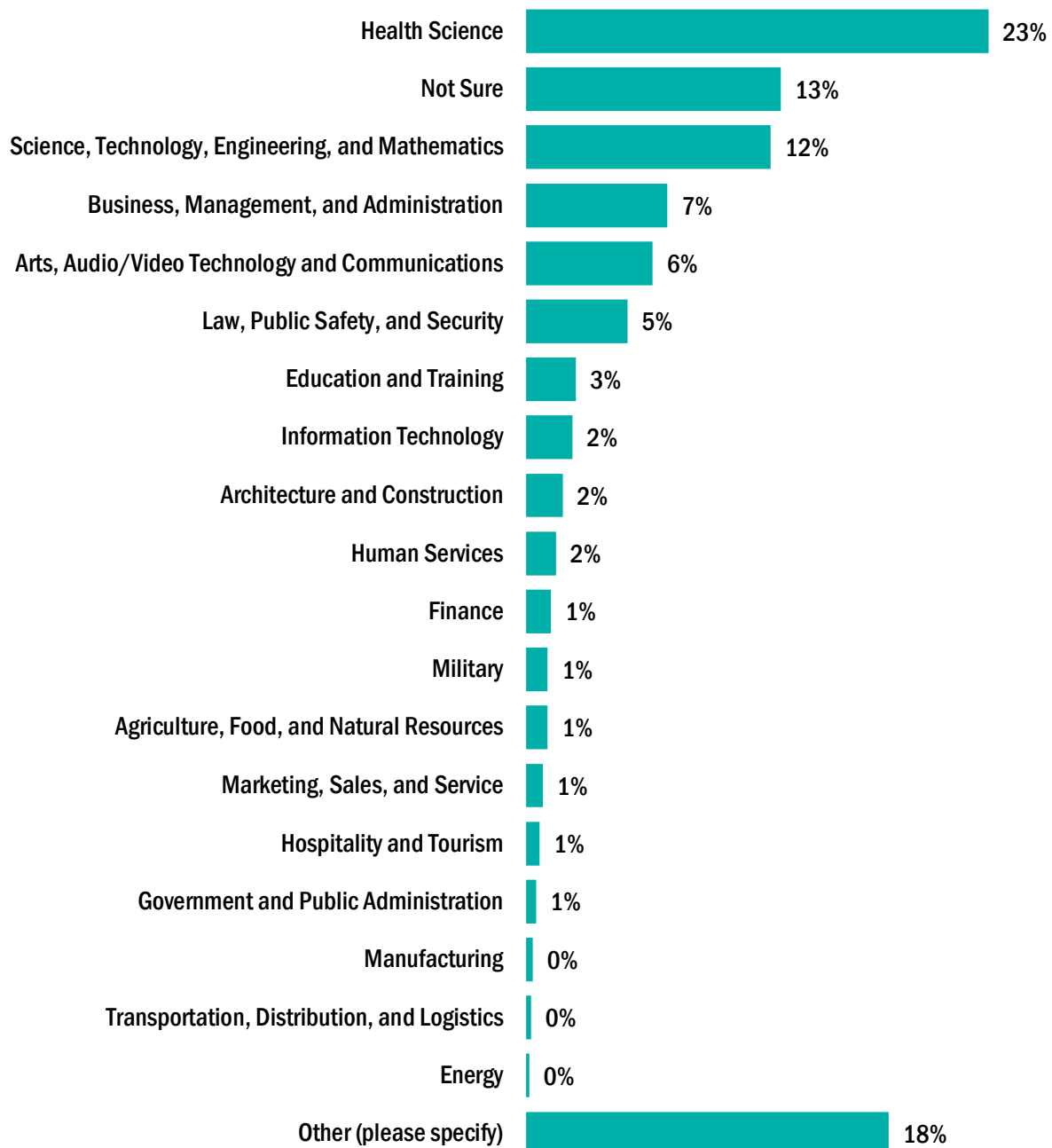
Figure 51. Parents/Guardians: What career field is your child interested in? (If you don't know, please select "Not Sure" from this list.) (n=808)



*Percentages may not sum to 100% due to rounding.

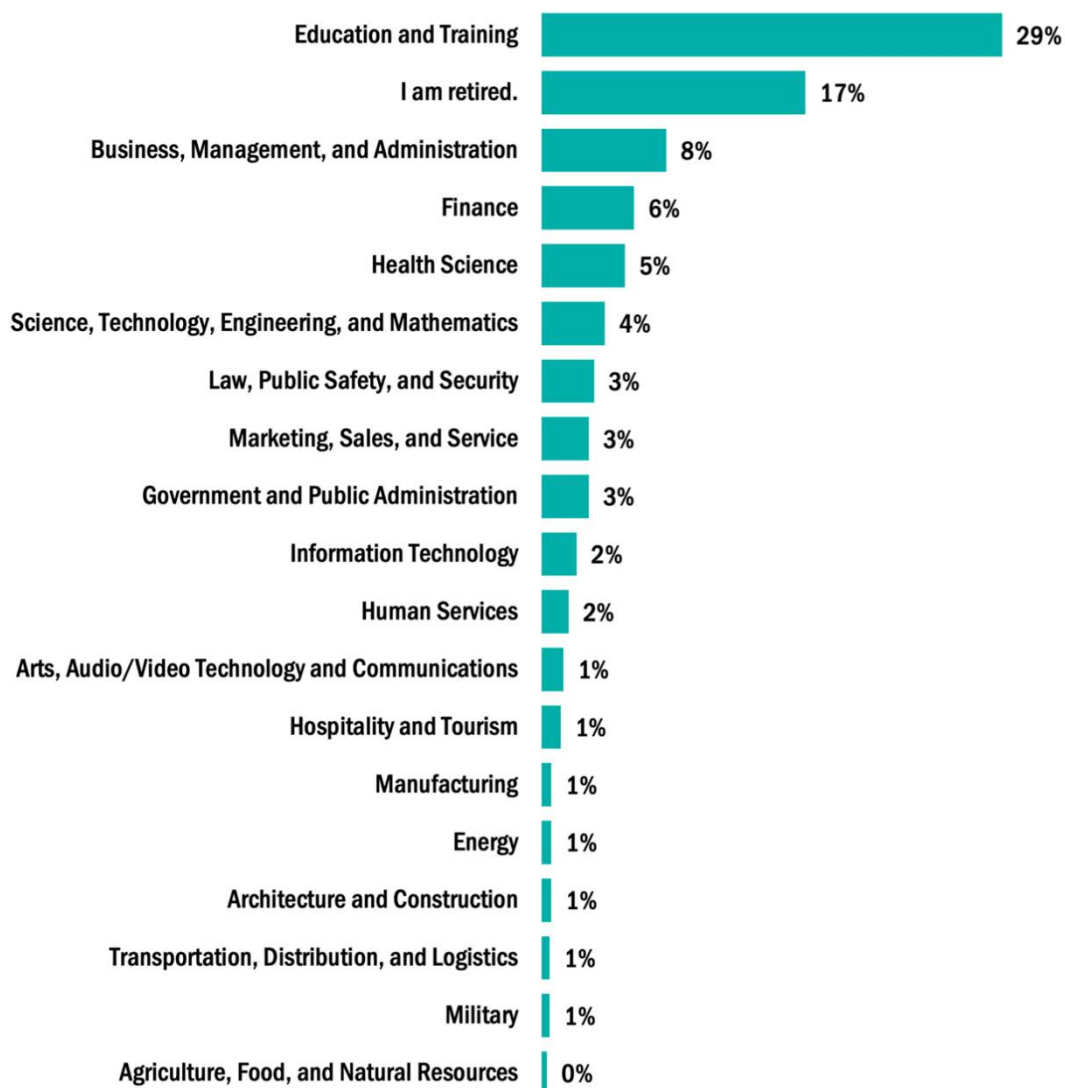


Figure 52. Mentors: What career field is your mentee interested in? (If you don't know, please select "Not Sure" from this list.) (n=1,190)



*Percentages may not sum to 100% due to rounding.

Figure 53. Mentors: Please indicate your field of employment (n=1,167).

