



**Take Stock in Children  
Summative Evaluation 2021-2022  
July 2022**

## Table of Contents

Executive Summary	1
Table 1 – End of Year Progress Towards End of Year Grant Objectives	3
Program Overview	4
Methodology	8
Table 2 – Summative Assessment Selected Data Points	9
Program Data	10
Table 3 – Student Distribution by Gender	10
Table 4 – Student Distribution by Race	10
Table 5 – Student Distribution by Ethnicity	10
Table 6 – Student Distribution by Grade Level	10
<i>Deliverable 1: Student Enrollment</i>	11
Table 7 – Peak Student Enrollment/New Students Enrolled	11
<i>Deliverable 2: Mentor-Match</i>	13
<i>Deliverable 3: Recruitment Activities</i>	14
Table 8 – Recruitment Activities	14
<i>Deliverable 4: Mentor Recruitment and Training</i>	15
Table 9 – Mentors/Staff Recruited, Screened, Trained, and Approved	15
<i>Deliverable 5: Mentoring Sessions (Returning Matches)</i>	17
Table 10 – Average Number of Mentor Sessions for Students with Returning Mentor Matches	17
<i>Deliverable 6: Mentoring Sessions (New Matches)</i>	19
Table 11 – Average Number of Sessions for Students with Newly Matched Mentors (Per Month/Per Student)	19
Quarterly Deliverable: Total Mentoring Sessions	21
Table 12 – Total Number of Mentor Sessions	21
Quarterly Deliverable: Students Mentored/Mentees Served	23
Table 13 – Total Number of Students Mentored/Mentees Served	23
<i>Deliverable 7: Students Meeting the College Success Coach Visit KPI Requirements</i>	25
Table 14 – Students in Grades 6-12 Meeting College Success Coach Visit KPI Requirements	25
<i>Deliverable 8: College Readiness Workshops</i>	27
Table 15 – Number of College Readiness Workshops Conducted	27
Table 16 – College Readiness Workshop Topics	29
Quarterly Deliverable: Mentor Trainings	31
Table 17 – Sites Conducting Mentor Training	31
<i>Deliverable 9: Professional Development</i>	33
Table 18 – Professional Development/Training Quarters 1-4	33
<i>Deliverable 10: Student Academic Performance</i>	35
Table 19 – Student Unweighted GPA for Semesters 1 and 2	35
<i>Deliverable 11: Student Attendance</i>	37
Table 20 – Unexcused Absences by County	37
<i>Deliverable 12: Program Graduation Rate</i>	39
Table 21 – Take Stock in Children Program Graduation Rate	39
Achievement of FLDOE Quarterly Deliverables	41
Table 22 – Florida Department of Education Quarterly Grant Deliverables & Activities	41
Observations: Student, Parent, and Mentor Feedback	42
Tables 23-30 & Figures 1-71 – Student, Parent/Guardian, and Mentor Feedback	43-87
Observations: Evaluation Questions	88
Table 31 – Analysis of Model Fidelity Based on Key Grant Objectives	89
Recommendations	91
Summative Evaluation Conclusion	91
Guiding Research	92
References	93
Appendix A – The Take Stock in Children Program Logic Model	98
Appendix B – Literature Review	99
Appendix C – Evaluation Plan	106
Appendix D – Interview Questions	108
Appendix E – About the Evaluator: University of Florida Lastinger Center for Learning	109

# Executive Summary

## Introduction

The Take Stock in Children program was founded in 1995 to break the cycle of poverty through education - by supporting youth across Florida as they progress through middle and high school, attain a high school degree, and engage in postsecondary education. The Take Stock in Children program's innovative model helps children most often overlooked and underserved through early intervention, selecting students primarily between the 6th and 9th grades to enroll in the program. Students sign a contract promising to achieve both academic and personal goals, which include the following: meeting with their mentor, maintaining good grades, remaining drug- and crime-free, demonstrating good behavior and attendance, and participating in college readiness workshops. After fulfilling these commitments and graduating from high school, students are awarded a scholarship to a Florida state college, university, or vocational/technical school. To help ensure students reach degree attainment once they enter post-secondary education, the Take Stock in College program was created in 2018. The Take Stock in College program provides evidence-based support strategies to assist Take Stock in Children high school graduates attain postsecondary degrees. The program connects students with existing campus resources to support their journey to ensure they graduate college, ready for a successful career.

Take Stock is a non-profit organization that provides mentoring, college success services, and college scholarships to youth throughout the state of Florida. The Take Stock multiyear model benefits students by providing support services through a volunteer mentor, a college success coach, and college readiness workshops while mitigating financial barriers to higher education by providing a Florida Prepaid College Foundation Project STARS scholarship. By setting high expectations for their academic future, The Take Stock in Children program helps students graduate from high school in strong academic standing and prepared for postsecondary success. Since its founding, The Take Stock in Children program has provided lifechanging opportunities for over 39,000 students from families with low incomes across Florida to escape the cycle of poverty by pursuing high-quality, postsecondary preparation programming.

**The Take Stock in Children program affords an exceptional opportunity for deserving, academically qualified youth, many of whom are children of color, to escape the cycle of poverty through education. The Take Stock in Children program's unique model reflects current research and best practices for mentoring, college readiness, and postsecondary degree attainment resulting in success in college, career, and life.**

The Take Stock in Children program has partnered with community education foundations, state colleges, community non-profits, and school districts throughout the state of Florida to deliver this exceptional program in over 678 Florida schools. The Take Stock in Children program is proud of their proven results of programmatic impact and success. According to the 2021-2022 Take Stock in Children Accountability Report:

- 97% of Take Stock in Children program graduates complete high school
- 88% of Take Stock in Children program graduates enroll in college
- 70% of Take Stock in Children program scholars graduate college

A total of 45 affiliate grant partner organizations implements the Take Stock in Children model across Florida. Take Stock also benefits from a unique public/private partnership, which leverages state investments in scholarship support. The State of Florida matches every private dollar raised for scholarships 1:1 up to \$7 million. This partnership results in approximately \$7 million in private funding raised annually to support about \$14 million in scholarship purchases for Take Stock Students each year. This public-private partnership has generated over \$264 million in scholarships for Take Stock students.

While Take Stock in Children adapted to the COVID-19 pandemic by finding new ways to mentor students and expanded services, they took the lessons learned and continued to provide these expanded services throughout the 2021-2022 school year by offering in-person, virtual, and hybrid synchronous and asynchronous options. During this grant year, the organization continued to enhance the Take Stock App, created by a Take Stock mentor and military veteran, to further modernize the mentoring experience. The Take Stock App allows mentors and mentees to schedule a virtual mentoring session; video or text chat in a secured and monitored environment with built-in security and supervision; log a mentoring session; access the Take Stock in Children Mentoring Toolkit and other resources during mentoring sessions; and access student mental health and wellness workshops and other student support services.

## Evaluation Purpose

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

The University of Florida Lastinger Center for Learning (“UF Lastinger Center”) conducted two evaluations during the 2021-2022 grant year (July 1, 2021, through June 30, 2022). The first evaluation was a Formative Evaluation and used both quantitative and qualitative data to determine whether The Take Stock in Children program was on target to meet grant objectives and metrics. Using these data, The Take Stock in Children program modified and adapted as needed in the second half of the year to support the accomplishment of all grant objectives.

The UF Lastinger Center conducted the second assessment, a Summative Evaluation, at the end of the grant year to determine whether the Take Stock in Children program had met all grant objectives, and that evaluation is detailed in this report.

## Summary of Findings

The Take Stock in Children program has met or exceeded yearly grant objectives, as displayed in Table 1.

**Table 1. End of Year Progress Made Towards End of Year Grant Objectives**

Deliverable	End of Year Objective	End of Year Achievement	Evidence
1. Student Enrollment	By the end of the year, Take Stock in Children will serve at least 8,000 students.	Exceeded	As of June 30, 2022, a total of 8,275 students were active in the program (Table 3).
2. Mentor Match	Mentor-to-student match rate will average at least 90% statewide.	Exceeded	The average year-end mentor match rate is <b>95%</b> .
3. Recruitment Activities	A total of 4 multi-regional mentor recruitment activities will be conducted (one per quarter).	Exceeded	A total of twelve (12) multi-regional activities were conducted in Quarters 1 through 4 (Table 8).
4. Mentor Recruitment & Training	A minimum of 1,400 new mentors will be recruited and trained by the end of the grant year.	Exceeded	A total of <b>1,461</b> 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 <b>19</b> mentoring sessions per student were conducted during Quarters 1 through 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 <b>3</b> mentoring sessions were conducted each month for students with new mentors (Table 11).
7. College Success Coaches Visits	Visits will average 1 per semester for grades 6-10, and 2 per semester for grades 11-12.	Exceeded	An average total of <b>99%</b> of students received target services during Quarters 1 through 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 <b>45</b> sites ( <b>100%</b> ) reported offering 4 or more college readiness workshops during Quarters 1 through 4 (Tables 15-16).
9. Professional Development	A total of 15 professional development opportunities will be provided for staff by the end of the year with five (5) in Quarter 1, three (3) in Quarter 2, four (4) in Quarter 3, and three (3) in Quarter 4.	Exceeded	A total of 68 professional development workshops were offered to staff with 17 offered during Quarter 1; 22 offered during Quarter 2; 17 offered during Quarter 3; and 12 offered during Quarter 4. (Table 18).
10. Student Academic Performance	A total of 90% of students will improve or maintain a GPA at or above 2.0.	Exceeded	A total of <b>97%</b> of students maintained a grade point average of at least 2.0 for Semester 1 and <b>97%</b> for Semester 2. The average GPA for the network is 3.29 (Table 19).
11. Student School Attendance	A total of 90% of students will improve or maintain satisfactory school attendance.	Met	A total of <b>90%</b> of students had fewer than 17 unexcused absences for the 2021-2022 academic year (Table 20).
12. Graduation Rate	A total of 90% of seniors will successfully complete the Take Stock in Children program and graduate from high school.	Exceeded	A total of <b>97%</b> of seniors completed the TSIC program and graduated from high school on time (Table 21).

# Program Overview

## Current Need

Children experiencing poverty, who are disproportionately represented by students of color, often face challenges in completing high school and continuing their educational journey into higher education. Reduced opportunities stem from a myriad of factors, including a history of housing segregation leading to school funding disparities (Orfield, 2013) and limited school resources leading to fewer opportunities for student academic enrichment and growth (Stearns & Glennie, 2010). Furthermore, COVID-19 has taken unprecedented health and economic tolls on children and families, including reduced access to college.

Data released from the National College Attainment Network (NCAN, 2021) indicated that the high school class of 2021 completed 4.4% fewer FAFSAs than the class of 2020. Students of color and students from families with low incomes were more negatively affected. Specifically, FAFSA completions declined 5.2% among Title I public schools, 6.1% in high schools with high populations of students of color, 6.6% in urban areas, 5.4% in suburban areas, and 2.5% in small towns. Specific to Florida, the high school class of 2021 completed 4.3% fewer FAFSAs compared to the class of the previous academic year. Completion declined 9.1% among Title 1 public schools, 9.7% in high schools with high populations of students of color, 5.5% in urban areas, 6.2% in suburban areas, and 8.8% in small towns. This information indicates that students across the country, and particularly in Florida, face reduced access to the financial aid that is necessary for college completion.

A report from the National Student Clearinghouse (2021) showed a 6.8% decline in college enrollment for the high school graduating class of 2020, which was 4.5 times larger than the 2019 pre-pandemic rate. College enrollment rates for students from schools serving students from families with low incomes and/or students of color dropped disproportionately compared to schools serving more advantaged peers. Schools in rural and urban areas showed similar rates of enrollment declines, with a larger enrollment rate gap for schools from suburban areas. Enrollment rates in public schools are also down by an average of 3% across the US (Kamenetz et al., 2021), with districts in Florida reporting hundreds or thousands of students missing from their enrollment records (LaGrone, 2021).

In this challenging environment, where students of color and students from families with low incomes have been hit particularly hard by COVID-19 related impacts, The Take Stock in Children program led the way utilizing innovation and technology to provide the highest levels of service in its 27-year history. Take Stock greatly expanded its virtual mentoring and college readiness support services, enabling the organization to become more efficient and effective in maintaining high levels of service in response to the impact of school closures, required social distancing, and virtual learning.

Without higher education, historically underserved and underrepresented students are prevented from realizing many of the opportunities presented in the current economy. As a result, children may continue experiencing poverty into adulthood. The Take Stock in Children program was created to reduce this likelihood and thus improve the lives of Florida's children.

The following section details the founding and subsequent development of the Take Stock in Children program.

## Organization History

In 1995, the Take Stock in Children program was founded to counter a troubling and persistent high school dropout rate. Initially created by a local education foundation with the support of concerned community leaders, the initiative sought to provide resources to high-potential students from families with low incomes to graduate from high school, go to college, and transition successfully into careers. As Take Stock Founder Dr. Don Pemberton stated, "We were looking to be transformative...by engaging all facets of the community."

From the outset, the program model was designed to be simple. The Take Stock in Children team recruited participants in middle through high school, early enough in their lives to make a significant difference in their academic outcomes; provided them with volunteer adult mentors from the community; and carefully monitored students' progress. The Take Stock in Children program emphasized responsibility and accountability among students, their parents/guardians, 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 the take Stock in Children program's potential as a valuable tool for building a more educated workforce. Among others, Florida's largest bank and largest grocery chain urged the program to expand. One year later, The Take Stock in Children program had affiliate programs in every Florida county. The simplicity of the program and its emphasis on local community involvement helped the organization to thrive in diverse environments statewide.

In 2018, Take Stock expanded to ensure Take Stock students reach degree attainment through its Take Stock in College program. Since creation, the Take Stock in College program supports the success of 6500 collegiate students annually.

The Take Stock in Children program has served over 39,000 children since 1995. Take Stock has grown to serve over 15,000 students annually, 8,500 in its 6-12th grade program and 6,500 in its college program, and is known as one of the nation's preeminent mentoring, college success, and scholarship organizations.

## Take Stock Model of Support

The Take Stock program offers an innovative multi-year program model for academically qualified students from families with low incomes. The Take Stock in Children program uses an evidence-based framework that focuses on students' post-secondary success from their earliest participation. Beginning in middle school and extending throughout high school, students are exposed to myriad strategies aimed to instill a foundational aspiration to attend and complete college or attain a career certification.

The program's success is demonstrated in the following areas:

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

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, beginning with the careful selection of students in middle school and early high school. Students meet the Take Stock in Children program's guidelines of being from families meeting low-income criteria and being at risk of not completing high school and attending or completing postsecondary education. Every step of the process aims to equip students with resources, including a caring adult volunteer mentor, a professional College Success Coach, and financial aid assistance in the form of FAFSA, Pell Grant and scholarship workshops as well as awarding a Florida Prepaid Scholarship. In return, students sign a contract pledging to maintain good grades, behavior, and attendance, as well as to remain drug- and crime-free.

As noted, the Take Stock in Children program model is implemented through a network of 45 local lead agency affiliate organizations, providing organizational capacity to serve students across the state of Florida.

The affiliate organizations deliver Take Stock in Children services in the following ways:

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

The Take Stock in Children program also partners closely with the state of Florida. The state provides critical programmatic support for The Take Stock in Children program's work statewide and has facilitated a 1:1 matching program through the Florida Prepaid



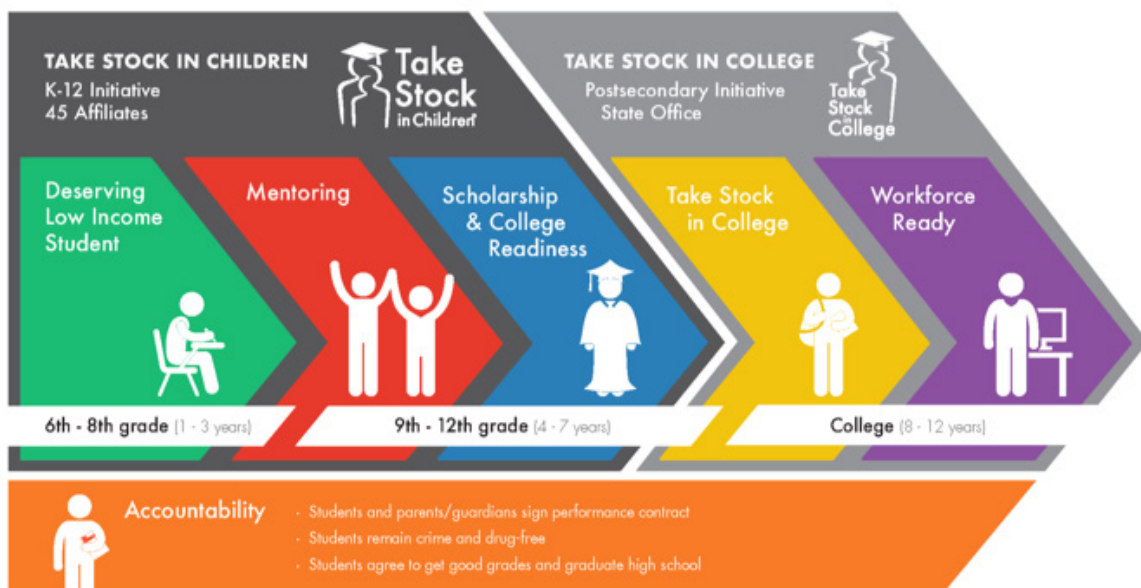
College Foundation Project STARS Scholarship, which matches every private scholarship dollar raised, up to \$7 million, by The Take Stock in Children program and its affiliated organizations. For more information on the model, please refer to the Take Stock in Children Program Logic Model (Appendix A).

Using innovation and technology, The Take Stock in Children program has expanded services to include virtual mentoring and college readiness support. This has enabled The Take Stock in Children program to become more efficient and effective in maintaining elevated levels of service, expanding outreach and engagement opportunities to students and mentors. These enhancements were supported by a generous grant from the Helios Education Foundation in 2021. This grant supported several enhancements discussed as part of this evaluation. Specifically, the investment from the Helios Education Foundation was used to modernize the Take Stock in Children program’s data and technology infrastructure, expand the functionality of the Take Stock App, and increase innovation and professional development.

With the Take Stock in Children program’s comprehensive approach and unwavering mission to break the cycle of poverty for academically qualified students from low-income backgrounds, this organization is set up to ensure the success of each of their students, both in school and throughout life.

## Take Stock Program Model

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



# Methodology

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

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

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

Next, the UF Lastinger center conducted a thorough review of the latest research in mentoring, college readiness, and college success (see Appendix B). Understanding current literature, including evidence-based practices designed to promote college degree attainment, provides support for the Take Stock in Children program model, and can support the Take Stock in Children program in updating its programming according to the latest research.

The mid-year Formative Evaluation process focused on the collection and analysis of both quantitative and qualitative program data. The UF Lastinger Center analyzed the programmatic statistics from the STAR database for the first two quarters of the 2021–2022 grant year, as provided by Take Stock in Children staff. The Formative evaluation also reported the findings from the comprehensive literature review.

This Summative Evaluation reports results from the summative evaluation process and is the final assessment of achievement of end-of-year goals and metrics. The evaluation questions from the evaluation plan in Appendix C presents the metrics and sources, methods of analysis, comparison data, and reference points. In addition to making observations about achievement, the evaluation also offers suggested areas and strategies for implementation improvement in the future.

## Evaluation Data Types

The summative evaluation was based on the following data types:

1. Artifacts – The Take Stock state office reviewed plans, reports, communication tools, training logs, and other documents from throughout the year.
2. STAR Database: Data is entered into the proprietary Take Stock in Children database by Take Stock in Children affiliates and is monitored by the Take Stock in Children’s state office team.
3. Survey data: Online questionnaires were administered to students, parents/guardians, and mentors in March 2022. Senior students, parents/guardians of seniors, and mentors of seniors each received a survey with additional questions relevant to the student’s senior status. A total of six questionnaires were administered.
4. Interviews: Semi-structured interviews with students, parents/guardians, alumni, and mentors were conducted in March 2022.