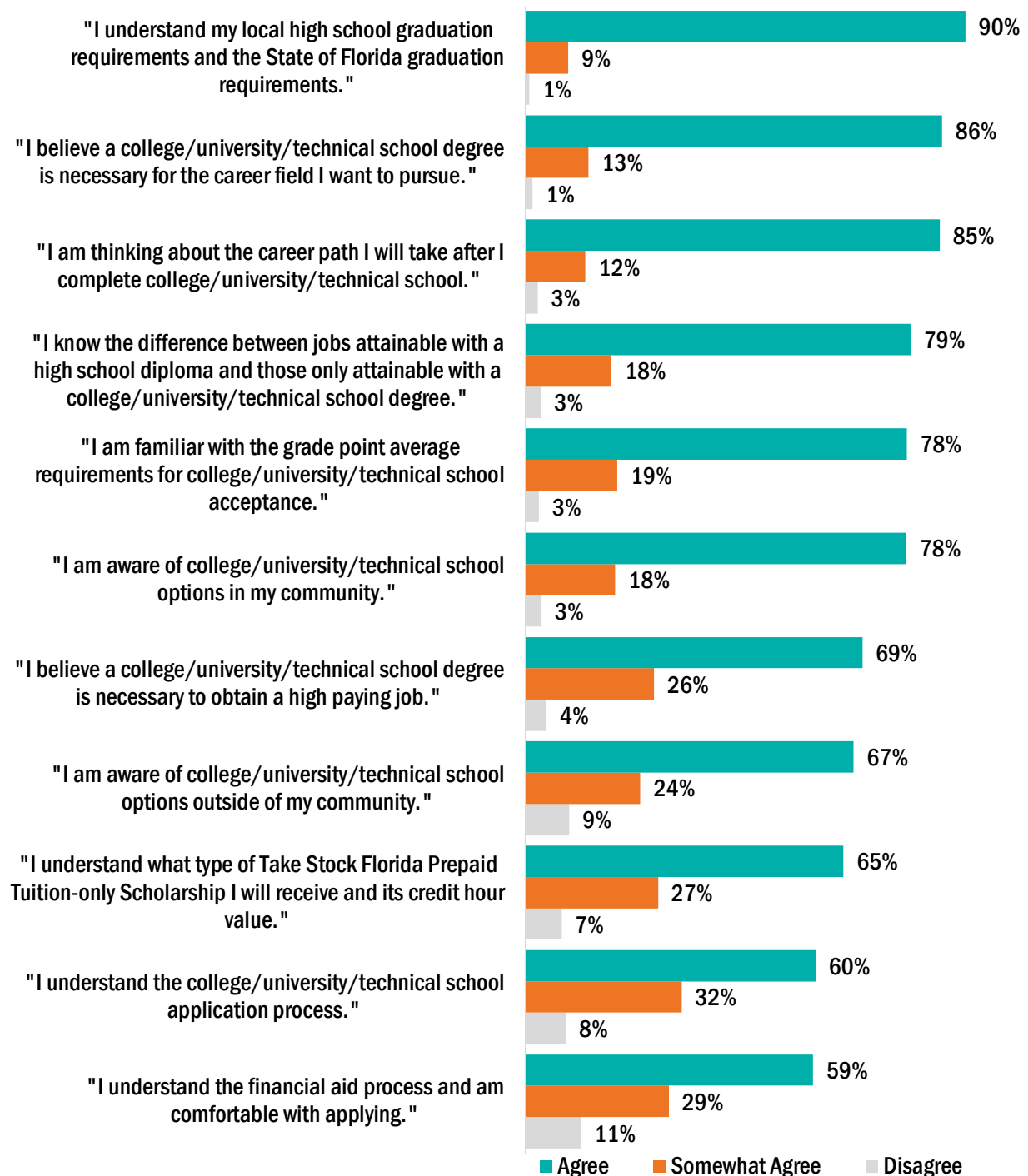


*Percentages may not sum to 100% due to rounding.

Survey respondents reported agreement with statements about their understanding of the education-to-career pathway (Figures 54-56). Students, parents/guardians, and mentors had either the highest or second highest level of agreement with the statement about the necessity of a college/university/technical school degree for a future preferred career field. Students and parents/guardians agreed with student understanding of local and statewide high school graduation requirements. Mentors were less certain in this area.

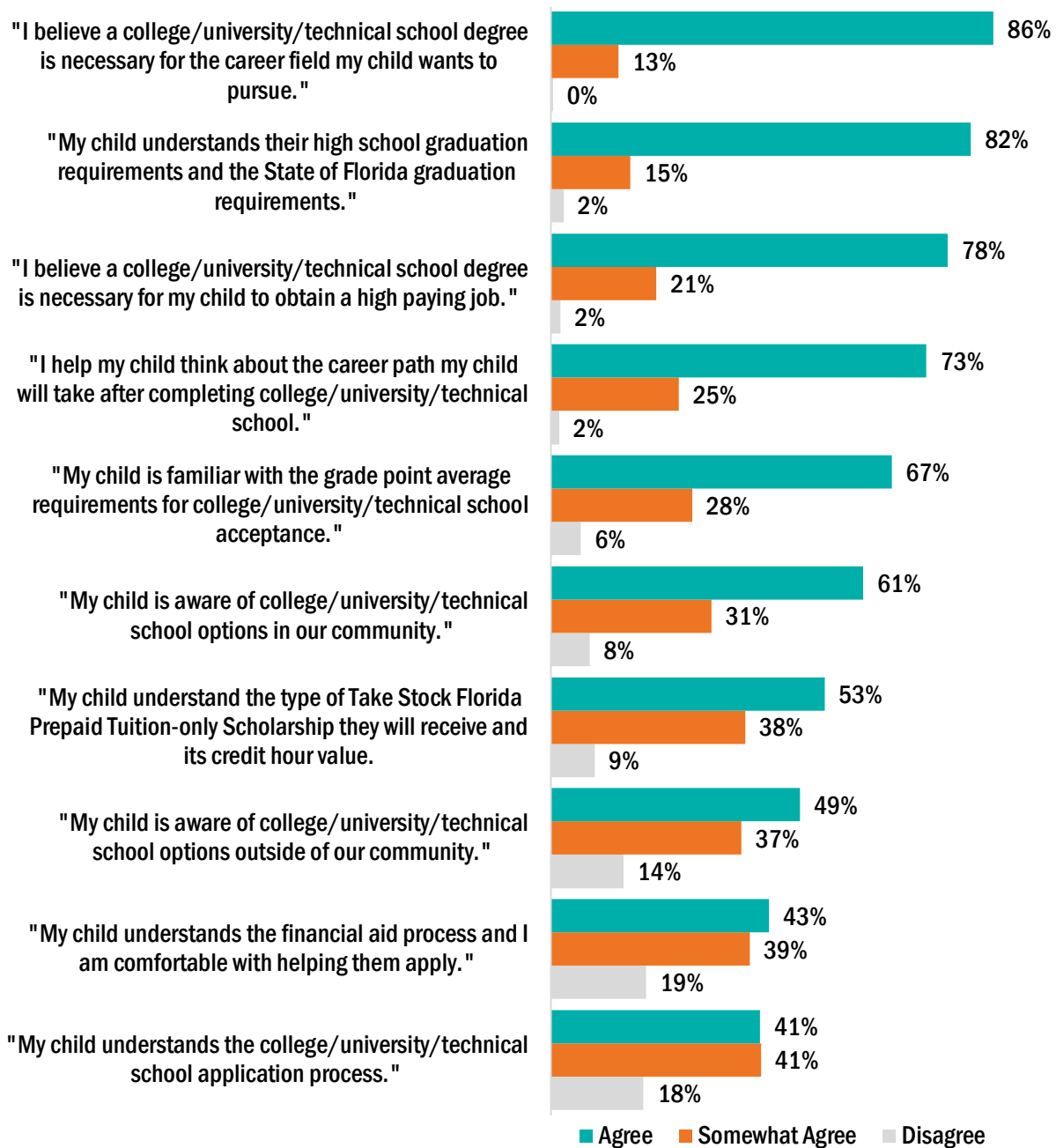
Understanding and comfort with the financial aid application process and knowledge of the college/university/technical school application process were the items with the lowest levels of agreement for students and parents/guardians. Agreement with the statement affirming their mentee's understanding and comfort with the financial aid process was also the lowest-rated item for mentors. These results are consistent with the previous year.

Figure 54. Students: Please indicate if you agree or disagree with the following statements:
(n=908).



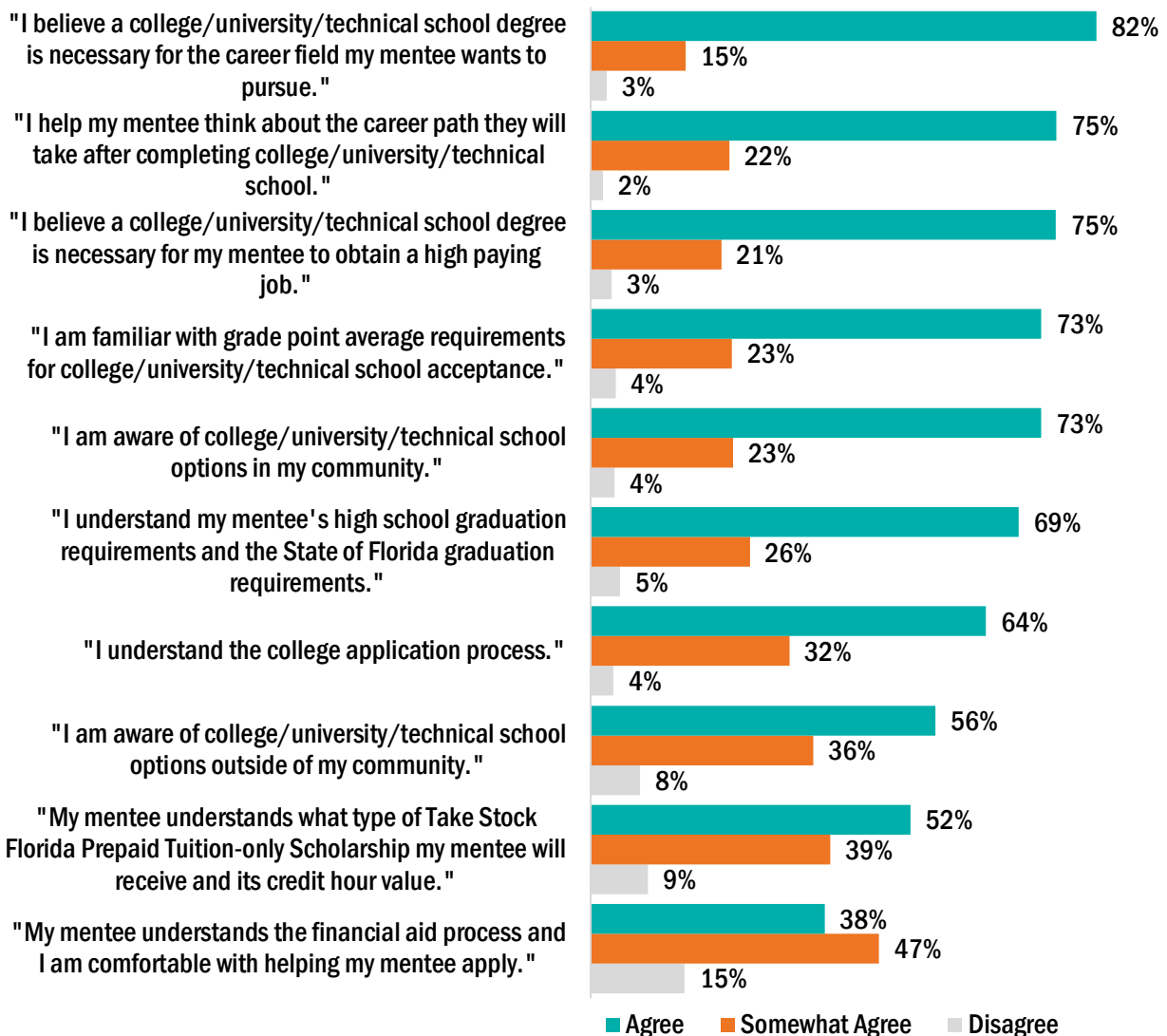
*Percentages may not sum to 100% due to rounding.

Figure 55. Parents/Guardians: Please indicate if you agree or disagree with the following statements: (n=808).



*Percentages may not sum to 100% due to rounding.

Figure 56. Mentors: Please indicate if you agree or disagree with the following statements:
(n=1,190).



*Percentages may not sum to 100% due to rounding.

Communication and Connectedness

Survey respondents were asked to share their perspective on how connected they feel to the Take Stock in Children program staff (Figures 57-59). Students and mentors responded most positively to this question, with 97% of students feeling "Very Connected" or "Somewhat Connected" and 93% of mentors feeling "Very Connected" or "Somewhat Connected." The responses for all three groups remain consistent with last year's findings.

Mentors interviewed felt connected to their local Take Stock in Children office. They described program coordinators and staff as responsive, respectful, and genuinely invested in student and mentor success. Several mentors mentioned how helpful it is to attend events, workshops, or group mentor sessions to stay engaged and build relationships. They

also noted the helpfulness of the Mentor Toolkit and found its activities and guidance especially supportive during the initial relationship building with mentees. One mentor shared, "It makes me feel comfortable and puts me in a situation where I know the correct questions to ask." Another shared this perspective, "The Mentor Toolkit is great, especially at the beginning when trying to break the ice." Mentors also expressed a desire for additional opportunities to interact and collaborate. "If we had more things causing us to come together and bounce off ideas, I think that would help." Another mentor suggested, "We should have more get-togethers with the mentors...we can pick up suggestions from each other."

Students interviewed generally feel well-connected and supported by their local Take Stock in Children programs. They described mentors and program staff who helped them to feel supported. Consistent service delivery and connection to programs helped students build trust and a sense of belonging. One student reflected, "They do a really good job of staying connected with everyone...I feel like I'm not just another student, but a person in that program." Another shared, "Having someone check your grades or check your attendance really just reminds you that someone really cares about you, which I really like." Interviewees also suggested some opportunities for enhancing engagement with programs. These suggestions included improving app functionality, offering flexible scheduling, and creating collaborative group opportunities.

The parents interviewed described strong connections with their local programs, especially when their child had a consistent and supportive mentor. They also felt most engaged when communication was clear and ongoing and when they were included in the college preparation process.

Figure 57. Students: How connected do you feel to your local Take Stock in Children program staff?
(n=908)

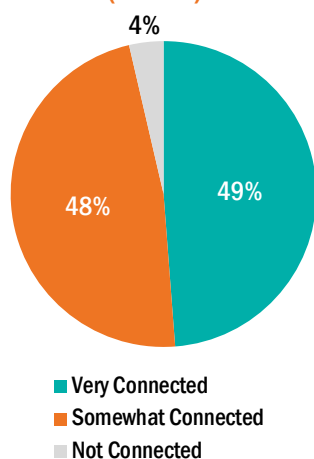


Figure 58. Parents/Guardians: How connected do you feel to your local Take Stock in Children program staff?
(n=808)

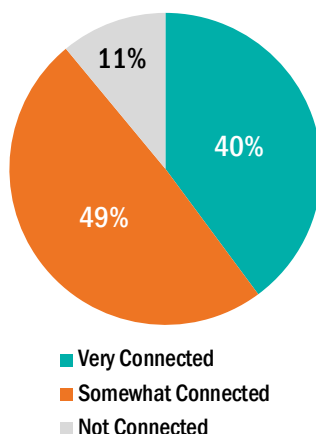
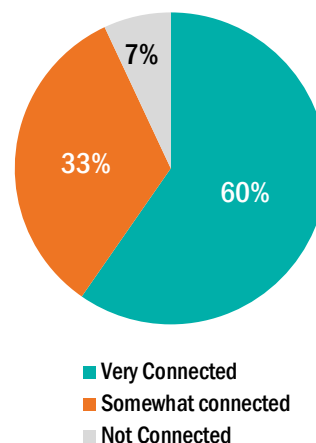
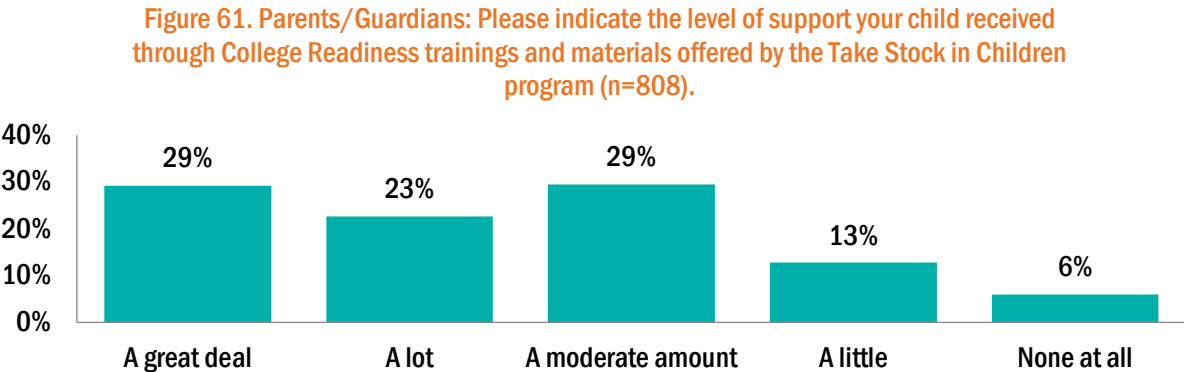
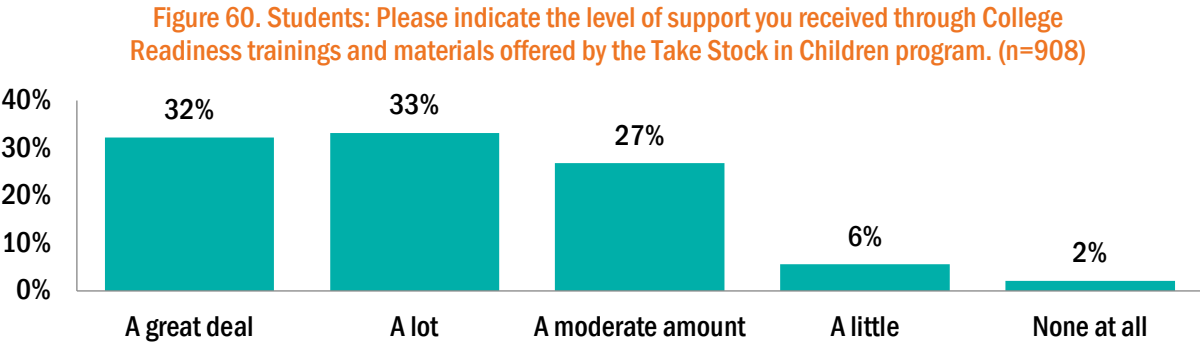


Figure 59. Mentors: How connected do you feel to your local Take Stock in Children program staff?
(n=1,190)