**Table 2 – Summative Assessment Selected Data Points**

Data Points*
Student Distribution by Gender, Race, Ethnicity, and Grade Level
New Student Enrollment
Mentor Match Rates
Mentor Recruitment
Mentor Sessions
Students Mentored
College Success Coach Visits with Students
College Readiness Workshops
Mentor Training
Staff Training Opportunities
Academic Indicators (Attendance, GPA, Graduation Rate)
Stakeholder Surveys (students, parents/guardians, mentors)
Interview Responses

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

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

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

# Program Data

## Student Demographics

Student demographic data is tracked through the STAR proprietary database. The data presented in Tables 3-6 below was obtained on July 7, 2022, and reflects the most recent demographics.

**Table 3 – Student Distribution by Gender (as of 7/7/2022)**

Gender	Number of Students	Percentage
Female	5,127	62%
Male	3,124	38%
Gender Diverse	24	<1%
<b>Grand Total</b>	<b>8,275</b>	<b>100%</b>

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

**Table 4 – Student Distribution by Race (as of 7/7/2022)**

Race	Percentage
Hispanic	35%
Black or African American	30%
White	25%
Multiracial	6%
Asian	3%
Other	1%
American Indian/Alaskan Native	<1%
Pacific Islander/Hawaiian Native	<1%
<b>Grand Total</b>	<b>100%</b>

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

**Table 5 – Student Distribution by Ethnicity (as of 7/7/2022)**

Ethnicity	Percentage
Hispanic	35%
Non-Hispanic	65%
<b>Grand Total</b>	<b>100%</b>

**Table 6 – Student Distribution by Grade Level (as of 7/7/2022)**

Grade Level	Percentage
6th grade	2%
7th grade	5%
8th grade	10%
9th grade	19%
10th grade	20%
11th grade	23%
12th grade	21%
<b>Grand Total</b>	<b>100%</b>

## Deliverable 1: Student Enrollment

**End-of-Year Objective:** The Take Stock in Children program will serve a minimum of 8,000 students by the end of the 2021–2022 grant year, combining students receiving mentoring and other college readiness services. Additional college readiness services included individualized college coaching, academic support and monitoring, and college readiness workshops.

### Progress: Exceeded

Take Stock in Children exceeded the grant deliverable, as a total 8,275 students were enrolled, as indicated by annual peak enrollment, with the addition of 1,959 new students to the program (Table 7).



**Table 7 – Peak Student Enrollment/New Students Enrolled\***

County/Region	Peak Student Enrollment	New Students Enrolled
Alachua	338	86
Baker, Columbia, Dixie, Gilchrist, Union	120	31
Bay	114	10
Bradford	35	8
Brevard	223	79
Broward	217	51
Calhoun, Holmes, Jackson, Liberty, Washington	60	15
Charlotte	51	11
Citrus, Levy	44	10
Clay	63	13
Collier – Champions for Learning	206	44
Collier – Immokalee Foundation	111	19
DeSoto, Hardee, Highlands	139	43
Duval	391	128
Escambia	133	19
Flagler	93	21

*\*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 7 continued – Peak Student Enrollment/New Students Enrolled\***

County/Region	Peak Student Enrollment	New Students Enrolled
Franklin	17	12
Gadsden, Leon, Wakulla	52	1
Hendry	8	1
Hernando	33	7
Hillsborough	328	38
Indian River, Martin, Okeechobee, St. Lucie	237	53
Lake, Sumter	158	42
Lee	175	38
Madison	48	16
Manatee	239	65
Marion	242	49
Miami-Dade	319	159
Monroe	309	68
Nassau	164	39
Okaloosa	74	19
Orange	460	85
Osceola	145	4
Palm Beach	494	129
Pasco	112	7
Pinellas	1,248	186
Polk	135	32
Putnam	53	38
Santa Rosa	144	33
Sarasota	363	166
Seminole	130	27
St. Johns	77	19
Suwannee	30	2
Volusia	106	28
Walton	37	8
<b>Grand Total</b>	<b>8,275</b>	<b>1,959</b>

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

## Mentors

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

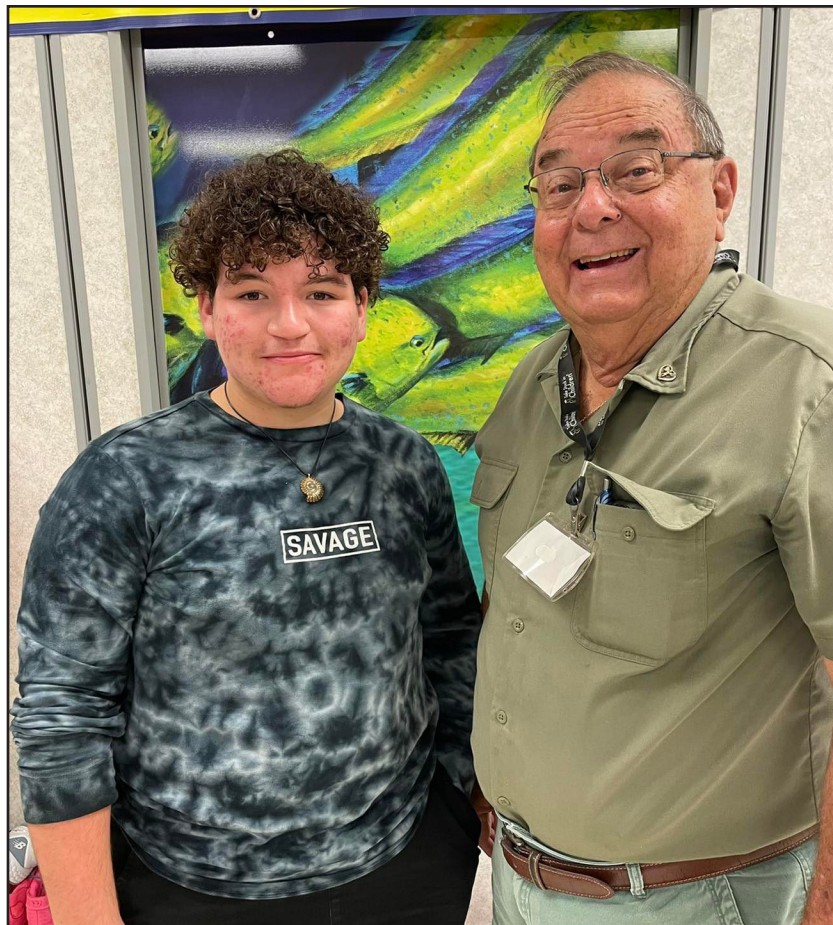
- Number of mentor hours (recorded as sessions)
- Students enrolled/mentored
- New mentors recruited, screened, trained, and background check approved
- Mentor match rate

### **Deliverable 2: Mentor-Match**

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

**Progress: Exceeded**

The Take Stock in Children program exceeded the grant deliverable, as the average mentor-match rate for the entire grant year was 95%.



### Deliverable 3: Recruitment Activities

The 2021–2022 grant requires Take Stock staff to conduct a multi-regional mentor recruitment activity each quarter.

**End-of-Year Objective:** Four (4) multi-regional mentor recruitment activities will be conducted (one per quarter).

#### Progress: Exceeded

The Take Stock in Children program exceeded the grant deliverable. The Take Stock in Children program conducted two (2) multi-regional mentor recruitment activities in Quarter 1, Three (3) activities in quarter 2, three (3) activities in Quarter 3 and four (4) activities in Quarter 4. A total of 12 multi-regional mentor recruitment activities were completed, which exceeds the requirements by nine (9) events (Table 8).

**Table 8 – Recruitment Activities**

Quarter	Activity
1	<ul style="list-style-type: none"> <li>Promoted and recruited the need for mentors through Facebook ad campaigns, multiple social media platforms, and ads in publications and notices in local newspapers.</li> <li>Promoted virtual mentoring through the Take Stock App and web portal as a mentor recruitment tool to professionals and snowbirds throughout the State, highlighting new opportunities for mentoring throughout the Take Stock in Children network.</li> </ul>
2	<ul style="list-style-type: none"> <li>Created and distributed social media graphics for the affiliates to use for National Mentor Day (10/27) featuring several posts designed for affiliates to thank their mentors and to recruit new mentors.</li> <li>Selected two mentors to honor with the TSIC annual Mentor of the Year award. TSIC Mentors of the Year are publicly acknowledged at events and through print and social media, promoting how impactful and fulfilling becoming a mentor can be. Additionally, Mentors of the Year act as recruitment ambassadors to engage new mentors in the program.</li> <li>Promoted mentoring by highlighting local Mentor Success Stories through the weekly and monthly newsletter publications.</li> </ul>
3	<ul style="list-style-type: none"> <li>Created and distributed weekly social media graphics and posts for Take Stock in Children (TSIC) affiliates to utilize throughout National Mentoring Month (January). Social Media posts and graphics were designed for Take Stock in Children local program affiliates to thank their mentors and recruit new ones.</li> <li>Honored two (2) Mentors with TSIC’s annual Take Stock in Children (TSIC) Mentor of Year Award at an awareness-building event during the Leadership Summit in Tallahassee, FL (January 2022). The TSIC Mentors of the Year are publicly acknowledged at events and through print and social media, promoting how impactful and fulfilling becoming a mentor can be. TSIC Mentors of the Year also act as recruitment ambassadors to engage new mentors in the Take Stock in Children program.</li> <li>Promoted Take Stock in Children (TSIC) mentoring by highlighting local Mentor/Mentee Success Stories through our weekly and monthly newsletter publications.</li> </ul>
4	<ul style="list-style-type: none"> <li>Promoted the need for mentoring through social media posts on multiple platforms.</li> <li>Promoted the need for mentoring through local print media ads.</li> <li>Packaged and distributed social media posts to promote mentoring through Volunteer Appreciation month (April) to 45 affiliates.</li> <li>Promoted the positive impact of mentoring through highlighting Senior Student success stories on multiple platforms</li> </ul>



## Deliverable 4: Mentor Recruitment and Training

**End-of-Year Objective:** A minimum of 1,400 new mentors will be recruited and trained by the end of the grant year.

### Progress: Exceeded

The Take Stock in Children program exceeded the grant deliverable. A total of 1,461 mentors were recruited, screened, and trained by the end of Quarter 4 (Table 9).

**Table 9 – Mentors Recruited, Screened, Trained, and Approved (2021-2022) \*◇**

County/Region	Mentors Screened/ Trained YTD	Mentors Approved YTD
Alachua	118	117
Baker, Columbia, Dixie, Gilchrist, Union	73	73
Bay	20	20
Bradford	10	10
Brevard	9	9
Broward	5	5
Calhoun, Holmes, Jackson, Liberty, Washington	7	7
Charlotte	23	20
Citrus, Levy	32	32
Clay	17	17
Collier – Champions for Learning	51	50
Collier – Immokalee Foundation	24	22
DeSoto, Hardee, Highlands	23	21
Duval	6	6
Escambia	4	4
Flagler	5	5
Franklin	2	2
Gadsden, Leon, Wakulla	66	66
Hendry	37	37
Hernando	27	27
Hillsborough	45	45
Indian River, Martin, Okeechobee, St. Lucie	37	37
Lake, Sumter	27	27
Lee	45	45
Madison	3	3
Manatee	57	55
Marion	61	61

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

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

**Table 9 continued – Mentors Recruited, Screened, Trained, and Approved (2021-2022) \*◇**

County/Region	Mentors Screened/ Trained YTD	Mentors Approved YTD
Miami-Dade	26	26
Monroe	77	77
Nassau	33	33
Okaloosa	23	23
Orange	95	95
Osceola	6	6
Palm Beach	80	80
Pasco	16	16
Pinellas	94	94
Polk	8	8
Putnam	24	24
Santa Rosa	15	15
Sarasota	64	63
Seminole	25	24
St. Johns	5	5
Suwannee	6	6
Volusia	28	28
Walton	5	5
<b>Grand Total</b>	<b>1,461</b>	<b>1,438</b>

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

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



## Deliverable 5: Mentoring Sessions (Returning Matches)

**End-of-Year Objective:** Students who have been matched with a mentor for the entire grant year will receive an average of 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 Mentor Sessions for Students with Returning Mentor Matches Quarters 1-4 (2021-2022) \***

Average Number of Sessions	
County/Region	Quarters 1-4
Alachua	17
Baker, Columbia, Dixie, Gilchrist, Union	18
Bay	17
Bradford	21
Brevard	20
Broward	18
Calhoun, Holmes, Jackson, Liberty, Washington	16
Charlotte	19
Citrus, Levy	25
Clay	17
Collier – Champions for Learning	19
Collier – Immokalee Foundation	18
DeSoto, Hardee, Highlands	19
Duval	16
Escambia	19
Flagler	18
Franklin	N/A**
Gadsden, Leon, Wakulla	18
Hendry	N/A**
Hernando	18
Hillsborough	17
Indian River, Martin, Okeechobee, St. Lucie	17
Lake, Sumter	17
Lee	19

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

**Table 10 continued - Average Number of Mentor Sessions for Students with Returning Mentor Matches Quarters 1-4 (2021-2022) \***

County/Region	Average Number of Sessions Quarters 1-4
Madison	18
Manatee	23
Marion	17
Miami-Dade	19
Monroe	19
Nassau	23
Okaloosa	19
Orange	15
Osceola	19
Palm Beach	20
Pasco	16
Pinellas	19
Polk	16
Putnam	18
Santa Rosa	20
Sarasota	21
Seminole	20
St. Johns	17
Suwannee	18
Volusia	18
Walton	17
<b>Average</b>	<b>19</b>

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



## Deliverable 6: Mentoring Sessions (New Matches)

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

### Progress: Exceeded

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

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

Average Number of Sessions	
County/Region	Quarters 1-4
Alachua	3
Baker, Columbia, Dixie, Gilchrist, Union	2
Bay	2
Bradford	2
Brevard	2
Broward	2
Calhoun, Holmes, Jackson, Liberty, Washington	3
Charlotte	2
Citrus, Levy	3
Clay	2
Collier – Champions for Learning	3
Collier – Immokalee Foundation	2
DeSoto, Hardee, Highlands	2
Duval	2
Escambia	3
Flagler	3
Franklin	4
Gadsden, Leon, Wakulla	2
Hendry	2
Hernando	3
Hillsborough	2
Indian River, Martin, Okeechobee, St. Lucie	2
Lake, Sumter	2

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

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

County/Region	Average Number of Sessions	Quarters 1-4
Lee		3
Madison		N/A*
Manatee		4
Marion		2
Miami-Dade		3
Monroe		3
Nassau		3
Okaloosa		2
Orange		2
Osceola		2
Palm Beach		3
Pasco		2
Pinellas		2
Polk		2
Putnam		2
Santa Rosa		3
Sarasota		3
Seminole		3
St. Johns		2
Suwannee		2
Volusia		2
Walton		2
<b>Average</b>		<b>3</b>

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



## Quarterly Deliverable: Total Mentoring Sessions

**Quarterly Objective:** At least 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 77,000.

### Progress: Exceeded

A total of 15,990 mentor sessions were conducted during Quarter 1. A total of 37,821 mentor sessions were conducted during Quarter 2. A total of 43,863 mentor sessions were conducted during Quarter 3. A total of 29,751 mentor sessions were conducted during Quarter 4.

The combined total of mentor sessions was 127,425, exceeding the objective by 50,425 mentor sessions for the year. The Take Stock in Children program exceeded both the quarterly and the yearly grant objectives (Table 12).

**Table 12 – Total Number of Mentor Sessions\***

County/Region	Number of Sessions			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	761	1,282	1,477	1,492
Baker, Columbia, Dixie, Gilchrist, Union	350	772	760	258
Bay	293	639	667	128
Bradford	90	180	219	102
Brevard	561	1,142	1,128	789
Broward	251	1,311	757	863
Calhoun, Holmes, Jackson, Liberty, Washington	97	164	241	273
Charlotte	135	246	322	167
Citrus, Levy	125	265	309	158
Clay	110	255	334	157
Collier – Champions for Learning	316	899	1,195	901
Collier – Immokalee Foundation	365	459	556	402
DeSoto, Hardee, Highlands	397	457	504	441
Duval	575	1,291	1,858	1,288
Escambia	347	819	882	471
Flagler	138	550	535	368
Franklin	5	23	53	65
Gadsden, Leon, Wakulla	102	284	314	197

*\*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 12 continued - Total Number of Mentor Sessions\***

County/Region	Number of Sessions			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Hendry	14	32	37	25
Hernando	92	209	146	32
Hillsborough	501	1,461	2,143	1,165
Indian River, Martin, Okeechobee, St. Lucie	815	894	1,000	526
Lake, Sumter	220	574	729	437
Lee	357	812	838	763
Madison	64	190	200	135
Manatee	669	1,377	1,518	1,120
Marion	229	1,070	1,166	878
Miami-Dade	616	1,717	2,091	1,578
Monroe	311	1,616	2,023	1,669
Nassau	500	825	1,029	758
Okaloosa	170	323	360	205
Orange	513	1,820	2,315	2,115
Osceola	1,148	2,397	2,756	1,897
Palm Beach	1,148	2,397	2,756	1,897
Pasco	150	480	543	370
Pinellas	2,495	5,678	7,352	3,678
Polk	151	549	530	385
Putnam	32	120	281	222
Santa Rosa	344	674	754	460
Sarasota	483	1,399	1,316	1,062
Seminole	309	705	649	386
St. Johns	127	277	306	282
Suwannee	73	136	150	102
Volusia	218	468	452	262
Walton	62	141	139	168
<b>Grand Total</b>	<b>15,990</b>	<b>37,821</b>	<b>43,863</b>	<b>29,751</b>

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





## Quarterly Deliverable: Students Mentored/Mentees Served

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

### Progress: Exceeded

A total of 5,323 students were mentored during Quarter 1. A total of 6,529 students were mentored during Quarter 2. A total of 6,873 students were mentored during Quarter 3. A total of 7,418 students were mentored during Quarter 4 (Table 13).

**Table 13 – Number of Students Mentored/Mentees Served\***

County/Region	Number of Students			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	232	258	289	298
Baker, Columbia, Dixie, Gilchrist, Union	111	126	118	120
Bay	104	107	104	104
Bradford	27	29	31	35
Brevard	168	184	184	207
Broward	122	172	186	202
Calhoun, Holmes, Jackson, Liberty, Washington	35	43	49	59
Charlotte	39	43	50	51
Citrus, Levy	32	42	36	36
Clay	39	45	47	49
Collier – Champions for Learning	114	159	204	206
Collier – Immokalee Foundation	89	88	107	111
DeSoto, Hardee, Highlands	85	87	88	96
Duval	199	230	294	364
Escambia	123	137	133	133
Flagler	47	84	84	86
Franklin	5	5	7	17
Gadsden, Leon, Wakulla	44	49	47	51
Hendry	6	7	7	7
Hernando	27	27	27	27
Hillsborough	218	303	318	322
Indian River, Martin, Okeechobee, St. Lucie	164	177	172	184

\*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 13 continued - Number of Students Mentored/Mentees Served\***

County/Region	Number of Students			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Lake, Sumter	91	124	116	118
Lee	108	136	136	172
Madison	32	32	32	32
Manatee	178	199	209	239
Marion	126	188	185	241
Miami-Dade	187	243	281	311
Monroe	152	290	300	309
Nassau	123	126	126	164
Okaloosa	54	57	57	57
Orange	250	425	438	459
Osceola	117	134	141	141
Palm Beach	321	379	431	467
Pasco	64	87	100	104
Pinellas	838	962	990	1,053
Polk	91	96	87	105
Putnam	14	22	49	53
Santa Rosa	110	118	111	111
Sarasota	178	212	209	209
Seminole	94	103	102	103
St. Johns	50	60	56	68
Suwannee	21	26	27	28
Volusia	70	78	77	78
Walton	24	30	31	31
<b>Grand Total</b>	<b>5,323</b>	<b>6,529</b>	<b>6,873</b>	<b>7,418</b>

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



## College Success Coaches

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

### **Deliverable 7: Students Meeting the College Success Coach Visit KPI Requirements**

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

#### **Progress: Exceeded**

An average total of 99% of Take Stock in Children program students received the annual dosage of target services during the grant year.

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

County/Region	Number of Students Meeting KPI	Total Number of Students*	% Of Students
Alachua	297	298	100%
Baker, Columbia, Dixie, Gilchrist, Union	117	118	99%
Bay	102	104	98%
Bradford	31	31	100%
Brevard	198	198	100%
Broward	202	203	100%
Calhoun, Holmes, Jackson, Liberty, Washington	51	52	98%
Charlotte	51	51	100%
Citrus, Levy	36	36	100%
Clay	47	47	100%
Collier – Champions for Learning	205	206	100%
Collier – Immokalee Foundation	111	111	100%
DeSoto, Hardee, Highlands	96	96	100%
Duval	370	370	100%
Escambia	133	133	100%
Flagler	81	82	99%

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

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

County/Region	Number of Students Meeting KPI	Total Number of Students*	% Of Students
Escambia	133	133	100%
Flagler	81	82	99%
Franklin	7	7	100%
Gadsden, Leon, Wakulla	48	50	96%
Hendry	7	7	100%
Hernando	27	27	100%
Hillsborough	321	323	99%
Indian River, Martin, Okeechobee, St. Lucie	184	184	100%
Lake, Sumter	115	115	100%
Lee	171	171	100%
Madison	32	32	100%
Manatee	213	213	100%
Marion	234	242	97%
Miami-Dade	311	317	98%
Monroe	308	308	100%
Nassau	163	163	100%
Okaloosa	57	57	100%
Orange	451	458	98%
Osceola	141	141	100%
Palm Beach	450	466	97%
Pasco	108	112	96%
Pinellas	1,038	1,061	98%
Polk	103	104	99%
Putnam	50	50	100%
Santa Rosa	111	111	100%
Sarasota	209	209	100%
Seminole	95	103	92%
St. Johns	57	58	98%
Suwannee	27	28	96%
Volusia	78	78	100%
Walton	31	31	100%
<b>Grand Total</b>	<b>7,275</b>	<b>7,362</b>	<b>Average 99%</b>

\*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 (4) College Readiness Workshops per year.

### **Deliverable 8: College Readiness Workshops**

**End-of-Year Objective:** A total of four (4) College Readiness Workshops will be conducted at each site per year (including 2 sessions for high school seniors focused on preparing for college and 1 focused on FAFSA/financial aid procedures), 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**

A total of 45 sites (100%) offered 4 or more College Readiness Workshops during quarters 1-4 (Table 15); and 45 sites (100%) offered New Student Orientation by the end of the grant year.

**Table 15 – Number of College Readiness Workshops Conducted\***

County/Region	Number of Workshops
	Quarters 1 - 4
Alachua	9
Baker, Columbia, Dixie, Gilchrist, Union	6
Bay	6
Bradford	6
Brevard	6
Broward	6
Calhoun, Holmes, Jackson, Liberty, Washington	9
Charlotte	6
Citrus, Levy	11
Clay	6
Collier – Champions for Learning	10
Collier – Immokalee Foundation	23
DeSoto, Hardee, Highlands	8
Duval	6
Escambia	7

*\*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 15 continued - Number of College Readiness Workshops Conducted\***

County/Region	Number of Workshops
	Quarters 1 - 4
Escambia	7
Flagler	11
Franklin	5
Gadsden, Leon, Wakulla	8
Hendry	5
Hernando	8
Hillsborough	5
Indian River, Martin, Okeechobee, St. Lucie	6
Lake, Sumter	9
Lee	9
Madison	6
Manatee	14
Marion	7
Miami-Dade	7
Monroe	20
Nassau	8
Okaloosa	13
Orange	18
Osceola	9
Palm Beach	16
Pasco	6
Pinellas	7
Polk	20
Putnam	7
Santa Rosa	7
Sarasota	9
Seminole	6
St. Johns	6
Suwannee	9
Volusia	6
Walton	6
<b>Grand Total</b>	<b>398</b>

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

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

County/Region	Financial Aid	Senior College Prep	College Readiness	New Student Orientation
Alachua	1	1	5	2
Baker, Columbia, Dixie, Gilchrist, Union	1	1	3	1
Bay	1	1	3	1
Bradford	1	1	3	1
Brevard	1	1	3	1
Broward	1	1	3	1
Calhoun, Holmes, Jackson, Liberty, Washington	1	2	5	1
Charlotte	2	1	2	1
Citrus, Levy	1	2	7	1
Clay	1	1	3	1
Collier – Champions for Learning	1	1	7	1
Collier – Immokalee Foundation	2	1	19	1
DeSoto, Hardee, Highlands	1	1	4	2
Duval	2	1	2	1
Escambia	1	1	4	1
Flagler	1	2	7	1
Franklin	1	1	2	1
Gadsden, Leon, Wakulla	1	1	5	1
Hendry	1	1	2	1
Hernando	1	1	5	1
Hillsborough	1	1	2	1
Indian River, Martin, Okeechobee, St. Lucie	1	1	3	1
Lake, Sumter	1	1	6	1
Lee	1	1	6	1
Madison	1	1	3	1
Manatee	1	3	9	1
Marion	1	1	3	2
Miami-Dade	1	2	3	1
Monroe	3	3	11	3
Nassau	1	2	3	2
Okaloosa	5	3	3	2

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

County/Region	Financial Aid	Senior College Prep	College Readiness	New Student Orientation
Orange	1	1	14	2
Osceola	2	1	5	1
Palm Beach	1	5	8	2
Pasco	1	1	3	1
Pinellas	1	1	4	1
Polk	16	1	2	1
Putnam	1	1	4	1
Santa Rosa	1	1	4	1
Sarasota	1	1	6	1
Seminole	1	1	3	1
St. Johns	1	1	3	1
Suwannee	2	1	5	1
Volusia	1	1	3	1
Walton	1	1	3	1
<b>Grand Total</b>	<b>71</b>	<b>60</b>	<b>213</b>	<b>54</b>





## Training for Mentors and Staff

Both the state office of The Take Stock in Children program and their affiliate organizations provide regular and periodic development sessions for affiliate staff and training for mentors. Tables 17 and 18 present the Take Stock State Office and affiliate professional development and training activities for affiliate staff and mentors.

### Quarterly Deliverable: Mentor Trainings

**Quarterly Objective:** At least 31 sites will conduct mentor trainings during Quarter 1 and Quarter 2. At least 26 sites will conduct mentor trainings during Quarter 3, and at least 25 sites will conduct mentor trainings during Quarter 4.

#### Progress: Exceeded

A total of 43 sites offered training during Quarter 1, 44 sites during Quarter 2, 43 sites during Quarter 3, and 42 sites during Quarter 4 (Table 17).

**Table 17 – Sites Conducting Mentor Training\***

County/Region	Training Offered (Yes/No)			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Alachua	Yes	Yes	Yes	Yes
Baker, Columbia, Dixie, Gilchrist, Union	Yes	Yes	Yes	Yes
Bay	Yes	Yes	Yes	Yes
Bradford	Yes	Yes	Yes	Yes
Brevard	Yes	Yes	Yes	Yes
Broward	Yes	Yes	Yes	Yes
Calhoun, Holmes, Jackson, Liberty, Washington	Yes	Yes	Yes	Yes
Charlotte	Yes	Yes	Yes	Yes
Citrus, Levy	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	Yes
Gadsden, Leon, Wakulla	Yes	Yes	Yes	Yes

\*Note. 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 17 continued- Sites Conducting Mentor Training\***

County/Region	Training Offered (Yes/No)			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Lake, Sumter	No	Yes	No	No
Lee	Yes	Yes	No	Yes
Madison	Yes	No	Yes	No
Manatee	Yes	Yes	Yes	Yes
Marion	Yes	Yes	Yes	Yes
Miami-Dade	Yes	Yes	Yes	Yes
Monroe	Yes	Yes	Yes	Yes
Nassau	Yes	Yes	Yes	Yes
Okaloosa	Yes	Yes	Yes	Yes
Orange	Yes	Yes	Yes	Yes
Osceola	Yes	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	Yes	Yes	Yes
<b>Grand Total</b>	<b>43</b>	<b>44</b>	<b>43</b>	<b>42</b>

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



## Deliverable 9: Professional Development

**Quarterly Objective:** At least 31 sites will conduct mentor trainings during Quarter 1 and Quarter 2. At least 26 sites will conduct mentor trainings during Quarter 3, and at least 25 sites will conduct mentor trainings during Quarter 4.

### Progress: Exceeded

A total of 12 professional development opportunities were offered to staff during Quarters 1; 23 during Quarter 2; 17 during Quarter 3; and 12 during Quarter 4 (Table 18).

A combined total of 64 professional development opportunities were provided to staff, exceeding the objective by 49 professional development opportunities for Quarters 1 through 4.

**Table 18 – Professional Development/ Staff Training Quarters 1-4**

Quarter	Date	Topic
1	8/3/2021	Staff Training - Back to School Best Practices
	8/4/2021	Staff Training - 2021-2022 Operations Matrix
	8/5/2021	Staff Training - Policies & 2021-2022 BSC Review
	8/6/2021	Staff Training - Updates STAR Database & Take Stock App
	8/12/2021	Staff Training - 2021-2022 Take Stock App Complete Walkthrough
	8/19/2021	STAR Database for New Employees
	9/7/2021	Staff Training - Courageous Leadership
	09/9-10/2021	New Staff Training
	9/14/2021	Take Stock Convening - Best Practices to Start the Year Strong
	9/16/2021	Staff Training - Take Stock App for Affiliate Staff
	9/21/2021	Staff Training - 2021-2022 BSC and Deliverables
2	9/23/2021	STAR Database for New Employees
	9/30/2021	Staff Training - Financial Compliance
	10/5/2021	Staff Training - Burnout, Stress, & Emotional Exhaustion
	10/14/2021	Staff Training - 2022-2023 FAFSA
	10/15/2021	New Staff Training
	10/19/2021	Staff Training - 2021-2022 Balanced Score Card Review
	10/21/2021	STAR Database for New Employees
	10/28/2021	Regional Training 1 - New Florid PrePaid Scholarships & HOPEforce
	10/28/2021	Regional Training 2 - New Florid PrePaid Scholarships & HOPEforce
	10/28/2021	Regional Training 3 - New Florid PrePaid Scholarships & HOPEforce
	10/28/2021	Regional Training 4 - New Florid PrePaid Scholarships & HOPEforce
	10/28/2021	Regional Training 5 - New Florid PrePaid Scholarships & HOPEforce
	11/2/2021	Staff Training - Small Acts of Leadership
11/4/2021	Staff Training - Florida Grants & Scholarships Training with OSFA	
11/9/2021	Take Stock Convening - 2021-2022 Funding Formula	
11/16/2021	Staff Training - New Florida Prepaid Scholarships Plans Review	

**Table 18 continued - Professional Development/ Staff Training Quarters 1-4**

Quarter	Date	Topic
2	11/18/2021	STAR Database for New Employees
	12/7/2021	Staff Training - Navigating Courageous Conversations
	12/9/2021	Take Stock Convening - Scholarship Opportunities from our Partners
	12/18/2021	Staff Training - Legislative Session and National Mentoring Month
	10/1-12/31/2021	TSIC Training for New Student Services Coordinators
	10/1-12/31/2021	TSIC Training for New Mentor Coordinators
	10/1-12/31/2021	TSIC Training for New Database Specialists
	10/1-12/31/2021	TSIC Training for New College Success Coaches
3	1/11/2022	Staff Training - Imagining the Future
	1/11/2022	Staff Training - Exploring Career Options
	1/11/2022	Staff Training -First-Generation College Students
	1/11/2022	Staff Training - College Admissions
	1/12/2022	Staff Training - Financial Aid - FAFSA
	1/12/2022	Staff Training - Grants and Scholarships
	1/12/2022	Staff Training -The Importance of Money Management
	1/12/2022	Staff Training - Workshops for Families
	1/18/2022	Staff Training - Growing Good Habits & Increasing Productivity
	2/1/2022	Staff Training - Keeping Work Human
	2/8/2022	Take Stock Convening - Effective Collecting & Reporting of Mentor Sessions
	2/17/2022	STAR Database for New Employees
	3/1/2022	Staff Training - Managing Your Mindset & Transforming Your Culture
	1/1 -3/1/2022	TSIC Training for New Student Services Coordinators
	1/1 -3/1/2022	TSIC Training for New Mentor Coordinators
	1/1 -3/1/2022	TSIC Training for New Database Specialists
1/1 -3/1/2022	TSIC Training for New College Success Coaches	
4	4/5/2022	Staff Training - Mastery & Success Gifts of Leadership: Creativity and Failure
	4/11/2022	Staff Training - TSIC Student Recruitment & Selection
	4/12/2022	Staff Training - STAR Database and HOPEforce Database Transition and Training
	4/21/2022	Staff Training - STAR Database for New Employees
	5/3/2022	Staff Training - Leadership: Call to Courage for Continued Mission-Driven Work
	5/10/2022	Staff Training - TSIC College Success Coach Training
	5/17/2022	Staff Training - Take Stock in Children Grant Funding Formula
	6/16/2022	STAR Database for New Employees
	4/1 - 6/30/2022	TSIC Training for New Student Services Coordinators
	4/1 - 6/30/2022	TSIC Training for New Mentor Coordinators
	4/1 - 6/30/2022	TSIC Training for New Database Specialists
	4/1 - 6/30/2022	TSIC Training for New College Success Coaches

## Deliverable 10: Student Academic Performance

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

### Progress: Exceeded

An average of 97% of students had an unweighted Semester 1 GPA above 2.0. An average of 97 % of students had an unweighted Semester 2 GPA above 2.0. The average unweighted Semester 1 and Semester 2 GPA across the network is 3.29 (Table 19).

**Table 19 – Student Unweighted GPA for Semesters 1 and 2**

County/Region	% Of Students Above 2.0 GPA (S1 Unweighted)	% Of Students Above 2.0 GPA (S2 Unweighted)	Average S1 and S2 GPA
Alachua	100%	100%	3.20
Baker, Columbia, Dixie, Gilchrist, Union	94%	93%	3.16
Bay	97%	97%	3.33
Bradford	100%	97%	3.31
Brevard	97%	96%	3.20
Broward	95%	96%	3.20
Calhoun, Holmes, Jackson, Liberty, Washington	100%	100%	3.31
Charlotte	98%	94%	3.30
Citrus	92%	100%	3.22
Clay	77%	94%	3.12
Collier – Champions for Learning	99%	99%	3.46
Collier – Immokalee Foundation	100%	99%	3.39
DeSoto, Hardee, Highlands	98%	99%	3.49
Duval	96%	96%	3.10
Escambia	98%	98%	3.30
Flagler	95%	91%	3.16
Franklin	100%	100%	3.23
Gadsden, Leon, Wakulla	92%	100%	3.30
Hendry	100%	88%	3.24
Hernando	93%	100%	3.15
Hillsborough	93%	94%	3.16
Indian River, Martin, Okeechobee, St. Lucie	98%	98%	3.34
Lake, Sumter	97%	97%	3.34
Lee	100%	100%	3.58
Madison	100%	100%	3.46

\* Data analyzed was incomplete due to delays at the school district level in processing final Semester 2 grades.

County/Region	% Of Students Above 2.0 GPA (S1 Unweighted)	% Of Students Above 2.0 GPA (S2 Unweighted)	Average S1 and S2 GPA
Manatee	98%	97%	3.45
Marion	91%	94%	3.15
Miami-Dade	96%	97%	3.07
Monroe	99%	97%	3.38
Nassau	98%	100%	3.48
Okaloosa	99%	97%	3.45
Orange	98%	93%	3.28
Osceola	98%	98%	3.35
Palm Beach	99%	99%	3.38
Pasco	93%	91%	3.14
Pinellas	94%	91%	3.29
Polk	100%	100%	3.32
Putnam	100%	100%	3.25
Santa Rosa	99%	96%	3.36
Sarasota	98%	96%	3.25
Seminole	95%	96%	3.16
St. Johns	98%	96%	3.20
Suwannee	100%	100%	3.43
Volusia	96%	96%	3.35
Walton	100%	100%	3.39
<b>Grand Total</b>	<b>97%</b>	<b>97%</b>	<b>Average 3.29</b>

\* Data analyzed was incomplete due to delays at the school district level in processing final Semester 2 grades.



## Deliverable 11: Student Attendance

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

### Progress: Met

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

**Table 20 - Unexcused Absences by County**

County/Region	Students with more than 17 unexcused absences		Students with less than 17 unexcused absences	
	Number	Percent	Number	Percent
Alachua	30	9%	309	91%
Baker, Columbia, Dixie, Gilchrist, Union	5	4%	115	96%
Bay	8	7%	106	93%
Bradford	3	9%	32	91%
Brevard	13	6%	215	94%
Broward	21	10%	196	90%
Calhoun, Holmes, Jackson, Liberty, Washington	17	28%	43	72%
Charlotte	5	10%	46	90%
Citrus	6	14%	37	86%
Clay	0	0%	63	100%
Collier - Champions for Learning	11	5%	195	95%
Collier - Immokalee Foundation	5	5%	106	95%
DeSoto, Hardee, Highlands	13	9%	126	91%
Duval	29	7%	362	93%
Escambia	14	11%	119	89%
Flagler	15	16%	78	84%
Franklin	3	18%	14	82%
Gadsden, Leon, Wakulla	8	15%	44	85%
Hendry	0	0%	8	100%
Hernando	0	0%	33	100%
Hillsborough	46	14%	282	86%
Indian River, Martin, Okeechobee, St. Lucie	37	16%	201	84%
Lake, Sumter	7	4%	151	96%
Lee	4	2%	172	98%
Madison	0	0%	48	100%
Manatee	12	5%	226	95%
Marion	23	10%	219	90%
Miami-Dade	80	25%	239	75%

**Table 20 continued - Unexcused Absences by County**

County/Region	Students with more than 17 unexcused absences		Students with less than 17 unexcused absences	
	Number	Percent	Number	Percent
Monroe	30	10%	277	90%
Nassau	2	1%	162	99%
Okaloosa	2	3%	72	97%
Orange	98	21%	362	79%
Osceola	3	2%	138	98%
Palm Beach	50	10%	442	90%
Pasco	16	14%	96	86%
Pinellas	160	13%	1,090	87%
Polk	14	10%	122	90%
Putnam	3	6%	50	94%
Santa Rosa	7	5%	137	95%
Sarasota	24	7%	339	93%
Seminole	10	8%	120	92%
St. Johns	6	8%	71	92%
Suwannee	6	20%	24	80%
Volusia	7	7%	99	93%
Walton	1	3%	36	97%
<b>Grand Total</b>	<b>854</b>	<b>10%</b>	<b>7,422</b>	<b>90%</b>





## Deliverable 12: Program Graduation Rate

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

### Progress: Exceeded

The Take Stock in Children program completion rate for the 2021- 2022 grant year was 97%, with a total of 1,760 students completing the Take Stock program (Table 21).