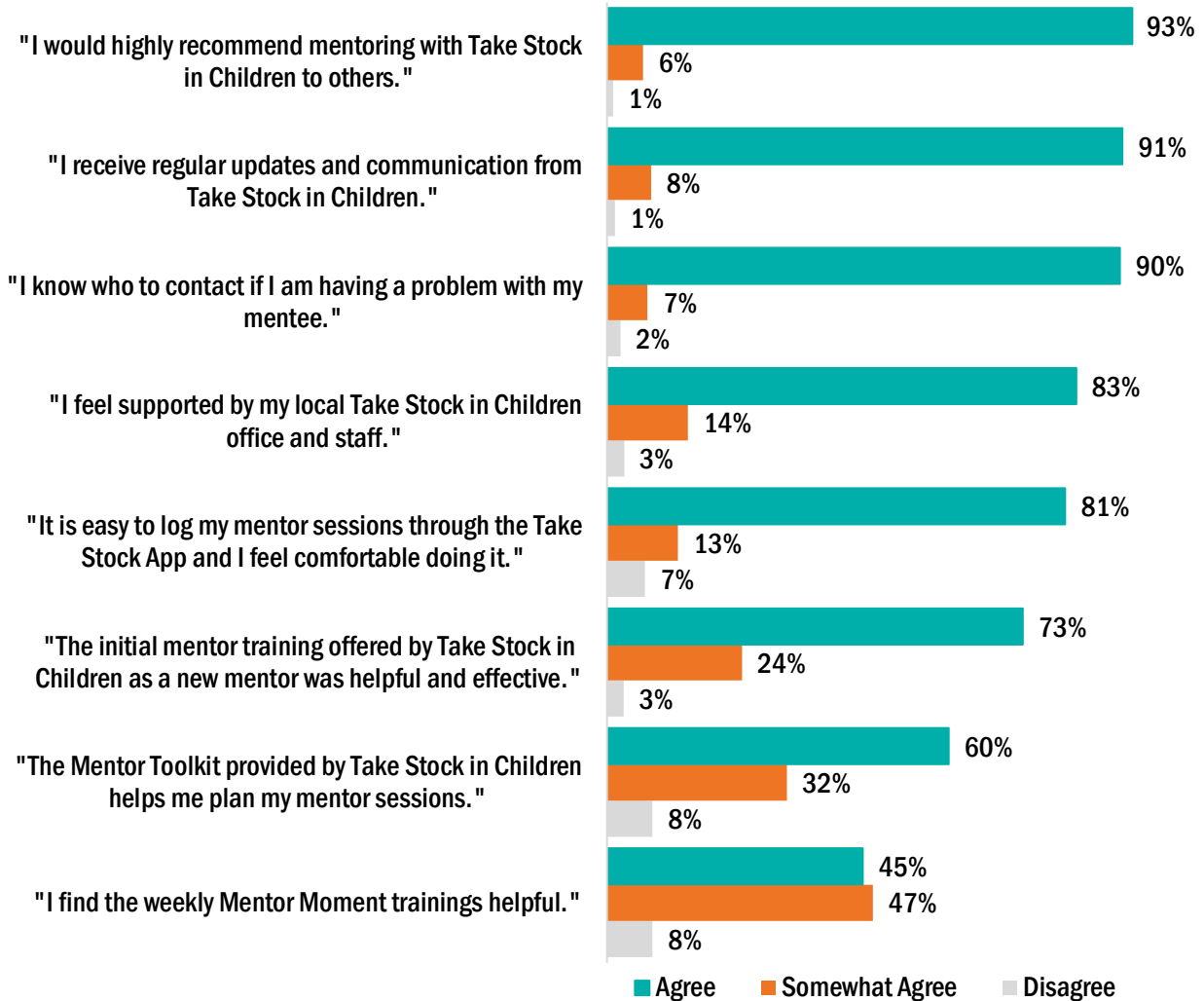
*Percentages may not sum to 100% due to rounding.

Student and parent/guardian survey respondents were asked to indicate the level of support they received through College Readiness training and materials offered by Take Stock in Children (Figures 60-62). Similar to last year's findings, 92% of students and 81% of parents/guardians reported that these items provided support ranging from "a moderate amount" to "a great deal."



Surveyed mentors were asked to share their perspectives on the level of support they receive through mentor training and support materials by indicating their agreement with a series of statements (Figure 62). This year, 93% of mentor survey respondents (an increase of two (2) percentage points from the previous year) report that they highly recommend mentoring with Take Stock in Children, receive regular updates and communication, and know who to contact if they are having a challenge or an issue with their mentee that they would like support with. Most mentors also confirmed their agreement with statements describing supportiveness of the local Take Stock in Children office, ease of logging mentor sessions through the App, and helpfulness of the initial mentor training and Mentor Toolkit. Mentor agreement on the helpfulness of the Mentor Lunch and Learn trainings remains split between "Agree" and "Somewhat Agree."

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=1,190).



*Percentages may not sum to 100% due to rounding.

All survey respondents were asked to share their preferred method of communication (Figures 63-65). Across all three groups, email was the most preferred method, followed by text messaging and phone. Social media and writing letters were the least preferred methods.

Figure 63. Students: How do you prefer to receive communication from Take Stock in Children? (n=908)

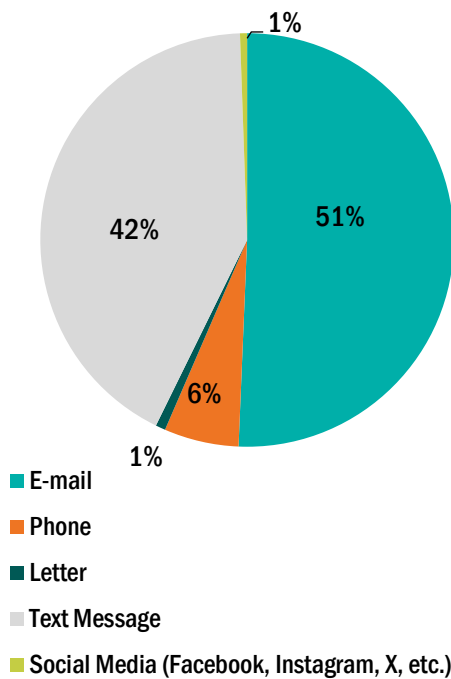
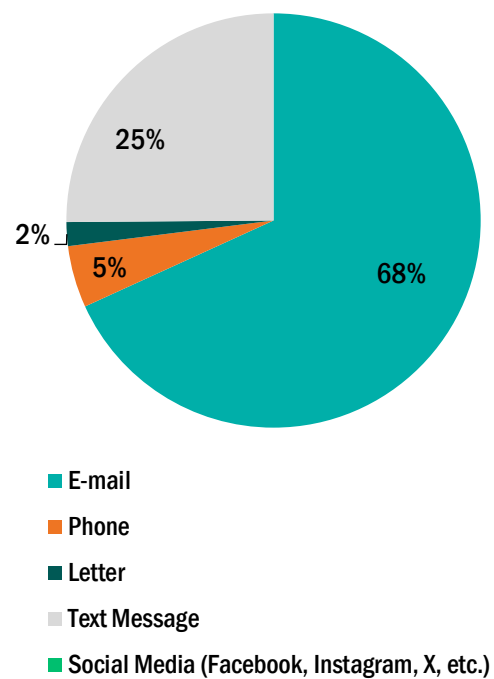
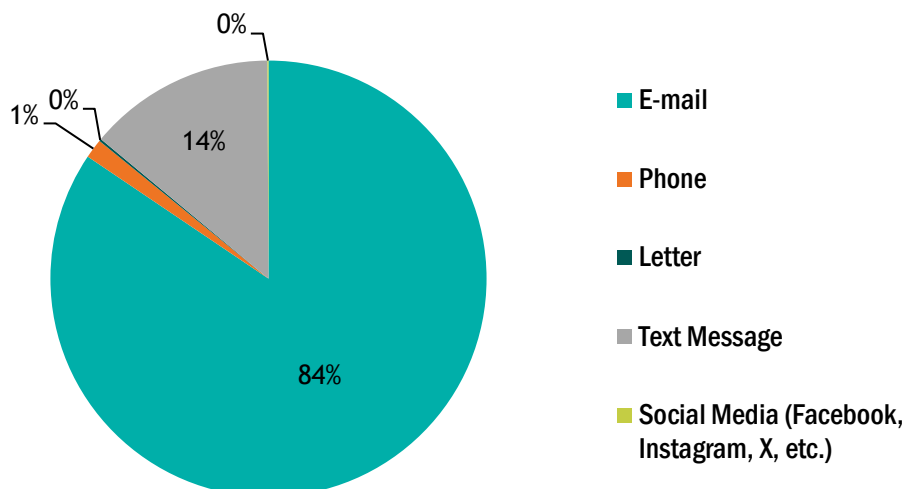


Figure 64. Parents/Guardians: How do you prefer to receive communication from Take Stock in Children? (n=808)



*Percentages may not sum to 100% due to rounding.

Figure 65. Mentors: How do you prefer to receive communication from Take Stock in Children? (n=1,190)



*Percentages may not sum to 100% due to rounding.

All three survey respondent groups were asked to report on factors that impact their ability to connect with services virtually (Figures 67-68). These factors include having a computing device in their home, such as a computer or tablet, access to an internet connection, and using a mobile device daily. This year, groups again reported high levels of access to the technology and connection necessary to take advantage of the virtual learning opportunities provided by Take Stock in Children.