**Table 21 – Take Stock in Children Program Graduation Rate**

County/Region	Total Number of Program Graduates		
	Completed	Dismissed / Noncomplete	% Completed
Alachua	61	0	100%
Baker, Columbia, Dixie, Gilchrist, Union	30	0	100%
Bay	21	1	95%
Bradford	6	0	100%
Brevard	48	1	98%
Broward	60	4	94%
Calhoun, Holmes, Jackson, Liberty, Washington	12	1	92%
Charlotte	10	0	100%
Citrus	8	2	80%
Clay	14	1	93%
Collier – Champions for Learning	28	1	97%
Collier – Immokalee Foundation	31	4	89%
DeSoto, Hardee, Highlands	35	0	100%
Duval	88	2	98%
Escambia	18	0	100%
Flagler	19	0	100%
Franklin	3	1	75%
Gadsden, Leon, Wakulla	20	0	100%
Hendry	5	0	100%
Hernando	5	0	100%
Hillsborough	70	0	100%
Indian River, Martin, Okeechobee, St. Lucie	54	1	98%
Lake, Sumter	33	3	92%
Lee	37	1	97%
Madison	12	0	100%
Manatee	54	0	100%
Marion	41	1	98%

**Table 21 continued - Take Stock in Children Program Graduation Rate**

County/Region	Total Number of Program Graduates		
	Completed	Dismissed / Noncomplete	% Completed
Miami-Dade	110	5	96%
Monroe	59	4	94%
Nassau	22	1	96%
Okaloosa	14	0	100%
Orange	125	4	97%
Osceola	71	1	99%
Palm Beach	124	3	98%
Pasco	30	0	100%
Pinellas	202	14	94%
Polk	27	0	100%
Putnam	1	0	100%
Santa Rosa	29	3	91%
Sarasota	45	1	98%
Seminole	28	0	100%
St. Johns	18	0	100%
Suwannee	7	0	100%
Volusia	17	0	100%
Walton	8	0	100%
<b>Grand Total</b>	<b>1,760</b>	<b>60</b>	<b>Average 97%</b>



## Achievement of FLDOE Quarterly Deliverables

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

Activity/Task	Deliverable Target (Q1-Q4 Combined)	Performance (Q1-Q4 Combined)	Outcome
Mentor Recruiting Activity	4 Multi-Region Activities	12 Multi-Region Activities	Exceeded
Mentor Screenings/ Background Checks	1,400 Mentors	1,461 Mentors	Exceeded
Mentoring Sessions	79,000 Mentoring Sessions	127,425 Mentoring Sessions	Exceeded
Mentees Served	Q1- 3,000 Q2- 5,450 Q3- 5,600 Q4- 5,000 Students Mentored	Q1- 5,323 Q2- 6,529 Q3- 6,873 Q4- 7,418 Students Mentored	Exceeded
Mentee Trainings (College Readiness Workshops Conducted)	165 Mentee Trainings	398 Mentee Trainings	Exceeded
New Student Orientation	45 Sites Conducting Trainings	45 Sites Conducting Trainings	Exceeded
Mentor Trainings	Q1 - 31 Q2 - 31 Q3 - 26 Q4 - 25 Sites Conducting Trainings	Q1- 43 Q2- 44 Q3- 43 Q4- 42 Sites Conducting Trainings	Exceeded
Staff Trainings	15 Training Opportunities	68 Training Opportunities	Exceeded

## Observations: Student, Parent/Guardian, and Mentor Feedback

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

### Surveys

Surveys were completed in March 2022. A total of 1,009 students, 853 parents/guardians, and 1,137 mentors responded to the online survey. Figures 1-3 illustrate the 1) grade level of student respondents, 2) the grade level of Take Stock students as reported by the parents/guardians participating in the survey, and 3) the grade level of students that mentors reported mentoring.

### Interviews

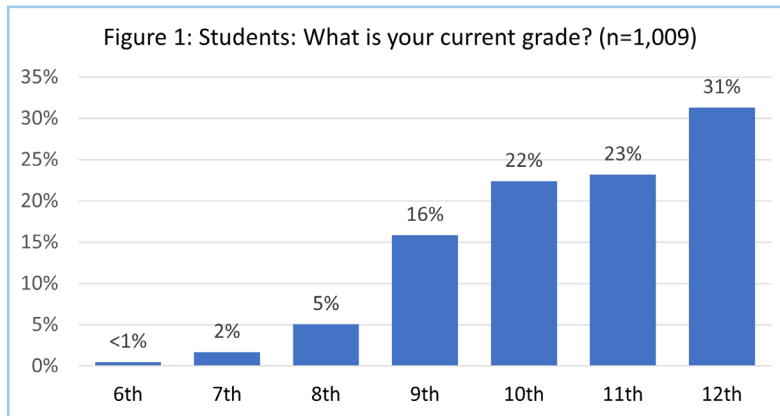
Individual semi-structured interviews were also conducted in March 2022. A student, a parent or guardian, a mentor, and an alum were invited to participate from nine different affiliate programs. These programs were purposefully selected to represent Florida both by geographic location (i.e., North, Central, or South Florida) and by affiliate program size (small, medium, or large). A total of 8 students, 8 parents or guardians, 9 mentors, and 6 alumni participated in the interviews. See Appendix D for interview questions.

## Observations from Survey and Interview Data

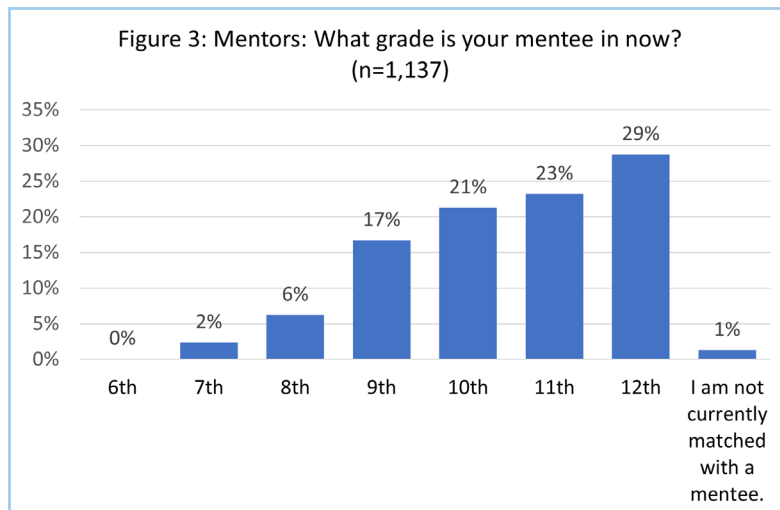
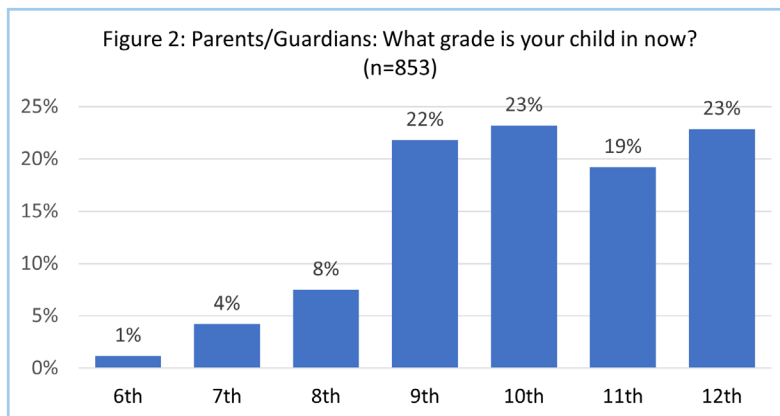
Key themes emerging from survey and interview data are listed below:

1. Both current students and alumni felt more ready for college due to the Take Stock in Children program.
2. Mentors were highly valued by current students and alumni as a crucial resource for information and to assist with challenges.
3. Most students' concerns about going to college related to financial insecurity.
4. Mentors felt supported by and connected to Take Stock in Children staff and found the Mentor Tool Kit to be helpful.
5. Parents/Guardians appreciated the support offered by the Take Stock in Children program as well as the program's effective communication practices.
6. Parents/Guardians expressed a need for continued support for students when they are in college.
7. Suggestions for improvement from students, alumni, mentors, and parents/guardians varied greatly. Some key takeaways included the following:
  - providing an even greater focus on real-life skills (e.g., taxes, credit cards)
  - continue to expand in-person event opportunities at a local level to pre-pandemic levels as appropriate (ex. providing more college tours, group meetings, parent/mentor social events)

- focus on identifying additional opportunities to recruit ethnically and racially diverse mentors
- continue to enhance/update the Take Stock App and provide more online resources, particularly for mentors
- provide more information to parents/guardians about the college process.



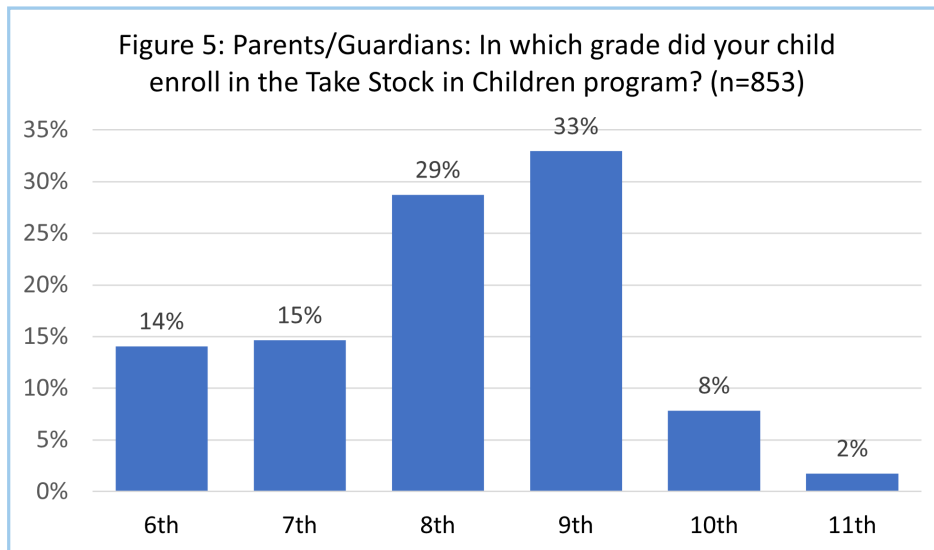
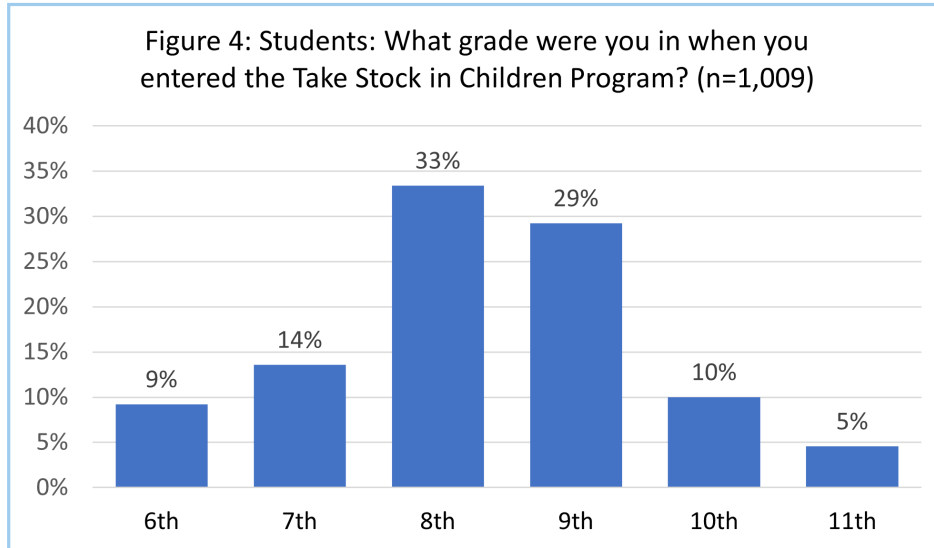
\*Percentages may not sum to 100% due to rounding.



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

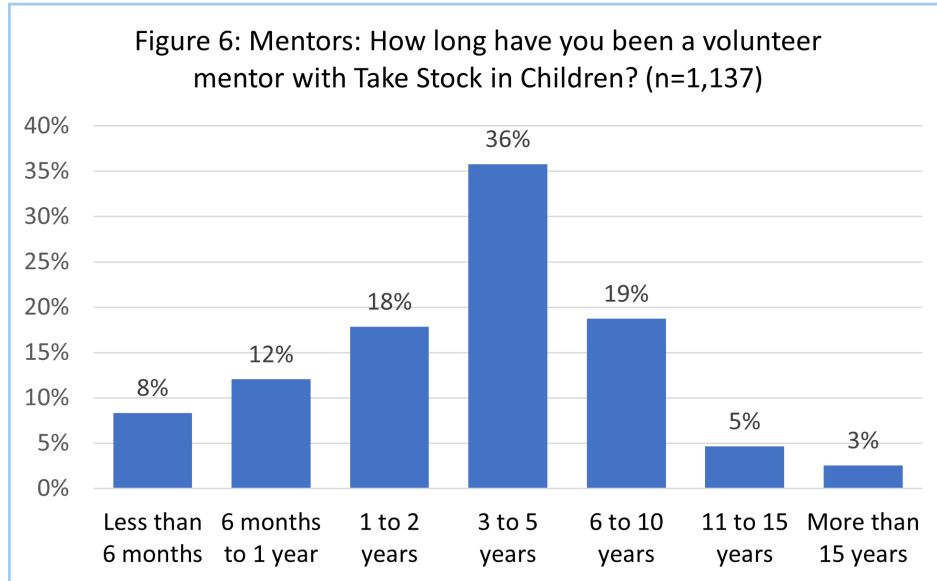
## Participation in the Take Stock in Children Program

Survey data indicated that most students entered the Take Stock in Children program in eighth or ninth grade (Figures 4 and 5).



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

The largest percentage of mentors (36%) indicated they had three to five years of experience as a Take Stock in Children mentor (Figure 6). Over half of the mentors (62%) indicated they had three or more years volunteering as a mentor with the Take Stock in Children Program.



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



Students, parents or guardians, and mentors were also asked how they first learned about the Take Stock in Children program. Over half of student and parent/guardian respondents noted that they learned about the program by a teacher or school counselor (Tables 23 and 24). Most mentors (62%) reported hearing about it either through their place of work or from friends or family (Table 25).

**Table 23 – Take Stock in Children - Student Participation (n=1,009)**

<b>Students: How did you first learn about the Take Stock in Children program?</b>	<b>Percent</b>
“My teacher(s)/school counselor told me about it.”	60%
“My parent or other family member told me about it.”	24%
“My friends told me about it.”	4%
“I learned about it on social media (Facebook, Twitter, etc.)”	<1%
“I saw/heard an advertisement for the program and found out more information.”	4%
Other	8%
<b>Grand Total</b>	<b>100%</b>

**Table 24 – Take Stock in Children -Parent/Guardian Participation (n=853)**

<b>Parents/Guardians: How did you first learn about the Take Stock in Children program?</b>	<b>Percent</b>
“My child’s teacher(s)/school counselor told me about it.”	57%
“My child or other family member told me about it.”	14%
“My friends told me about it.”	8%
“I learned about it on social media (Facebook, Twitter, etc.)”	1%
“I saw/heard an advertisement for the program and found out more information.”	6%
Other	14%
<b>Grand Total</b>	<b>100%</b>

**Table 25 – Take Stock in Children - Mentor Participation (n=1,137)**

<b>Mentors: How did you first learn about the Take Stock in Children program?</b>	<b>Percent</b>
“I heard about it through my place of work.”	27%
“My friend or family told me about it.”	35%
“I learned about it on social media (Facebook, Twitter, etc.)”	2%
“I saw/heard an advertisement for the program and found out more information.”	9%
“I am a graduate of the Take Stock in Children Program.”	2%
Other	24%
<b>Grand Total</b>	<b>99%*</b>

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



## Mentoring

The mentor-student relationship is a key element of the Take Stock in Children program. Survey respondents from each stakeholder group (i.e., students, parents/guardians, and mentors) were asked to provide feedback on the mentoring components. All respondent groups indicated a high level of student-mentor matches, with over 90% across groups (Figures 7-9). The length of these matches varied among respondents, with two (2) or more years being the most common length of time reported by all respondent groups (Figures 10-12). Both students and mentors indicated that their current match most frequently began when the student was in ninth grade (Figures 13-14).

Figure 7: Students: Do you currently have a mentor?  
(n=1,009)

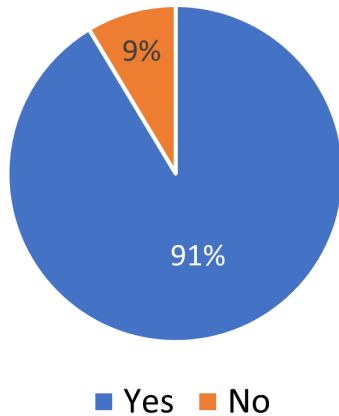
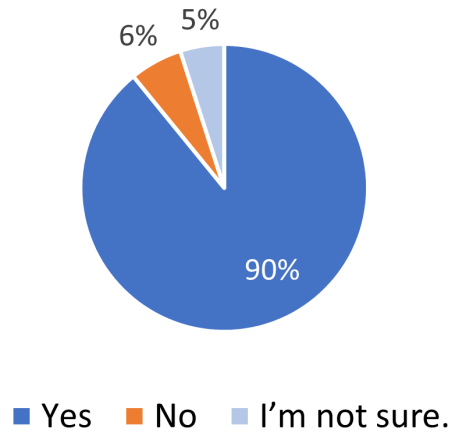


Figure 8: Parents/Guardians: Does your child currently have a mentor?  
(n=853)



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

Figure 9: Mentors: Are you currently mentoring a student?  
(n=1,137)

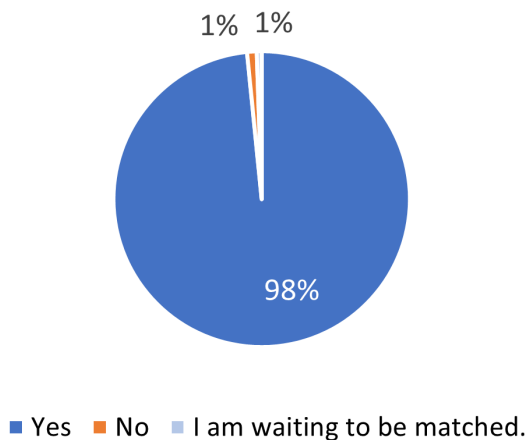
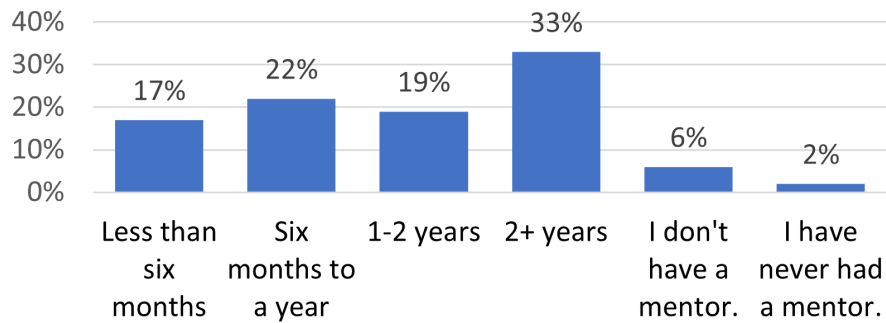
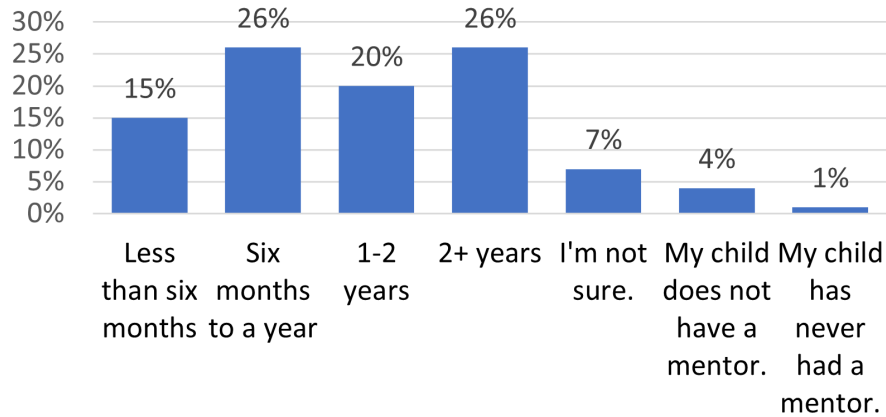


Figure 10: Students: How long have you been with your current mentor? (n=1,009)



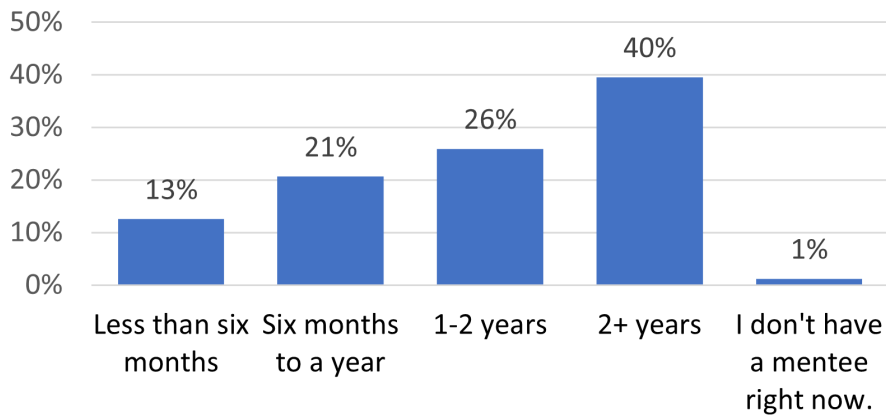
\*Percentages may not sum to 100% due to rounding.