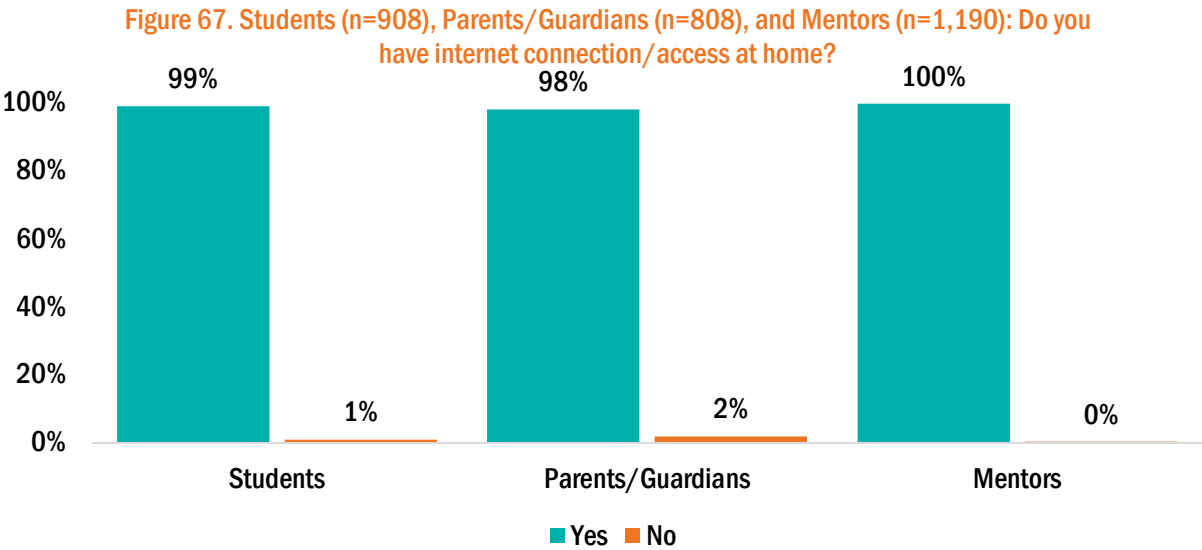
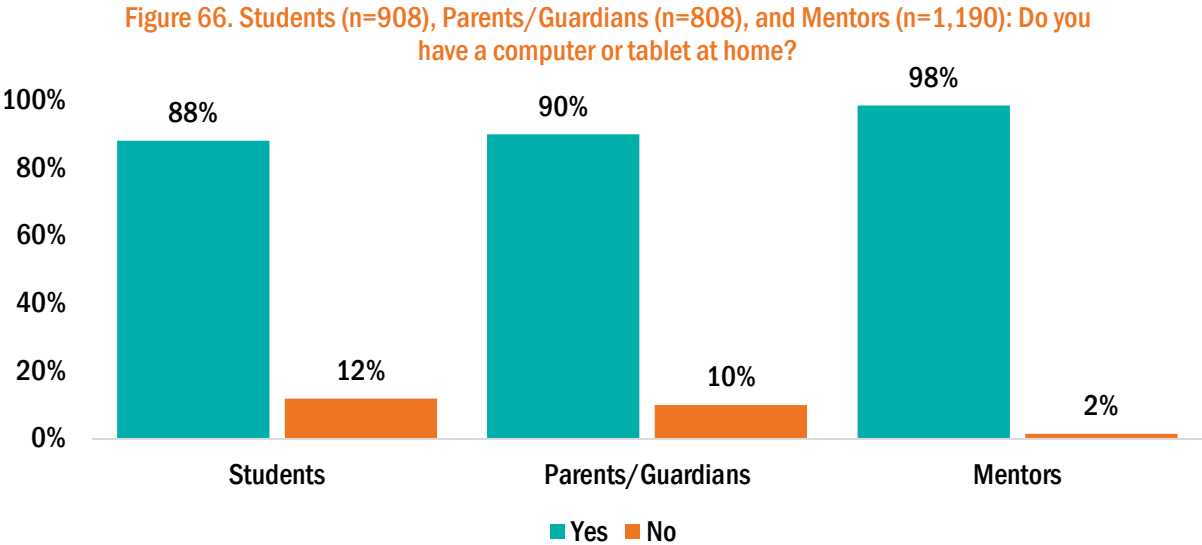
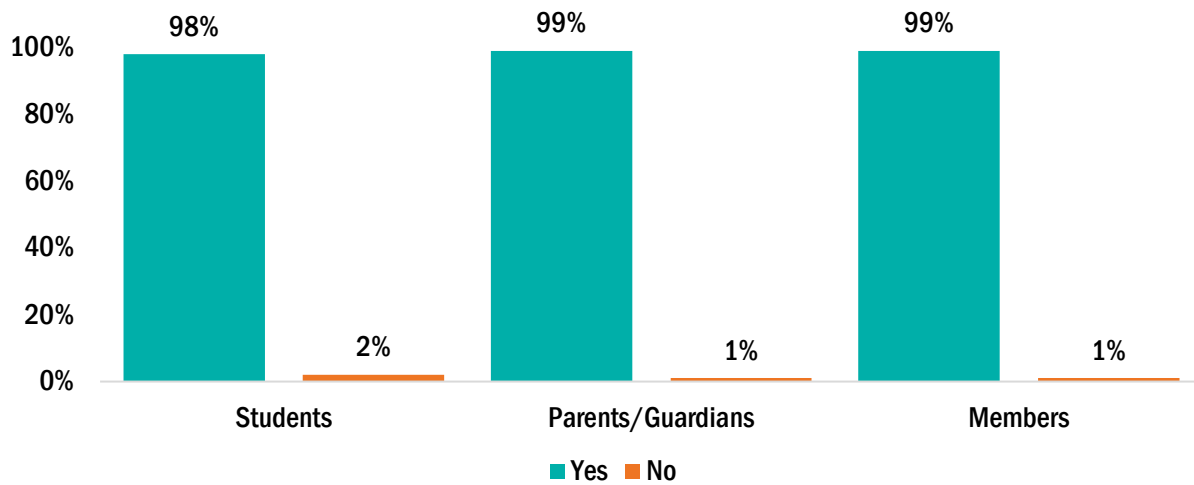


Figure 68. Students (n=908), Parents/Guardians (n=808), and Mentors (n=1,190): Do you have a smartphone or mobile device that you use on a daily basis?

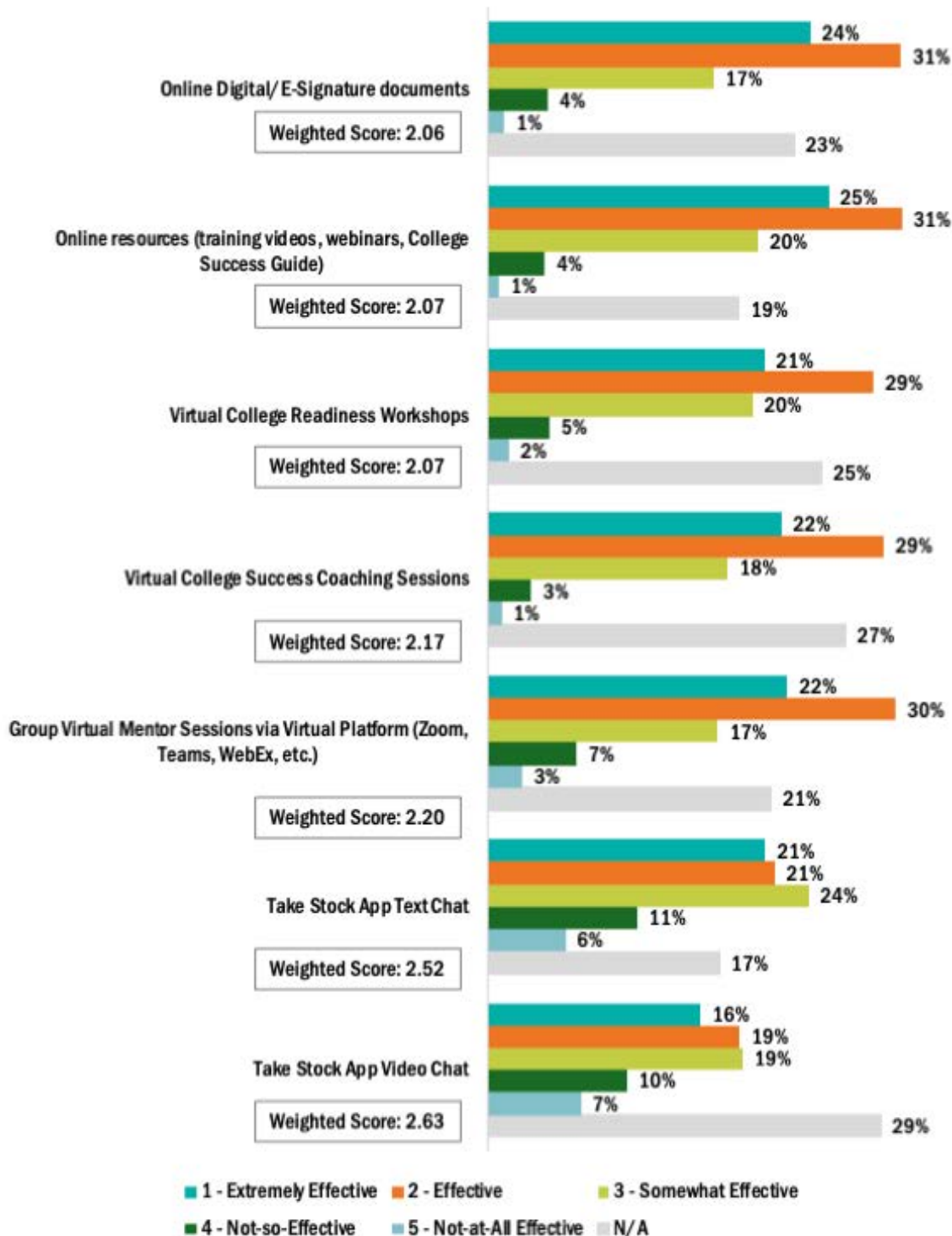


Effectiveness of Virtual Services

The Take Stock in Children model includes a suite of virtual service options. All survey respondents were asked to rate the effectiveness of each of these services (Figures 69-71) by rating them from 1-"Extremely Effective" to 5-"Not at All Effective." Respondents could also select "Not Applicable" if they did not utilize the virtual service offering. All responses were synthesized, and overall weighted scores were calculated to understand the effectiveness of each service. Services with lower weighted scores (i.e., those closer to one) were identified as most effective, and those with scores closer to five were considered less effective. All services received consistently favorable ratings with weighted scores for each group clustering toward the effectiveness end of the rating scale. The average weighted score across all services from mentors was 2.37, 1.94 from parents/guardians, and 2.25 from students. Parents rated the services most positively, followed by students, and then mentors. This close scoring range, well below the mid-point score of three, suggests that respondents perceive the full suite of virtual services as effective, even when slight variations exist.

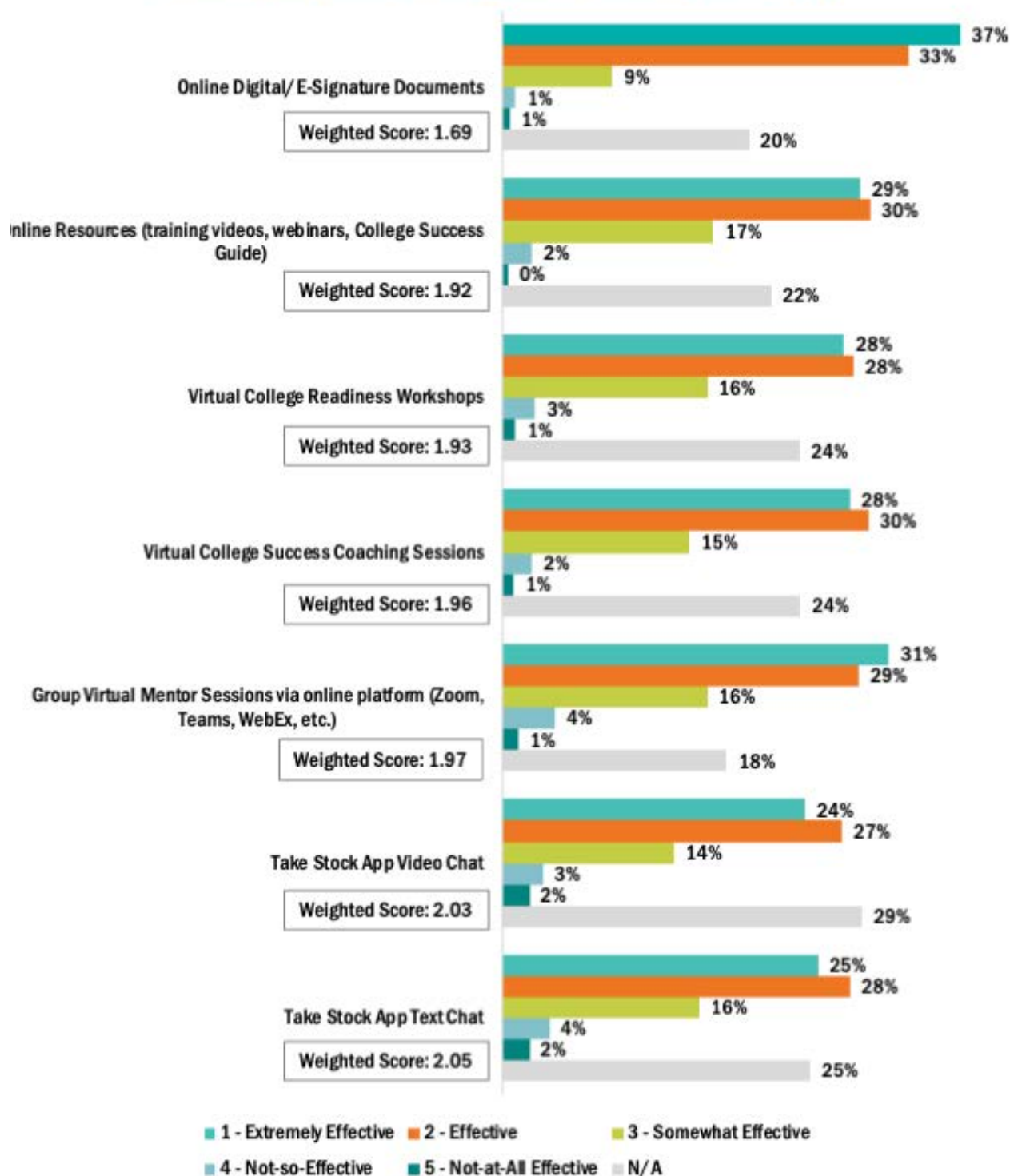
Several clear patterns emerge when comparing perceptions of effectiveness across students, parents/guardians, and mentors. Across all groups, Online Digital/E-signature Documents and Online Resources were consistently rated as the most effective supports. Digital Forms was rated particularly high by students (2.00), and parents rated this service as the most effective overall, with a score of 1.82. Virtual College Success Coaching Sessions and Virtual College Readiness workshops also ranked within the top three for all groups, demonstrating the broad perceived value of these services. The Take Stock App Video Chat was rated least effective by students and mentors, with the weighted scores of 2.63 and 3.01, respectively. This service ranked sixth out of seven for parents with a score of 2.03. Overall, while the ranking order varied slightly, all three groups shared an aligned perspective on the effectiveness of services, indicating consistent program experiences across stakeholders.

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=908)



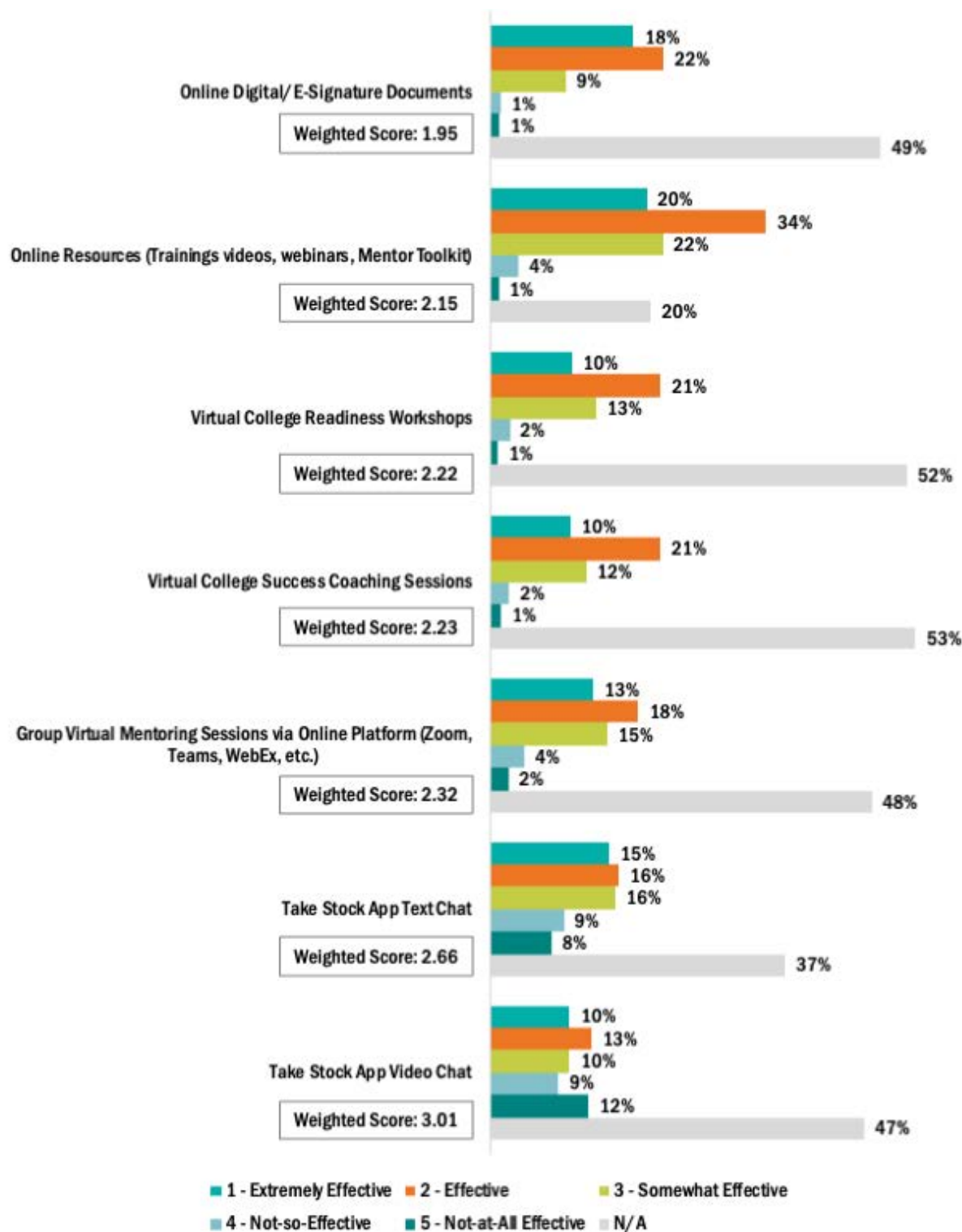
*Percentages may not sum to 100% due to rounding.