Figure 11: Parents/Guardians: How long has your child been with their current mentor? (n=853)



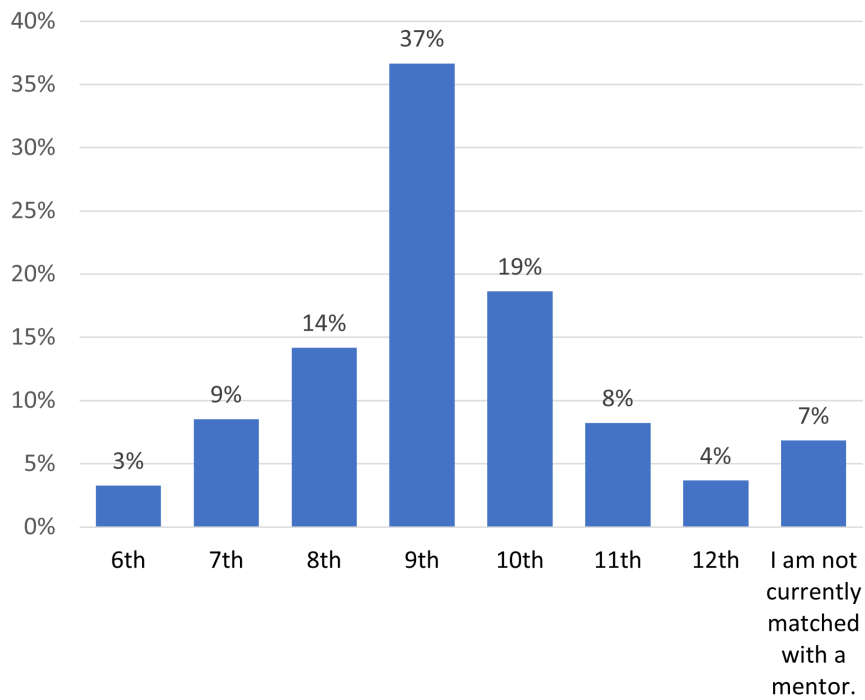
\*Percentages may not sum to 100% due to rounding.

Figure 12: Mentors: How long have you been matched with your mentee? (n=1,137)



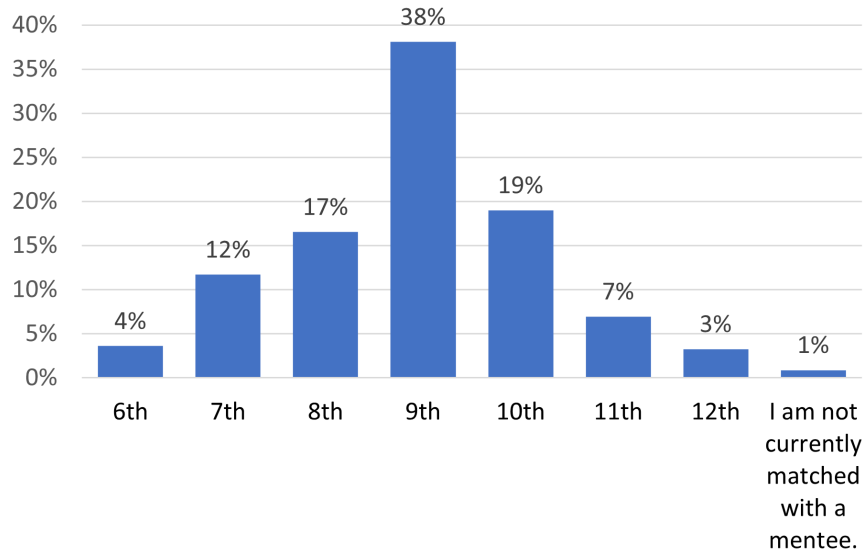
\*Percentages may not sum to 100% due to rounding.

Figure 13: Students: What grade were you in when you first started working with your current mentor?  
(n=1,009)



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

Figure 14: Mentors: What grade was your mentee in when you first started working with your student?  
(n=1,137)



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

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

Senior students, parents/guardians of seniors, and mentors of seniors were invited to participate in surveys with questions relevant to the students' senior status. Most respondents across all groups indicated that the student had completed their Free Application for Federal Student Aid (FAFSA®; Figures 15-17) and taken at least one of the common college entrance exams (i.e., SAT or ACT; Figures 18-20).

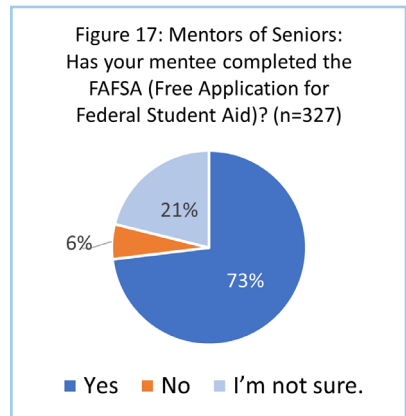
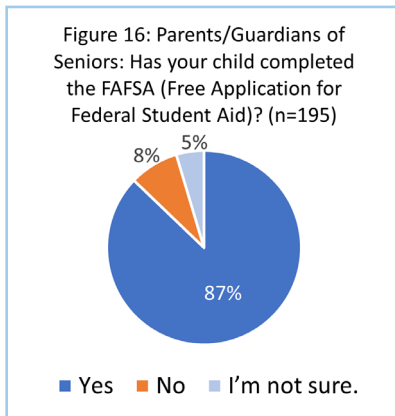
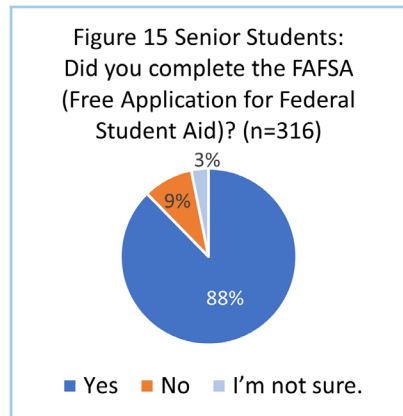


Figure 18: Senior Students:  
Have you taken the SAT  
and/or ACT exam? (n=316)

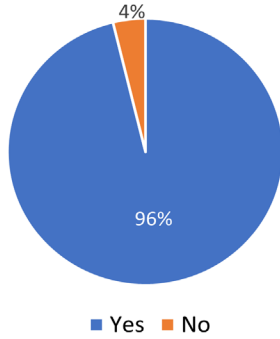


Figure 19: Parents/Guardians  
of Seniors: Has your child  
taken the SAT and/or ACT  
exam? (n=195)

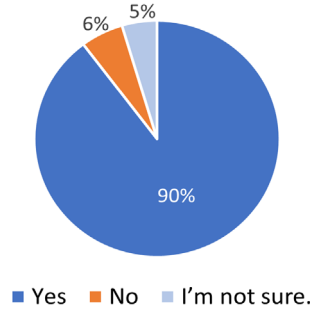
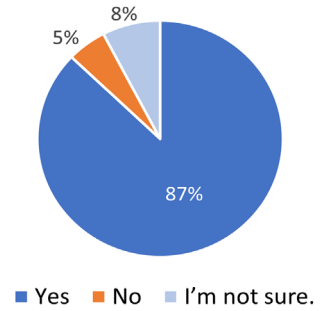


Figure 20: Mentors of  
Seniors: Has your mentee  
taken the SAT and/or ACT  
exam? (n=327)



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



Most respondents indicated that the student was planning to enroll in a college or university for the next academic year (Figures 21-23), and the majority indicated that the student had also selected a college or university (Figure 24-26).

Figure 21: Senior Students:  
Are you planning to enroll in college or university for the 2021 2022 academic year?

(n=316)

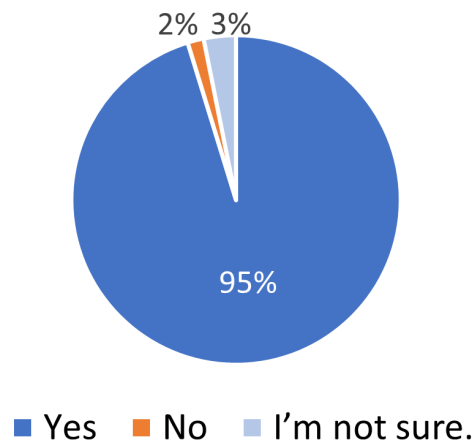


Figure 22: Parents/Guardians of Seniors: Is your child planning to enroll in college or university for the 2021 2022 academic year?

(n=195)

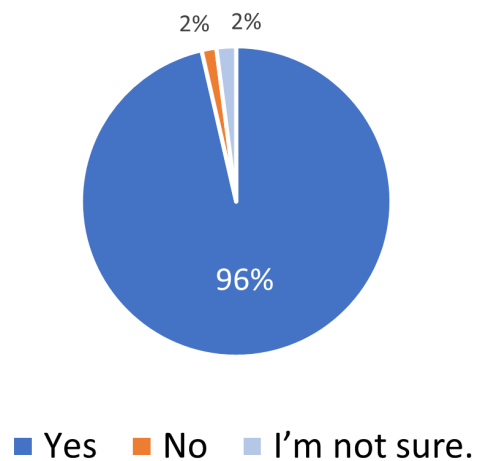


Figure 23: Mentors of Seniors: Is your mentee planning to enroll in college or university for the 2021 2022 academic year?

(n=327)

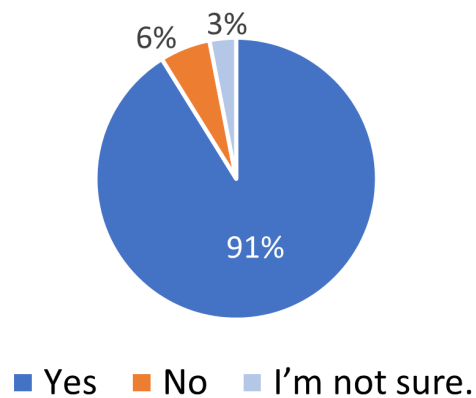


Figure 24: Senior Students:  
Have you selected a college or university to attend after high school graduation?  
(n=316)

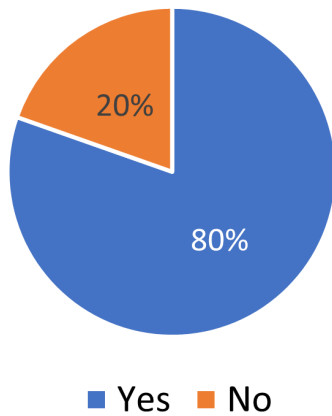


Figure 25: Parents/Guardians of Seniors: Has your child selected a college or university to attend after high school graduation?  
(n = 195)

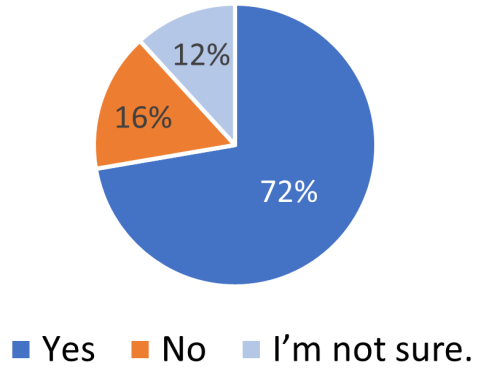
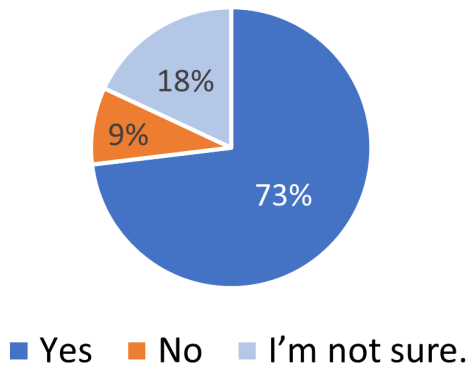
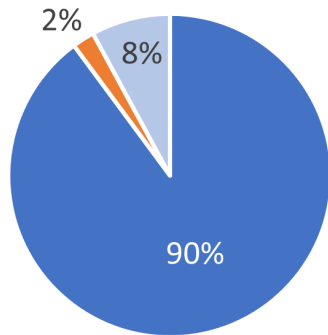


Figure 26: Mentors of Seniors: Has your mentee selected a college or university to attend after high school graduation?  
(n=327)



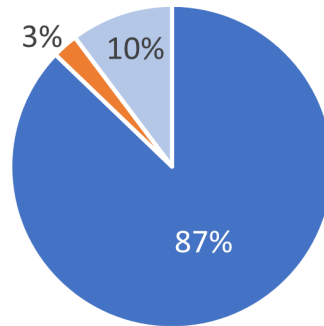
Across all respondent groups, the majority reported that the Take Stock in Children program had prepared the student well for enrolling in or completing college (Figures 27-29).

Figure 27: Senior Students: Do you feel that Take Stock in Children has prepared you well for enrolling in and successfully completing college or university? (n=316)



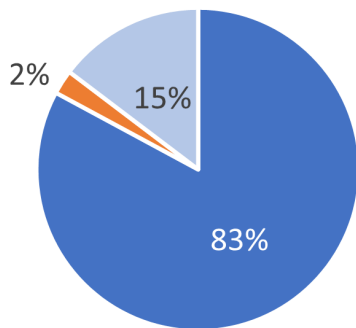
■ Yes ■ No ■ I'm not sure.

Figure 28: Parents/Guardians of Seniors: Do you feel that Take Stock in Children has prepared our child well for enrolling in and successfully completing college or university? (n = 195)



■ Yes ■ No ■ I'm not sure.

Figure 29: Mentors of Seniors: Do you feel that Take Stock in Children has prepared your mentee well for enrolling in and successfully completing college or university? (n=327)



■ Yes ■ No ■ I'm not sure.





High school students' graduation marks the official end of the student-mentor relationship. Nevertheless, the majority of both students and mentors indicated an intention to stay in touch (Figures 30-31). Of the senior students and mentors who indicated they would stay in touch, most indicated they would stay in touch via text messaging (Tables 26-27). Of those who answered that they would keep in touch in another way, one mentor indicated that they would visit their mentee at the coffee shop where the mentee works. Another commented that they plan to have lunch every few months to catch up.

Figure 30: Senior Students: Do you and your mentor plan on staying in touch after you graduate from high school? (n=316)

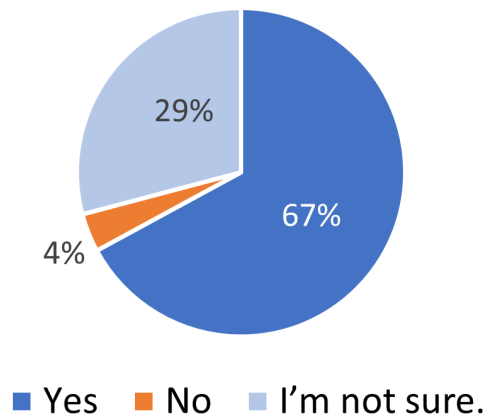
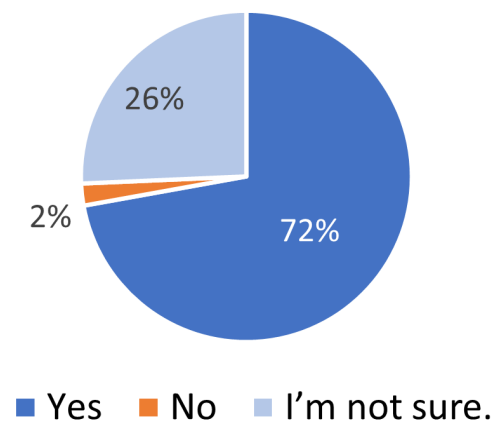


Figure 31: Mentors of Seniors: Do you and your mentee plan on staying in touch after your mentee graduates from high school? (n=327)



**Table 26 – Senior Students**

<b>If you plan on staying in touch with your mentor after high school graduation, how will you communicate? (Please select all that apply).</b>	<b>Percent</b>
E-mail	38%
Phone calls	51%
Text messaging	80%
Social Media (Facebook, Instagram, Snapchat, etc.)	11%
Written Letters	3%
In-person Visits	27%
Video Calling (Zoom, Facetime, Skype, etc.)	24%
N/A - I don't plan on staying in touch with my mentor.	5%
Other (please specify)	2%

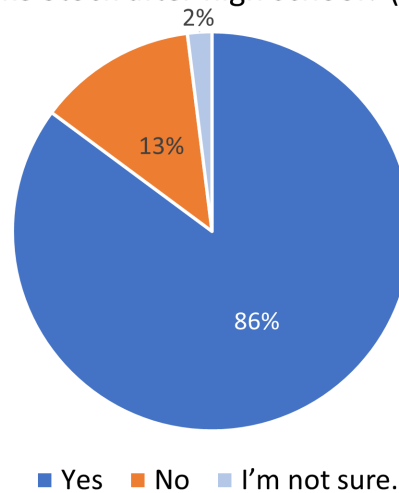
**Table 27- Mentors of Seniors**

<b>If you plan on staying in touch with your mentee after high school graduation, how will you communicate? (Please select all that apply).</b>	<b>Percent</b>
E-mail	39%
Phone calls	45%
Text messaging	82%
Social Media (Facebook, Instagram, Snapchat, etc.)	12%
Written Letters	4%
In-person Visits	36%
Video Calling (Zoom, Facetime, Skype, etc.)	17%
N/A - I don't plan on staying in touch with my mentee.	3%
Other (please specify)	8%



On the survey, parents/guardians of seniors were also asked whether they felt their child would benefit from continued support from Take Stock after high school, with the majority (86%) indicating “Yes” (Figure 32). This sentiment was also expressed by parents/guardians during the interviews, who commented that they would appreciate a continued connection with Take Stock once their child is in college. The Take Stock initiative has responded to this by implementing its Take Stock in College postsecondary support program to partner with colleges and universities to help ensure students take advantage of the existing support systems to reach degree attainment. It is interesting to note that as part of a separate survey of Take Stock in College participants, 93% of college students surveyed believed that the college preparation received thorough Take Stock in Children was helpful to them in their collegiate journey validating the necessity and positive impact of both Take Stock in Children and Take Stock in College.

Figure 32: Parents/Guardians of Seniors: Do you feel your child would benefit from continued support from Take Stock after high school? (n = 195)



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



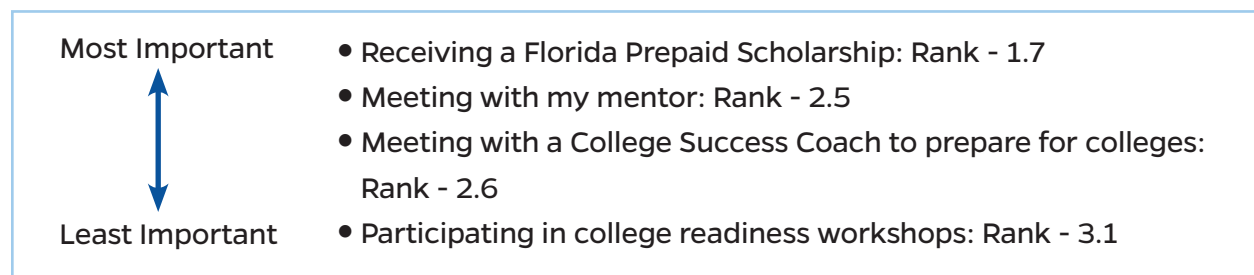
## Take Stock in Children Program Effectiveness

Survey data with all respondent groups provided evidence of the effectiveness of the Take Stock in Children program. Of four select elements, all respondent groups indicated that the Florida Prepaid Scholarship was the most important (Figures 33-35). Interview data also supported this finding, as mentor interviewees stated that the scholarship was a key factor in helping students succeed. Similarly, parents/guardians indicated that financial assistance is one of the greatest benefits that the Take Stock in Children program offers.