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=808)



*Percentages may not sum to 100% due to rounding.

Figure 71. Mentors: The Take Stock in Children model includes several virtual service options. How would you rate the effectiveness of each of the virtual alternatives to the in-person student support services listed below? (n=1,190)



*Percentages may not sum to 100% due to rounding.

OBSERVATIONS: Evaluation Questions

EVALUATION QUESTION 1: WHAT IS THE LEVEL OF PROGRAM PARTICIPATION?

Metric: Student demographic information and enrollment data (presented in Table 31).

Assessment: By the end of the grant year, Take Stock in Children had 8,520 students enrolled. The Take Stock in Children program has exceeded the end-of-year enrollment of 8,000 students for the 2024-2025 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
2016-17	7,280	7,700	8,467
2017-18	7,239	7,700	8,645
2018-19	7,468	7,700	8,599
2019-20	7,526	8,000	8,427
2020-21	7,300	8,000	8,198
2021-22	7,196	8,000	8,275
2022-23	6,943	8,000	8,227
2023-24	7,033	8,000	8,340
2024-25	7,406	8,000	8,520



EVALUATION QUESTION 2: WHAT IS THE PROGRAM'S IMPACT ON KEY INDICATORS OF HIGH SCHOOL COMPLETION AND COLLEGE READINESS?

Metric: Student grade point average, attendance rate, and graduation rate from the Take Stock in Children database report.

Assessment: This Take Stock in Children program met or exceeded all three metrics.

A total of 99% 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 92% of students had fewer than 17 unexcused absences for the 2024-2025 school year. In addition, 99% of seniors completed the Take Stock in Children program and graduated from school on time.



EVALUATION QUESTION 3: IS TAKE STOCK IN CHILDREN'S MODEL BEING IMPLEMENTED WITH FIDELITY?

Metric: Meet 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 reportable key grant objectives for the grant year (Table 32).

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 4).	✓
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).	✓
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 6).	✓
5. Mentoring Sessions (Returning Matches)	Students who have been matched with a mentor for the entire grant year will receive an average of 12-15 mentor sessions by the end of the school year (Table 7).	✓
6. Mentoring Sessions (New Matches)	Students with new mentor matches will conduct an average of 2 mentor sessions per each month (Table 8).	✓
7. College Success Coaches Visits	Visits will average 1 per semester for grades 6-10, and 2 per semester for grades 11-12 (see percentage of Students meeting Key Performance Indicators (KPI)(Table 11).	✓
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 12 and 13).	✓
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 15).	✓
10. Student Academic Performance	A total of 90% of students will improve or maintain a G.P.A. at or above 2.0.	✓
11. Student School Attendance	A total of 90% of students will improve or maintain satisfactory school attendance.	✓
12. Graduation Rate	A total of 90% of seniors will successfully complete the Take Stock in Children program and graduate from high school.	✓

EVALUATION QUESTION 4: HOW CAN TAKE STOCK IN CHILDREN IMPROVE THE EFFECTIVENESS AND EFFICIENCY OF IMPLEMENTATION TO SUPPORT THE SIGNIFICANT RETURN ON THE STATE OF FLORIDA'S INVESTMENT IN THE PROGRAM?

Metric: Data on model fidelity and key indicators of student impact as detailed in the previous questions and Program Data section.

Assessment: Take Stock in Children has implemented its program model with fidelity for the 2024-2025 grant year. Given its positive student outcomes and evidence-based approach, successful program implementation supports the state of Florida's return on investment.

As of the conclusion of the 2024-2025 grant year, Take Stock in Children met or exceeded all performance objectives and demonstrated strong implementation fidelity across the network. A significant milestone this year was the statewide adoption of the new HOPEforce database. This system is foundational for enhanced data collection efficiency and improved case management.

This transition required additional statewide training efforts. During the first half of the year, 35 training sessions were held, more than half of which focused specifically on HOPEforce user training. Despite early challenges typical of a significant system change, Take Stock maintained consistent service delivery to students and mentors.

Continued refinement of the HOPEforce database will help streamline operations even further. Opportunities for enhanced training and user feedback are critical to realizing the potential of this new platform.



CONCLUSION AND OPPORTUNITIES

Based on the data provided to Luminary Evaluation, Take Stock in Children has met or exceeded all 2024-2025 grant year program requirements. This assessment analyzes the full year of programmatic data and historical year-over-year trends. Feedback gained through surveys and interviews details positive experiences of students and families. Furthermore, the Take Stock in Children literature review accumulated during previous evaluations and updated during this formative evaluation supports the efficacy of the Take Stock in Children program model (refer to Appendix B: Guiding Research for further details).

Potential Opportunities for Growth

Take Stock in Children is committed to ongoing program refinement and continuous improvement. Several recommendations result from synthesizing all data collected through this evaluation for Take Stock in Children to consider for future program implementation (Table 33).

Table 33. Programmatic Recommendations

Marketing & Recruitment	Continue engaging in targeted outreach to teachers and school counselors as stakeholders described these individuals as a primary source of student referrals.
Partnership Development	Consider deepening partnerships with community colleges, local workforce boards, and financial institutions to expand career exposure and financial literacy programming for students and parents. These enhancements could help address financial planning for college, which was a top area of requested support among students, parents, and mentors.
Staff & Volunteer Recruitment Training & Development	Mentors expressed interest in increased peer-to-peer learning and collaboration during interviews and surveys. Take Stock in Children could consider expanding virtual mentor learning events and peer discussion groups. Mentor training should expand on current efforts to incorporate additional content on supporting mentees with financial decision making, understanding of FAFSA, and the social resiliency needed during the transition to postsecondary.
Student Success Programming	Continue delivering high-quality programming in core areas of mentoring and college readiness and consider increasing the emphasis on financial planning workshops and activities. Survey and interview data suggest that students are less confident in the navigation of college expenses. It may also be helpful to expand offerings to seniors focused on resilience and the postsecondary transition.
Technology Infrastructure & Development	Overall, the Take Stock App and digital tools were generally rated as highly effective. However, student survey data indicates that improvements could be made to enhance video chat quality and notification functions. Take Stock in Children reports continued investments in improving the user experience, particularly for students who utilize mobile devices. These continued improvements are welcome by stakeholders and should continue to be a focus to enhance program engagement and effective service delivery.

The data presented in this report, combined with historical data from preceding years, confirms Take Stock in Children's efficacy in promoting positive student outcomes. A core driver of this success is the program's continued use of technology, central to the delivery of the core model. Take Stock in Children continues to advance its application of digital platforms to better connect with and support students by streamlining mentor meetings, facilitating coaching sessions, tracking progress, and ensuring timely communication. These efforts promise more accessible services, efficient communication, and enhanced service quality.



Summative Evaluation Conclusion

The 2024-2025 Summative Evaluation of Take Stock in Children confirms that the program has met and exceeded all performance objectives. Fidelity to its research-based model enables Take Stock in Children to provide meaningful, high-impact services to students across Florida.

Stakeholder feedback from students, parents, mentors, and alumni further evidences the program's success. These groups emphasized the benefits of model elements, including mentoring, college success coaching, and financial preparedness and support. There was also consensus that Take Stock in Children effectively prepares students for postsecondary success.

This year, Take Stock in Children continued its commitment to operational excellence through technological innovation. The HOPEforce CRM enhanced the organization's data tracking and case management capabilities. The Take Stock App supported communication and accountability between students, mentors, and staff. Both platforms helped to streamline workflows across all 45 affiliates, reinforcing the ability to deliver high-quality, personalized support at scale.

Overall, Take Stock in Children continues to be an exemplar in the mentoring and college readiness landscapes. Its well-established infrastructure, strong network of local partners, and commitment to access have positioned Take Stock in Children to sustain and expand its impact into the future.