When asked what the Take Stock in Children program does particularly well in the interviews, students expressed that the program had helped them make better decisions and encourage them to be accountable for their futures. Current students and student alumni alike appreciated that Take Stock provided a community through their mentors and connections with other Take Stock students. Alumni talked about remaining connected with Take Stock during and after their college journeys. When mentors were asked what the Take Stock in Children program does particularly well, they expressed the following key areas: intensive training, “current and timely information” provided through the program, responsive communication, provision of college success coaches for students (who were by extension helpful to mentors), long-term partnership of mentors with students, and the “community and fellowship of the team.” Parents/guardians expressed their appreciation for Take Stock’s effective communication, including personal outreach. They also appreciated the encouragement and motivation the Take Stock in Children program provides their children.

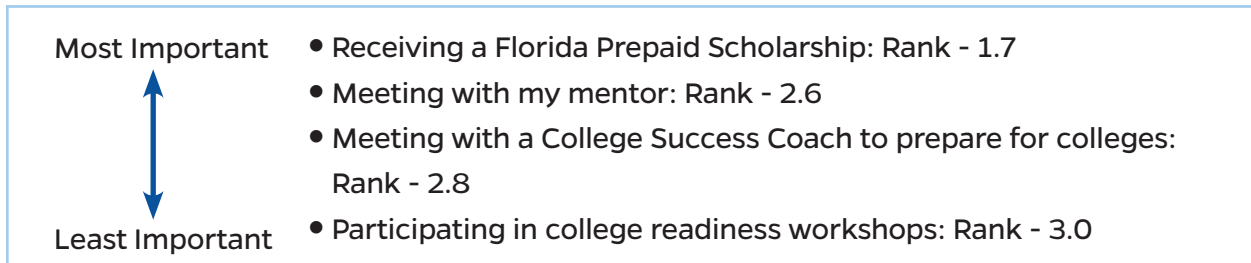
**Figure 33: Students: Please rank the following elements of the Take Stock in Children program in order of importance.**

(1 = Most Important and 4 = Least Important) (n=1,009)



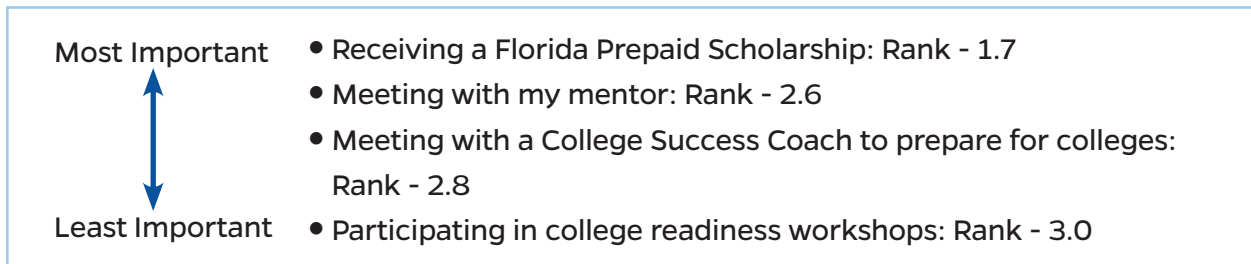
**Figure 34: Parents/Guardians: Please rank the following elements of the Take Stock in Children program in order of importance.**

(1 = Most Important and 4 = Least Important) (n=853)



**Figure 35: Mentors: Please rank the following elements of the Take Stock in Children program in order of importance.**

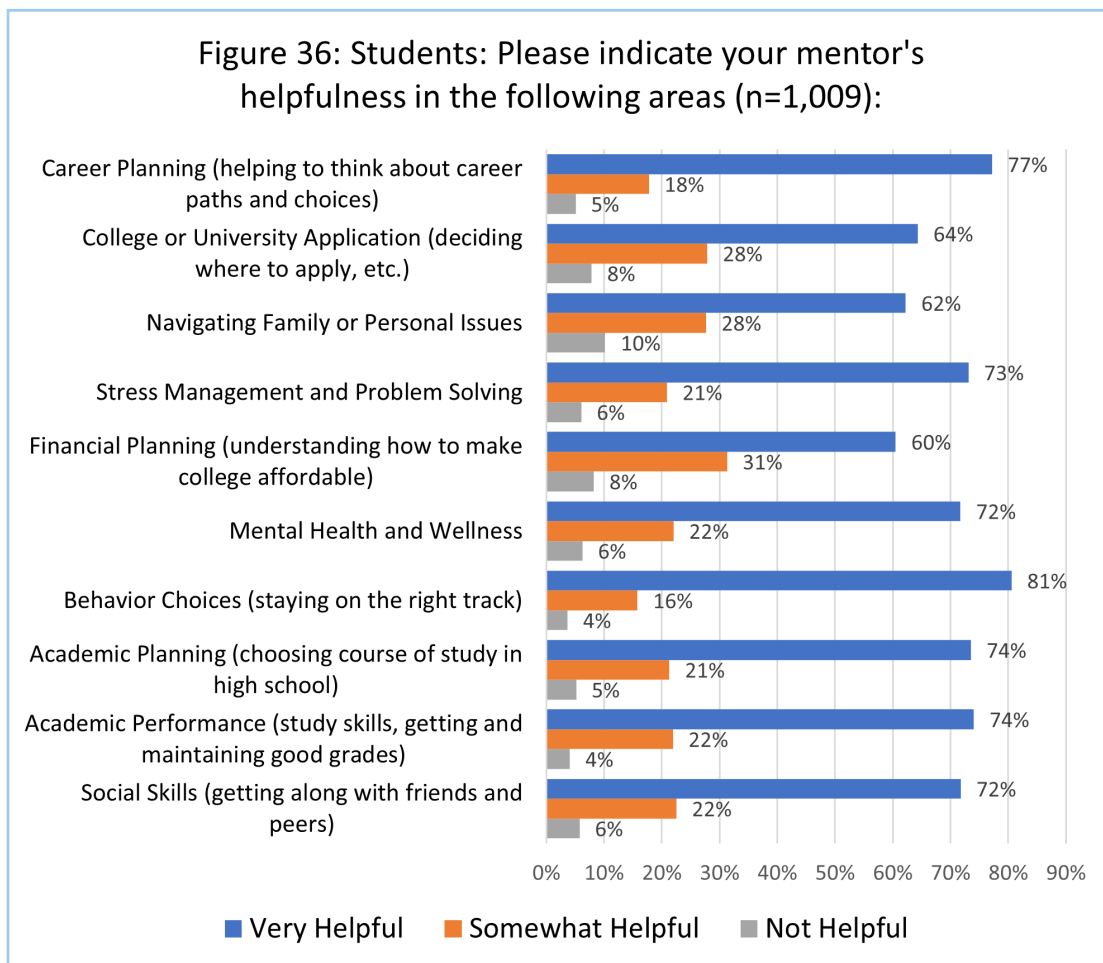
(1 = Most Important and 4 = Least Important) (n=1,137)



## Mentor Effectiveness

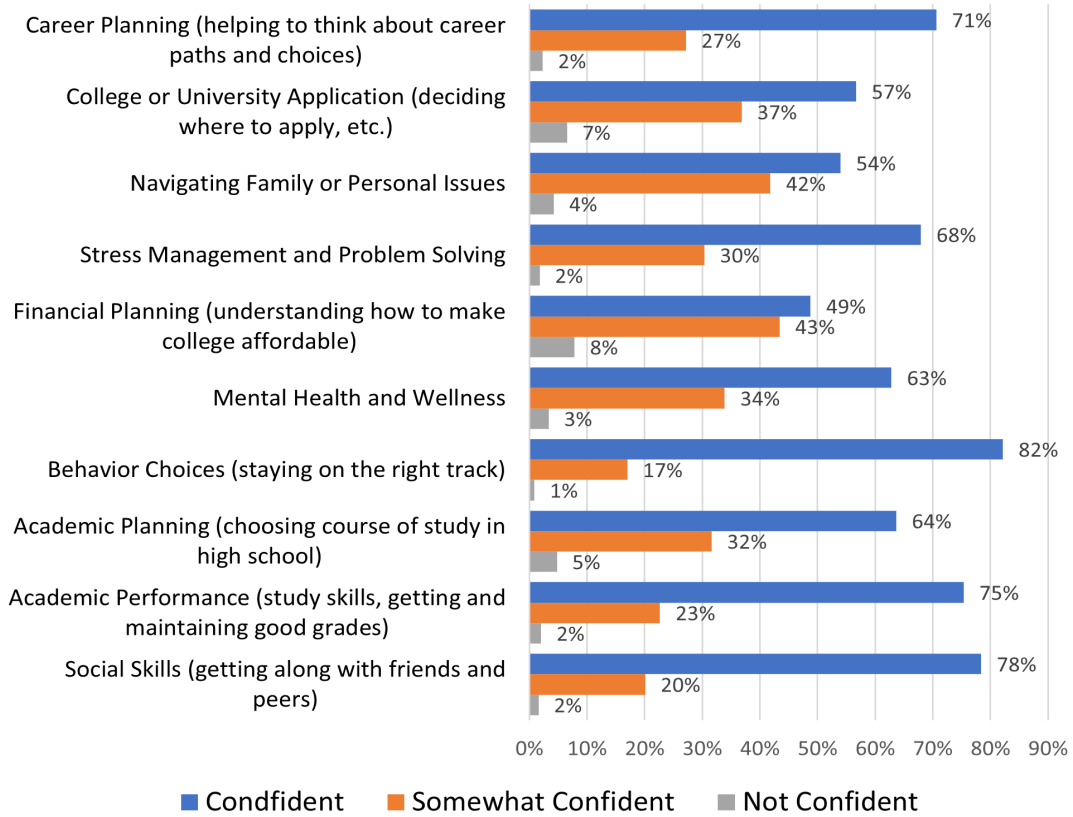
In the interviews, students were highly enthusiastic when talking about their mentors. They perceived their mentors as a vital source of information about issues related to academics and college. Just as importantly, they perceived their mentors as people whom they can trust and to whom to talk over a range of challenges, both academic and personal. Mentors helped students stay on track with their goals. One student said of their two Take Stock mentors: “They have both changed my life tremendously.” Alumni agreed about the importance of mentors, with one alum noting, “Mentorship is what distinguishes the program and sets it apart.” Mentors expressed that they felt most confident as a mentor when they developed a relationship and found shared interests with their mentee, were prepared for sessions, and saw their mentees flourishing.

Survey data indicated that students found mentors *very helpful* across a wide variety of topics, with the *Behavior Choices* and *Career Planning* as the two topics mentors most frequently considered *very helpful* (Figure 36). A sizable percentage of mentors reported feeling confident in their ability to help students in those areas (82% of *Behavior Choices* and 71% of *Career Planning*; Figure 37). Mentors also reported feeling confident to help in the areas of *Academic Performance* and *Social Skills*, areas that students also frequently reported mentors as very helpful (74% and 72%, respectively).



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

**Figure 37: Mentors: Please indicate your confidence in your ability level to help your child with the following areas (n=1,137):**

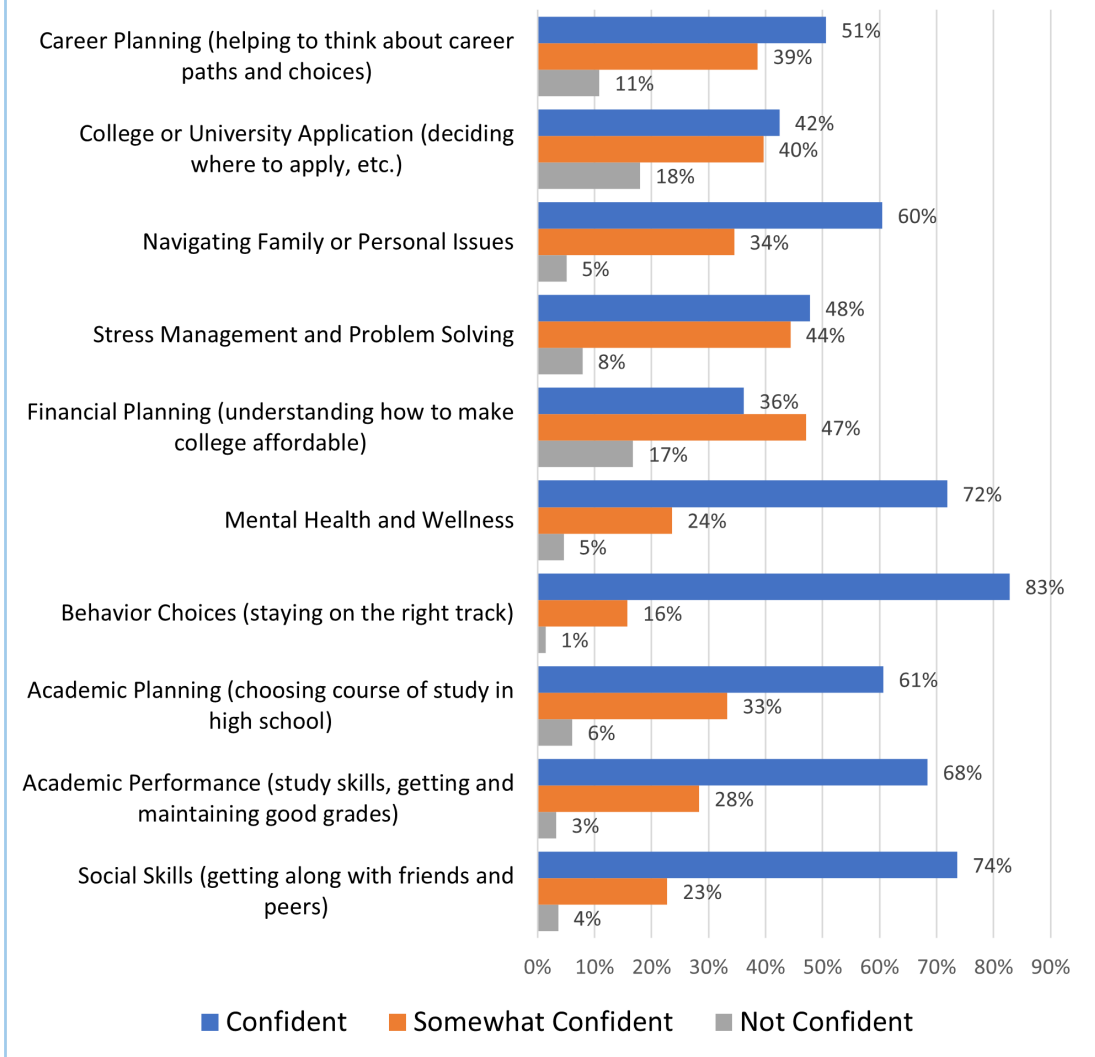


\*Percentages may not sum to 100% due to rounding.



The Take Stock in Children program also surveyed parents/guardians to determine their confidence in helping their students in select areas. Similar to mentors, parents/guardians reported a high level of confidence in helping with **Behavior Choices** (83%; Figure 38). They reported a lower level of confidence than mentors in **Career Planning**, as only 51% of parents/guardians felt confident in that area compared to 71% of mentors. Parents/guardians felt least confident in helping with financial planning (36%) and college or university applications (42%). Survey findings aligned with parent interview data. Parents/guardians indicated that they wanted more information about the about the “process of college”, so they felt equipped to help their child in this key area.

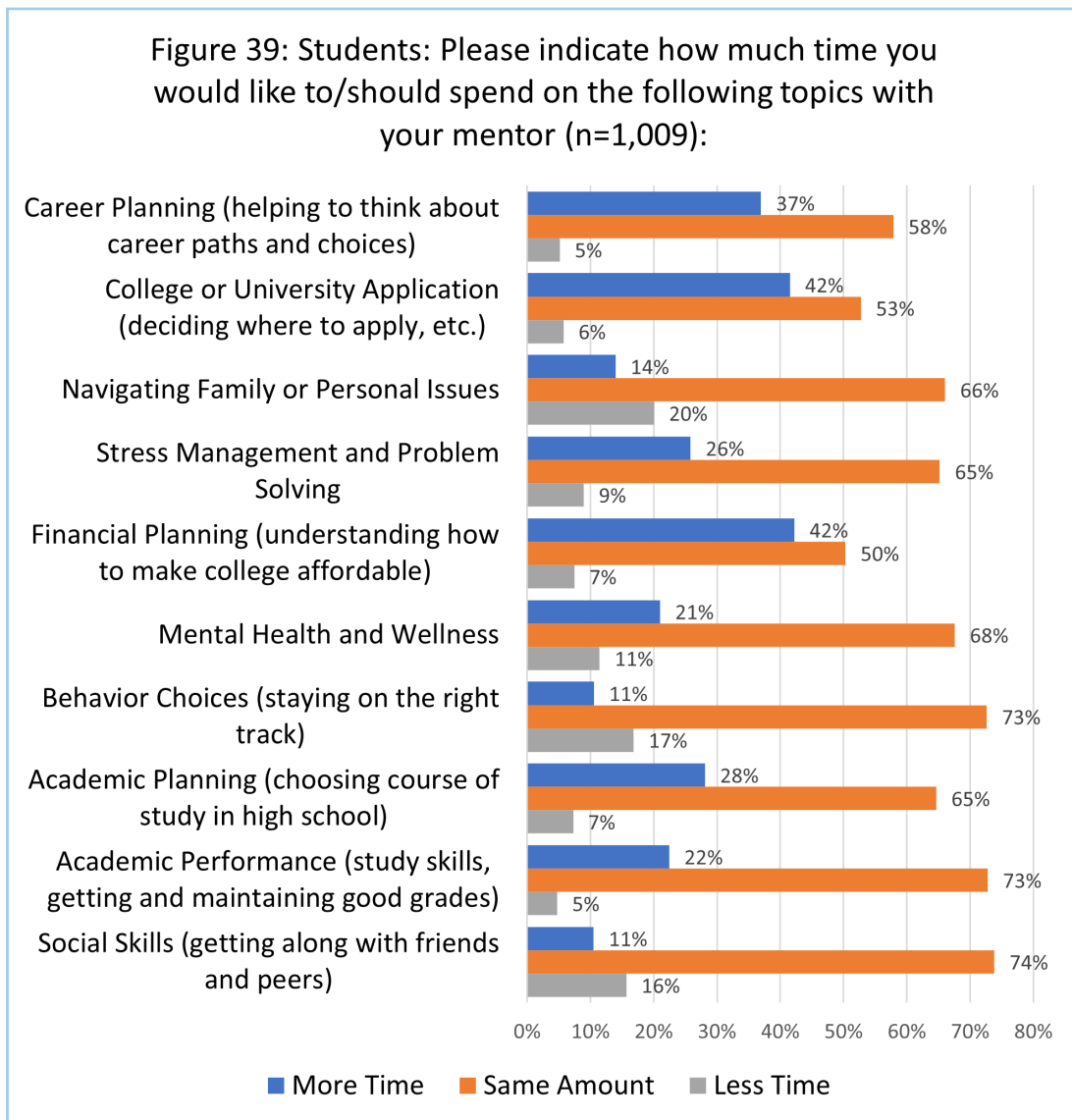
Figure 38: Parents/Guardians: Please indicate your confidence level to help your child with the following areas (n=853):



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

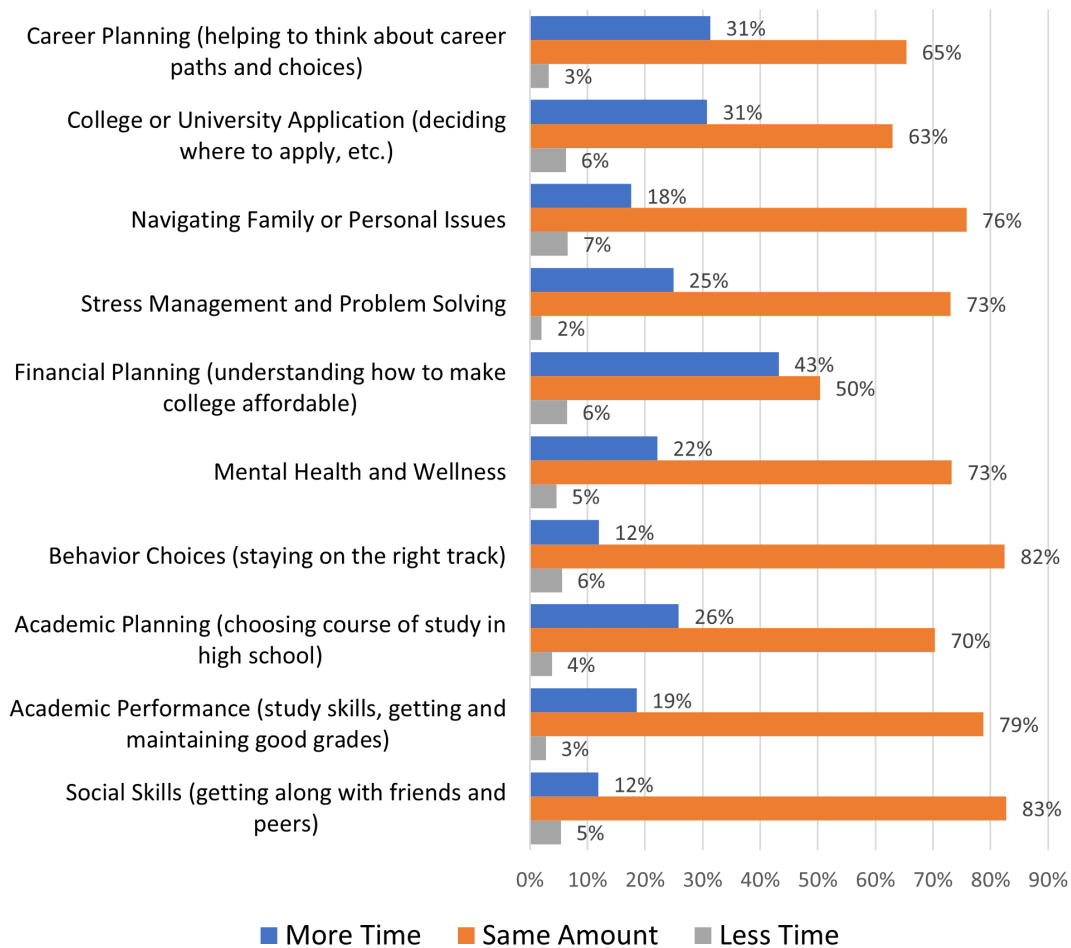


Both students and mentors were questioned about the amount of time they would like to spend on topics. Across all topics, the majority of students and mentors reported that the time they currently spend on the topic was sufficient (Figures 39-40). Considering the topics where participants indicated they would like to spend more time, **Career Planning**, **College or University Application**, and **Financial Planning** had the highest percentages of students and mentors indicating they would like to spend more time, although a greater percentage for each group felt the time spent was sufficient. A substantial portion of parents/guardians responded that they felt their student needed **Some support** or **A lot of support** with those topics (Figure 41).



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

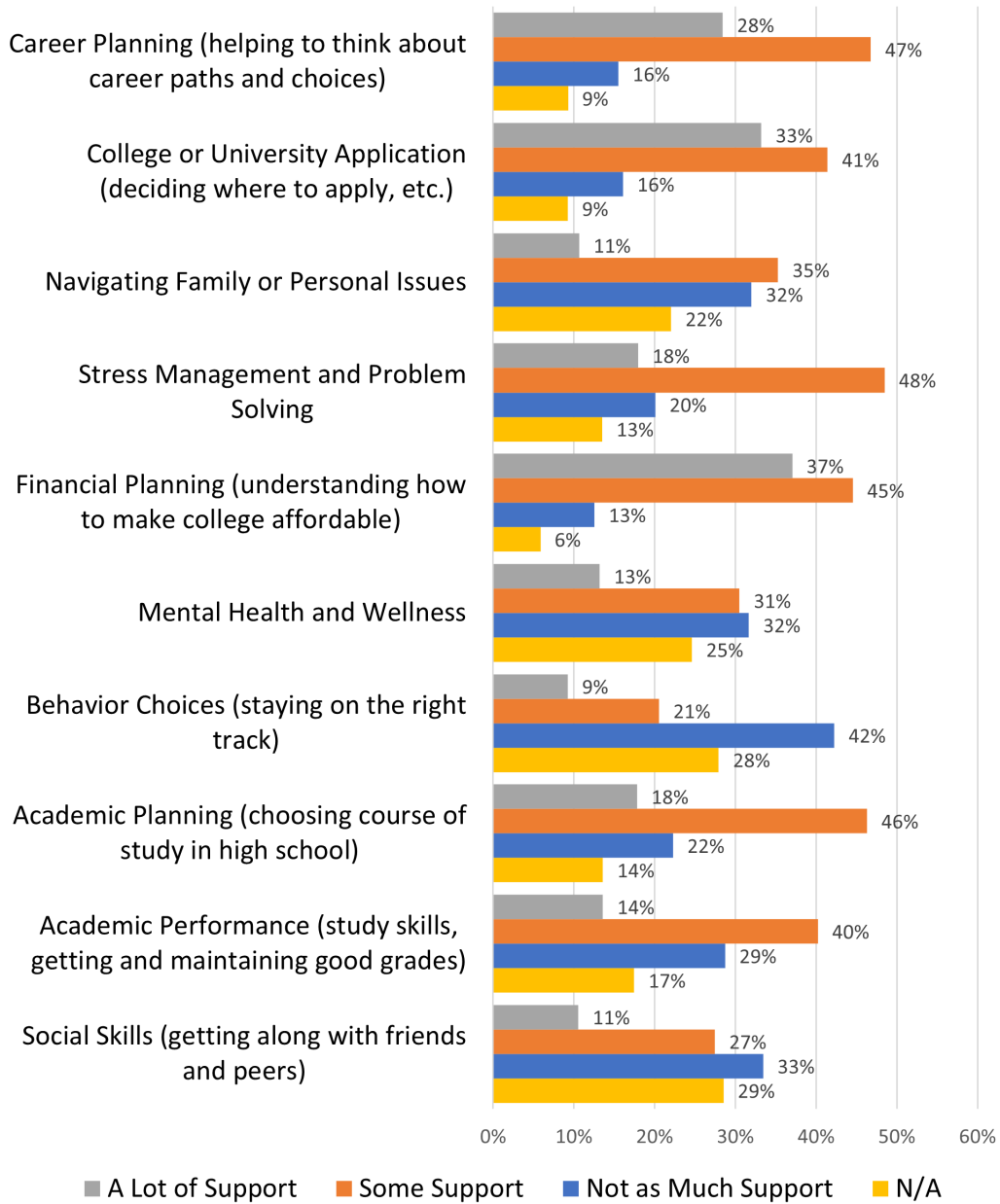
Figure 40: Mentors: Please indicate how much time you would like to spend on the following topics with your mentee (n=1,137):



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



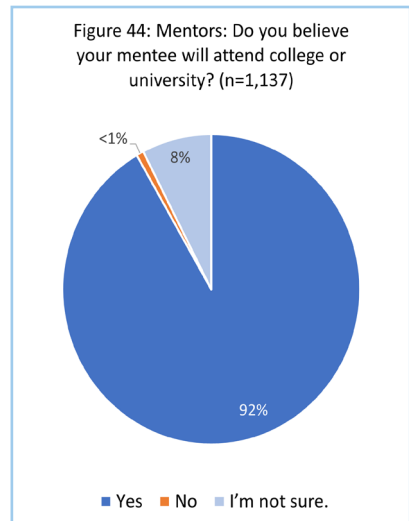
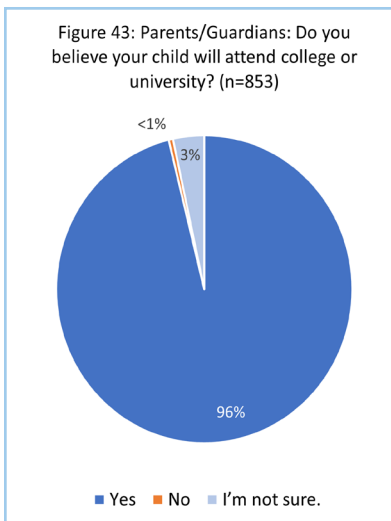
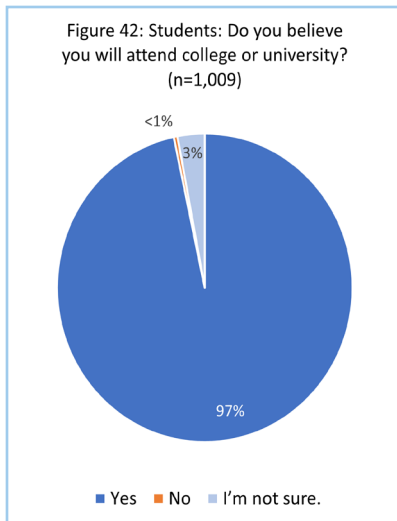
Figure 41: Parents/Guardians: Please indicate the level of support that your child needs in the following areas. If you don't feel that your child needs help in an area, please select, N/A. (n=853):



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

## Postsecondary Enrollment and Completion

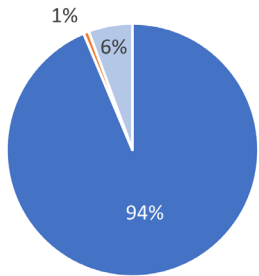
Survey data indicated that the majority of all respondent groups believed that the student would attend and complete college or university (Figures 42-47). Interview data supported this finding. Current Take Stock in Children students overwhelmingly discussed feeling ready for college because of their participation in the program. They credited their mentors for this high level of readiness. Students commented that mentors helped them by discussing the colleges to which students should consider applying, applying for scholarships, securing reference letters, touring campuses, and more generally providing information and perspective about college. These sentiments were confirmed by program alumni, who commented on Take Stock's ability to prepare them socially, mentally, and academically for college. One alum said, "I didn't feel alone during the transition" to college. Alumni spoke highly of their mentors, commenting how meeting with mentors each week truly shaped their experience in the program and their success in college. Similarly, the majority of parent interviewees agreed their children were ready for college.



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

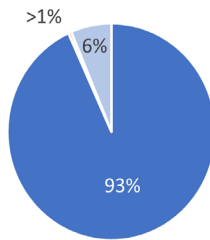


Figure 45: Students: Do you believe you will complete college or university? (n=1,009)



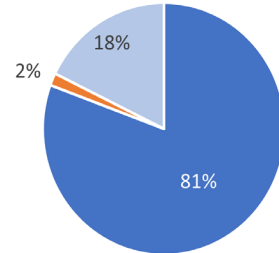
■ Yes ■ No ■ I'm not sure.

Figure 46: Parents/Guardians: Do you believe your child will complete college or university? (n=853)



■ Yes ■ No ■ I'm not sure.

Figure 47: Mentors: Do you believe your mentee will complete college or university? (n=1,137)



■ Yes ■ No ■ I'm not sure.

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



Students, parents/guardians, and mentors were also asked in surveys to indicate if they believed potential challenges could prevent attending and completing college or university (Tables 28–30). Across all groups, the largest percentages reported that not being able to afford college tuition could be a challenge. Similarly, large percentages of respondents reported concerns about students being able to pay for basic expenses while attending school. Interviewed students also expressed their concerns about being able afford college. More students than parents/guardians reported difficult course work as a challenge; 44% of students compared to 12% of parents/guardians. A larger percentage of mentors (35%) than students (15%) or parents/guardians (17%) reported that none of the possible concerns were a potential challenge for attending and completing college or university.

**Table 28 – Student Take Stock in Children Postsecondary Enrollment and Completion**

<b>Which of the following statements best describe how you feel about challenges that would prevent you from attending and completing college or university? (Check all that apply. If none apply, check “None of the above.”) (n=1009)</b>	<b>Percent</b>
“I am worried that I won’t be able to afford college tuition.”	55%
“I am afraid that I won’t be able to get into the college of my choice because my grades aren’t good enough.”	22%
“My family doesn’t believe that college is important.”	1%
“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.”	11%
“I’m not sure how I’ll pay for things like food and other basic expenses while I’m going to school.”	41%
“I don’t think I’ll fit in with people or make friends in college.”	19%
“I’m afraid that the course work will be too difficult, and I won’t be able to get good grades.”	44%
“I’m nervous about going to college because I’ve never been away from home for a long time before.”	25%
“I’m worried about how my family will make enough money to pay the bills if I am going to school instead of getting a job to help out.”	18%
“I am worried about being successful in college or university should virtual learning continue.”	22%
"I am concerned about my health should I attend college or university and interact on a campus environment."	11%
"I am concerned the financial expense will outweigh the full academic benefit of attending college or university during this time."	43%
None of the above.	15%

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

Which of the following statements best describe how you feel about challenges that would prevent your child from attending and completing college or university? (Check all that apply. If none apply, check “None of the above.”) (n=853)	Percent
"I am worried that we won't be able to afford college tuition."	63%
"I am afraid that my child won't be able to get into the college of their choice because their grades aren't good enough."	11%
"I'm not sure that college is important."	>1%
"I don't think my child will be able to get to classes because they don't have a car or can't take public transportation."	10%
"I'm not sure how my child will pay for things like food and other basic expenses while they are going to school."	37%
"My child is worried that they won't fit in with people or make friends in college."	9%
"I'm afraid that the course work will be too difficult, and my child won't be able to get good grades."	12%
"I'm nervous about my child going to college because my child has never been away from home for a long time before."	34%
"I'm worried 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 worried about my child being successful in college or university should virtual learning continue."	14%
"I am concerned for my child's health if they attend college or university and are interacting on a campus environment."	8%
"I am concerned the financial expense will outweigh the full academic benefit of my child attending college or university during this time."	29%
None of the above.	17%



**Table 30 – Mentors Take Stock in Children Postsecondary Enrollment and Completion**

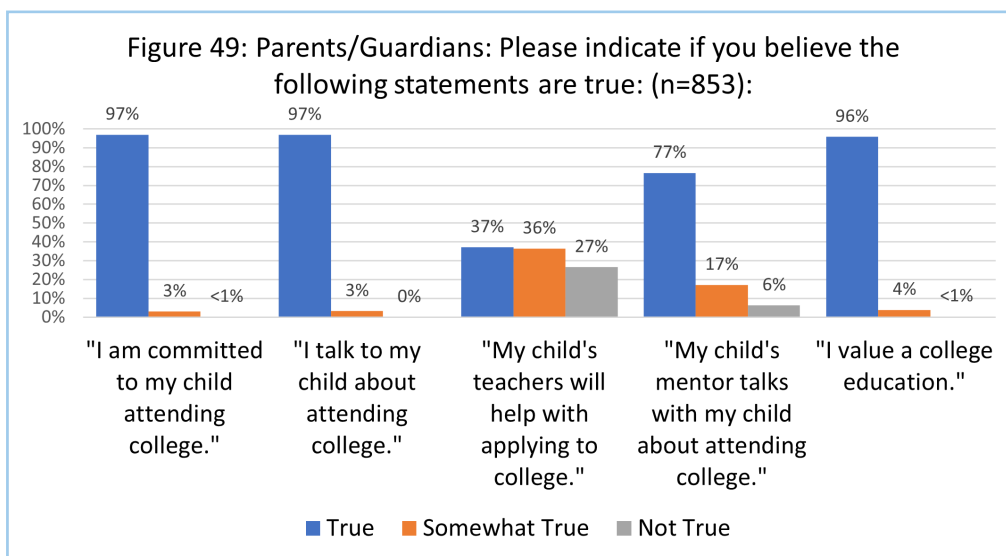
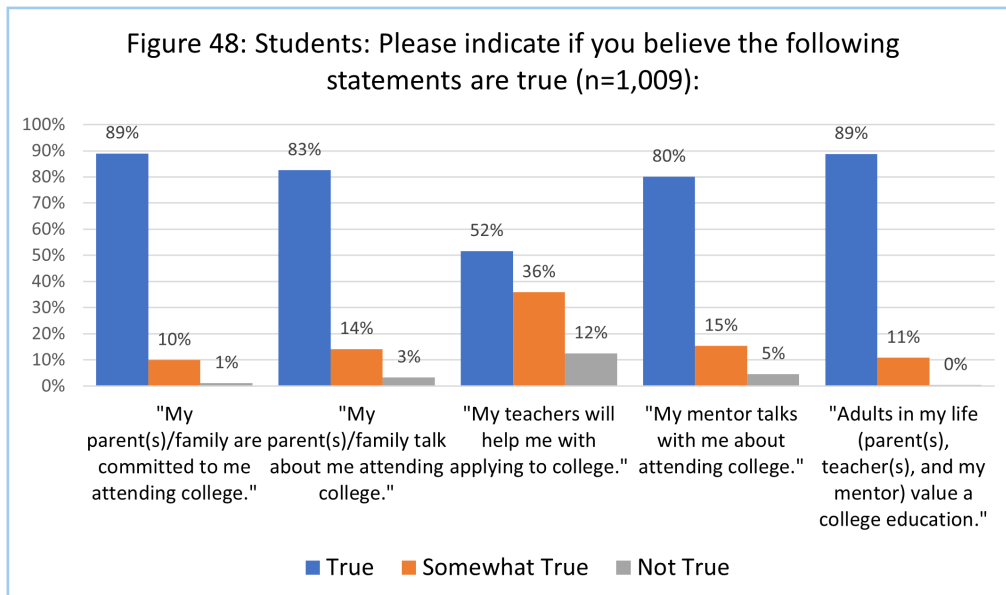
Which of the following statements best describe how you feel about challenges that would prevent your mentee from attending and completing college or university? (Check all that apply. If none apply, check “None of the above.”) (n=1,137)	Percent
"I am worried that my mentee won't be able to afford college tuition."	31%
"I am afraid that my mentee won't be able to get into the college of their choice because their grades aren't good enough."	10%
"My mentee's family doesn't believe that college is important."	4%
"I don't think my mentee will be able to get to classes because they don't have a car or can't take public transportation."	9%
"I'm not sure how my mentee will pay for things like food and other basic expenses while they are going to school."	28%
"I'm concerned that my mentee doesn't feel like they'll fit in with people or make friends in college."	8%
"My mentee is afraid that the course work will be too difficult, and they won't be able to get good grades."	7%
"I'm nervous about my mentee going to college because my mentee has never been away from home for a long time before."	17%
"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 am worried about my mentee being successful in college or university should virtual learning continue."	15%
"I am concerned for my mentee's health if they attend college or university and are interacting on a campus environment."	4%
"I am concerned that the financial expense will outweigh the full academic benefit of my mentee attending college or university at this time."	18%
None of the above.	34%





Students and parents/guardians were asked in the surveys to indicate their agreement with a list of statements (Figures 48-49). Most students indicated that the adults in their lives value a college education, and that their parents/guardians or family are committed to them attending college. Most students also indicated that their parents/guardians or family and mentors talk to them about attending college. A smaller percentage indicated they believed their teachers would help them with applying to college.

Most parents/guardians also indicated that they valued a college education and were committed to their child attending college. A majority indicated that both they and their mentor talked with the student about attending college. A smaller percentage of parents/guardians (37%) than students (52%) indicated that they believed their students' teachers would help them in applying for college.