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APPENDICES

APPENDIX A: TAKE STOCK IN CHILDREN LOGIC MODEL

NEEDS	INPUTS	ACTIVITIES	DESIRED RESULTS	
			SHORT-TERM	LONG-TERM
<ul style="list-style-type: none"> • Academic readiness • Connection to career options • Funding to afford higher education • Metacognitive skills for success in education and professional careers • Support and guidance in navigating secondary completion and accessing higher education 	<ul style="list-style-type: none"> • Public and private funding for Florida Prepaid Scholarships • Volunteer mentors • College Success Coaches • Community based affiliated organizations across Florida 	<ul style="list-style-type: none"> • Parent/student contract committing to remain drug free and to prepare for and attend college • Purchase of Florida Prepaid scholarships • Academic support • Development of the value of, aspiration to attend, and skills needed for success in higher education • Early intervention to keep students on track for college • Career exploration and pathway development 	<ul style="list-style-type: none"> • Increased college readiness (promoting academic success, resiliency skills, and financial readiness) • Graduation from high school • Entry into higher education 	<ul style="list-style-type: none"> • Completion of a college or university program • Entry into a well-paying career • A poverty free future

APPENDIX B: LITERATURE REVIEW SUMMARY AND GUIDING RESEARCH

The Take Stock in Children program was designed in response to research-based knowledge about issues related to college access, readiness, barriers to participation, and best practices to mitigate these challenges. Each program evaluation commissioned by Take Stock in Children has contributed to the program's identified evidence base. Accordingly, the evaluation team reviewed the existing body of research identified through previous evaluations and scanned the higher education landscape for new studies and knowledge to add to the collection. This literature review was conducted to ensure Take Stock in Children aligns with evidence-based practices.

What are the obstacles to postsecondary participation for first-generation and/or students from low-income households?

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 G.P.A. 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 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).

2024-2025 Updates

A metanalysis begun in 2018 and updated in 2024 found that grant aid indicates significant positive effects on college enrollment, with grants leading to a 5.6-percentage-point increase

in enrollment rates (49% vs 43%). The research found positive effects of grants regardless of eligibility criteria, program type, award duration or amount (LaSota et al., 2024).

What impact do evidence-based interventions have on college enrollment and student success?

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 G.P.A.s (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, 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 G.P.A., 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.

Students, who passed an AP exam academically outperformed (e.g., higher G.P.A.) 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 G.P.A.s 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).

2024-2025 Updates

A recent study resulted in findings confirming that college access programs play an essential role in helping first- and second-generation college students who are Latino and male build essential knowledge about postsecondary access and completion. The capacity of guidance counselors (Huerta & Lopez, 2024).

Another study focused on supporting students in the summer before they enroll in college to prevent "summer melt" confirms that students with less access to college-educated adults in their social networks can especially benefit from mentoring support to help navigate deadlines, address concerns about college and provide guidance through the transition process (Miller, et al., 2024).

Researchers continue to seek an understanding of longitudinal postsecondary student departure patterns and identify the risk characteristics that prompt students to drop out of

college. A 2024 study found that first-generation students showed significantly higher dropout risks across all academic years. It also found that a higher sense of belonging effectively reduced dropout likelihood (Ishitani & Kamer, 2024).

In 2023, a study was released confirming that personalized support can significantly increase financial aid application rates in high-need districts. The study showed that traditional information-only approaches were ineffective, while personalized-assistance through university-community partnerships could create meaningful change. Finally, the study demonstrated how collaborative partnerships between schools, universities, and community organizations can effectively address barriers to college access (Daun-Barnett, 2023)

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 low-income 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).

2024-2025 Updates

E-mentoring continues to appear in the literature as a viable means to connect with students. One study conducted in 2022 by Arnold, et al. explored the impacts of an e-mentoring college access program. Researchers found that e-mentors, who typically came from similar backgrounds as their mentees, were effective at helping students overcome their insecurities about the college application process and providing support. Students demonstrated shifts in their college selection approach because of their e-mentoring experience, including expanding their college search criteria and developing better backup plans.

APPENDIX C: EVALUATION PLAN

Evaluation Question: 1. What is the level of program participation?	
Metrics & Sources	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Number and frequencies for county/region and state level enrollment, and demographic data.
Comparison Data and Reference Points	<ul style="list-style-type: none"> • Evaluation results as reported in the 2023–2024 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	<ul style="list-style-type: none"> • Student grade point average, attendance rate, and graduation rate from Take Stock in Children database report.
Method of Analysis	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Evaluation results as reported in the 2023–2024 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Frequencies for county/region and state level mentor recruitment activities, program participation, training, and match rates. • College Success Coach workshop and student meeting data • Professional development data.
Comparison Data and Reference Points	<ul style="list-style-type: none"> • Evaluation results as reported in the 2023–2024 Take Stock in Children • Formative and Summative Evaluation reports. <ul style="list-style-type: none"> ○ 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).
<p>Evaluation Question: 4. How can Take Stock in Children improve the effectiveness and efficiency of implementation to support the significant return on the state of Florida's investment in the program?</p>	
Metrics & Sources	<ul style="list-style-type: none"> • Review of national research on college readiness, mentoring, and college success landscape, and best practices.
Method of Analysis	<ul style="list-style-type: none"> • Synthesis of research literature.
Comparison Data and Reference Points	<ul style="list-style-type: none"> • Evaluation results as reported in the 2023–2024 Take Stock in Children Formative and Summative evaluation reports.

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

Luminary Evaluation



Alison LaRocca, President & CEO, Luminary Evaluation

Alison draws on more than 15 years of evaluation and advisement experience as she partners with nonprofit organizations and funders across the country to harness the power of data and improve outcomes for families and children.

Alison believes that evaluation is a participatory journey and is most meaningful when organizations serve as partners, with their collective wisdom and experience elevated throughout the process. It is with this belief that Alison personally leads and conducts the design and execution of all of Luminary's engagements. Over the course of her career, she has led more than 50 evaluation projects for foundations and nonprofits of every size and scale across the country. Her areas of evaluation expertise span the public serving sector with a focus on early childhood education; post-secondary readiness and success; homelessness; and adult coaching and education. She is especially proud of her ability to collaborate with organizations as they recognize their existing strengths around data collection and analysis, helping them feel empowered to reach their goals to understand and communicate impact.

Alison began her career as a classroom teacher at the Community Day Charter Public School in Lawrence, MA. She has also consulted with multiple schools on using performance data to improve student progress and crafting new, cost-effective learning tools and techniques. Equipped with this experience, Alison transitioned from the classroom to management consulting, joining Civitas Strategies, a national management consultancy. While at Civitas Strategies, Alison developed an approach to conducting rapid cycle evaluations that offered nonprofit leaders and funders the data-analysis they needed to make critical decisions about programming and investments. As their portfolio of evaluation work grew, so did the idea for Luminary Evaluation. In 2017, Alison led the effort to establish Luminary, with a mission to change the way nonprofits consider evaluations, making them more accessible and engaging. Since its founding, Alison has been instrumental in its growth and development, culminating in her current role as President & CEO.

A native of beautiful Berkshire County in Western, Massachusetts, Alison grew up on her family farm. She is a proud graduate of Williams College, where she majored in History. She also holds a Master's in Elementary Education from Merrimack College and is currently pursuing a Ph.D. in Evaluation, Measurement, and Research at Western, Michigan University.



Abby King, Consulting Partner, Luminary Evaluation

Abby King is an award-winning educator and non-profit consultant providing hard-won expertise in school and nonprofit leadership, executive coaching, talent acquisition, program evaluation, human resources, and strategy design. Abby is deeply committed to providing service and support to on-the-ground practitioners working in the nation's most at-risk communities.

Abby began her career as a Teach for America corps member in New Orleans, LA, where she spent 3+ years teaching both general and special education at the elementary level. In the wake of Hurricane Katrina, Abby moved north to Boston, where she initially served as Milieu Coordinator for the globally acclaimed Manville School at the Judge Baker Children's Center. She subsequently returned to the classroom, joining the faculty at the Community Day Charter Public School in Lawrence, MA. While at CDCPS, Abby was awarded an EPIC Spotlight Teacher of the Year Award for academic excellence. From 2012-2015, Abby served as Founding Head of School of Community Day Charter Public School – Gateway, where she enjoyed three years leading a team of talented teachers, grades pre-K to 3rd, towards consistently closing the statewide achievement gap for low-income students. Following her family's 2015 move to Maine, Abby utilized her expertise and continued passion for supporting quality public education as the sole proprietor of ADK Consulting. Clients included the Community Day Charter School network, Schoolworks LLC, The Achievement Network, Martin Luther King Charter School of Excellence, and Luminary Evaluation Group. She also served as Senior Consultant and Director of Talent Acquisition for Civitas Strategies, a management consultancy, where she successfully spearheaded nationwide executive searches for multiple nonprofits and played an instrumental role in the development and codification of the firm's keystone strategic planning process. After taking a Covid-era pause to focus on her children's education, Abby is thrilled to return to the field of nonprofit management consulting!

Abby currently lives in Brunswick, Maine, a town of 22,000 residents, with her husband and two sons. In 2021 Abby was elected to the Brunswick Town Council and currently serves as Chair. In this role, Abby continues her work as a leader in public service, regularly partnering with state, regional, and local nonprofits, including the United Way of Midcoast Maine, the Immigrant Resource Center of Maine, Brunswick Public Schools, Midcoast Hospital Community Health, Tedford Housing, and The Gathering Place to improve the quality of life for all residents. She co-founded the town's Affordable Housing Committee and \$1M Housing Support Fund and has played an integral role in the town's growing efforts to provide support services for both the unhoused and asylum seekers relocating to midcoast Maine. Abby holds a Bachelor of Arts from Skidmore College and Master's Degrees from Harvard University and Xavier University of Louisiana.