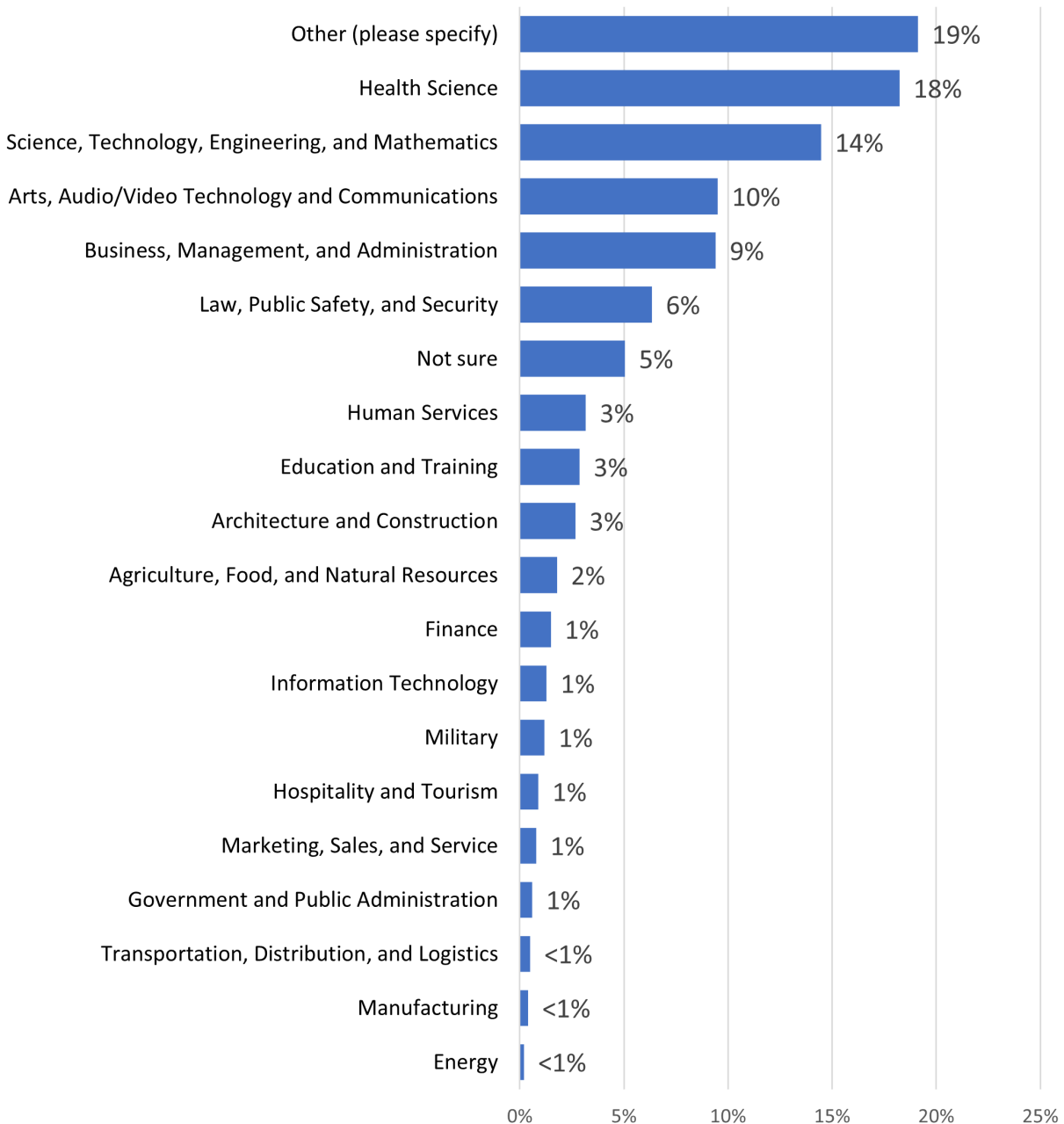


\*Percentages may not sum to 100% due to rounding.

## Career Readiness

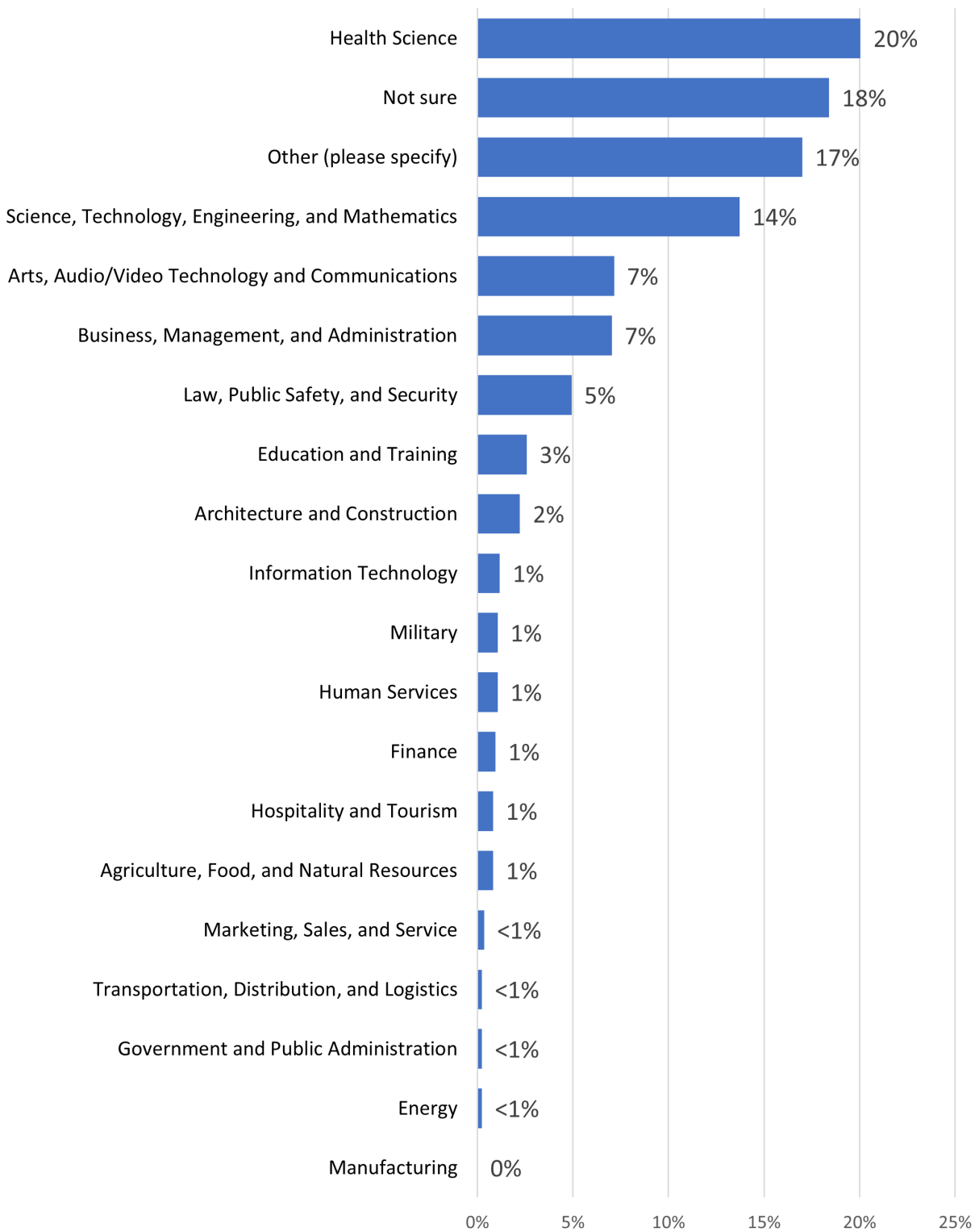
Students, parents/guardians, and mentors were asked to indicate the students' career field of interest (Figures 50-52). All groups reported a diversity of interests, with all respondent groups indicating a relatively large interest in Health Science as a career field. Many also reported Other career interests, which included nursing, veterinary science, cosmetology, and psychology. Several respondents also indicated that students, who were in grades 6 through 12, were still deciding their future career interest and considering various options.

Figure 50: Students: Please select the career field that MOST interests you. (n=1,009):



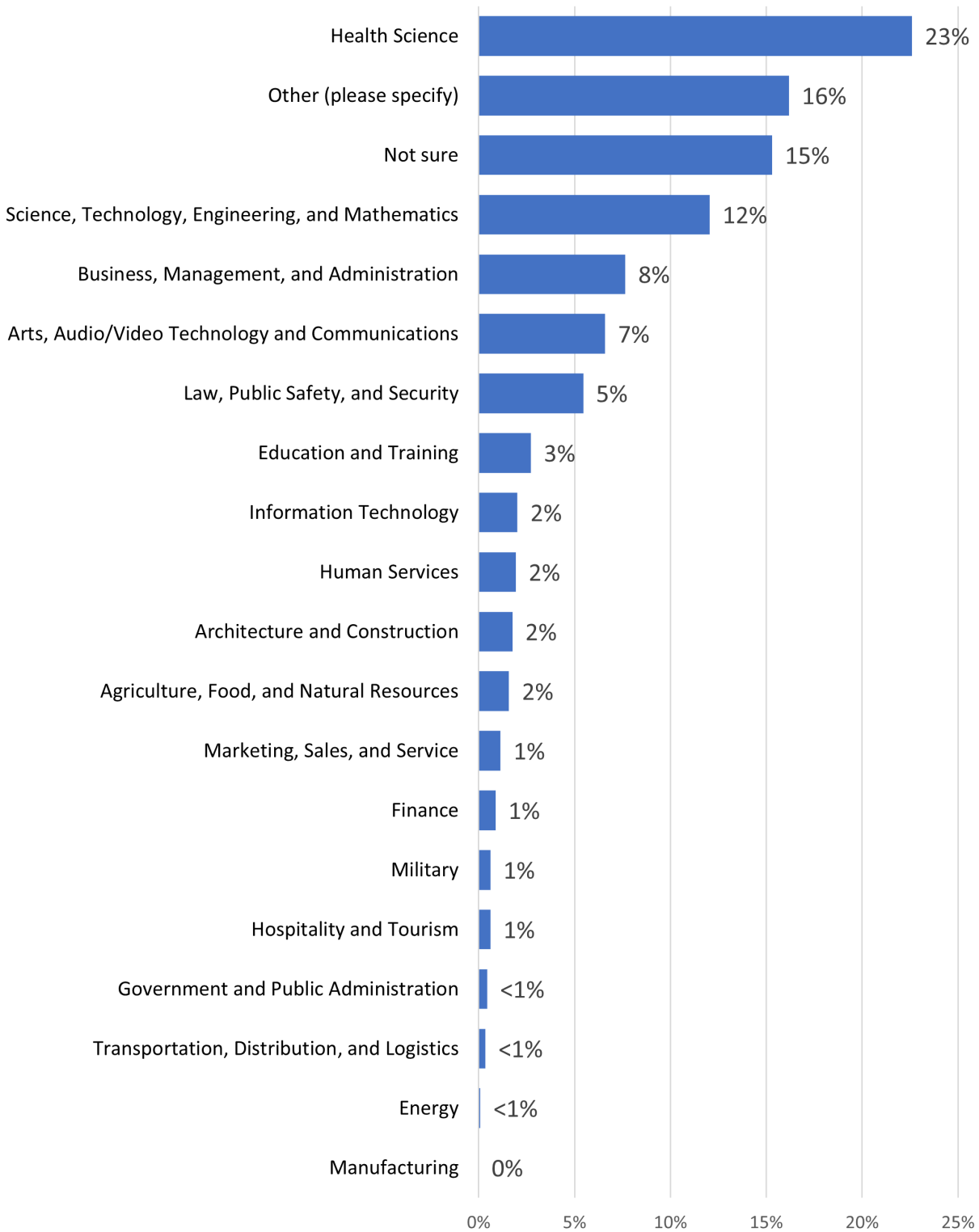
\*Percentages may not sum to 100% due to rounding.

Figure 51: Parents/Guardians: What career field is your child interested in? (If you don't know, please select "Not Sure" from the list.) (n=853):



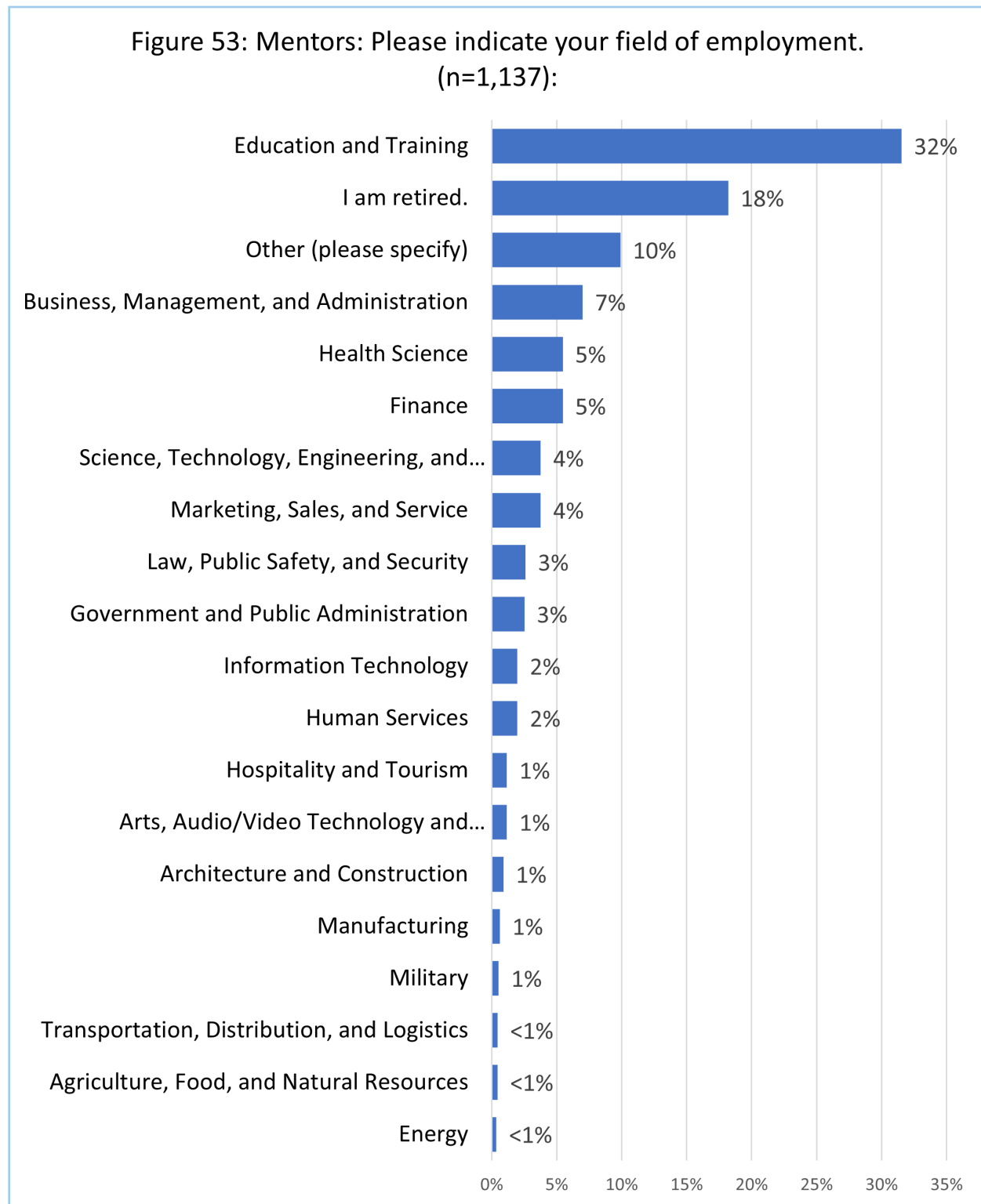
\*Percentages may not sum to 100% due to rounding.

Figure 52: Mentors: What career field is your mentee interested in? (If you don't know, please select "Not Sure" from the list.)  
(n=1,137):



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

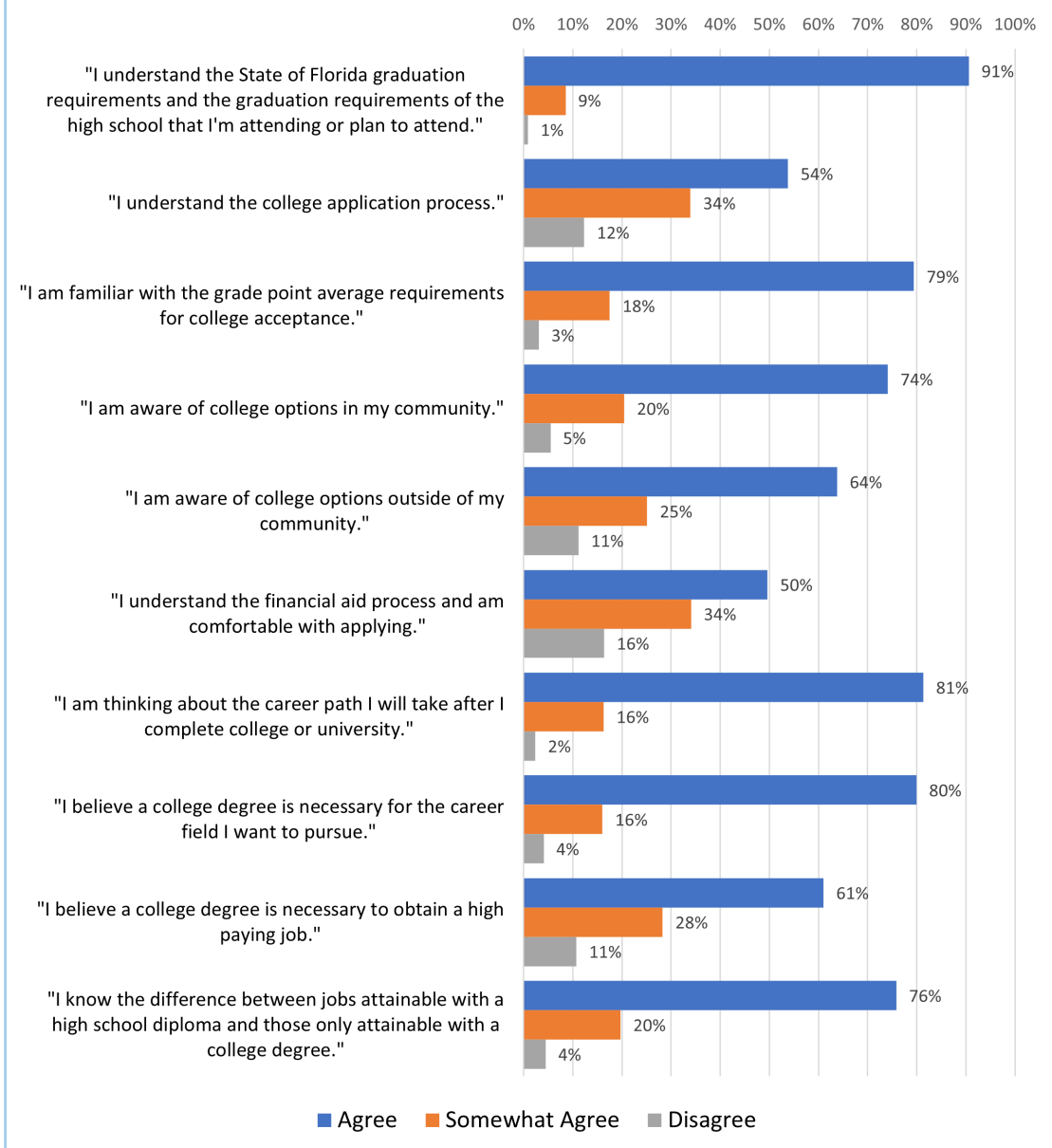
Mentors were also asked to indicate their current employment areas. Their fields of employment varied, with the largest percentage (32%) coming from the area of education and training (Figure 53).



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

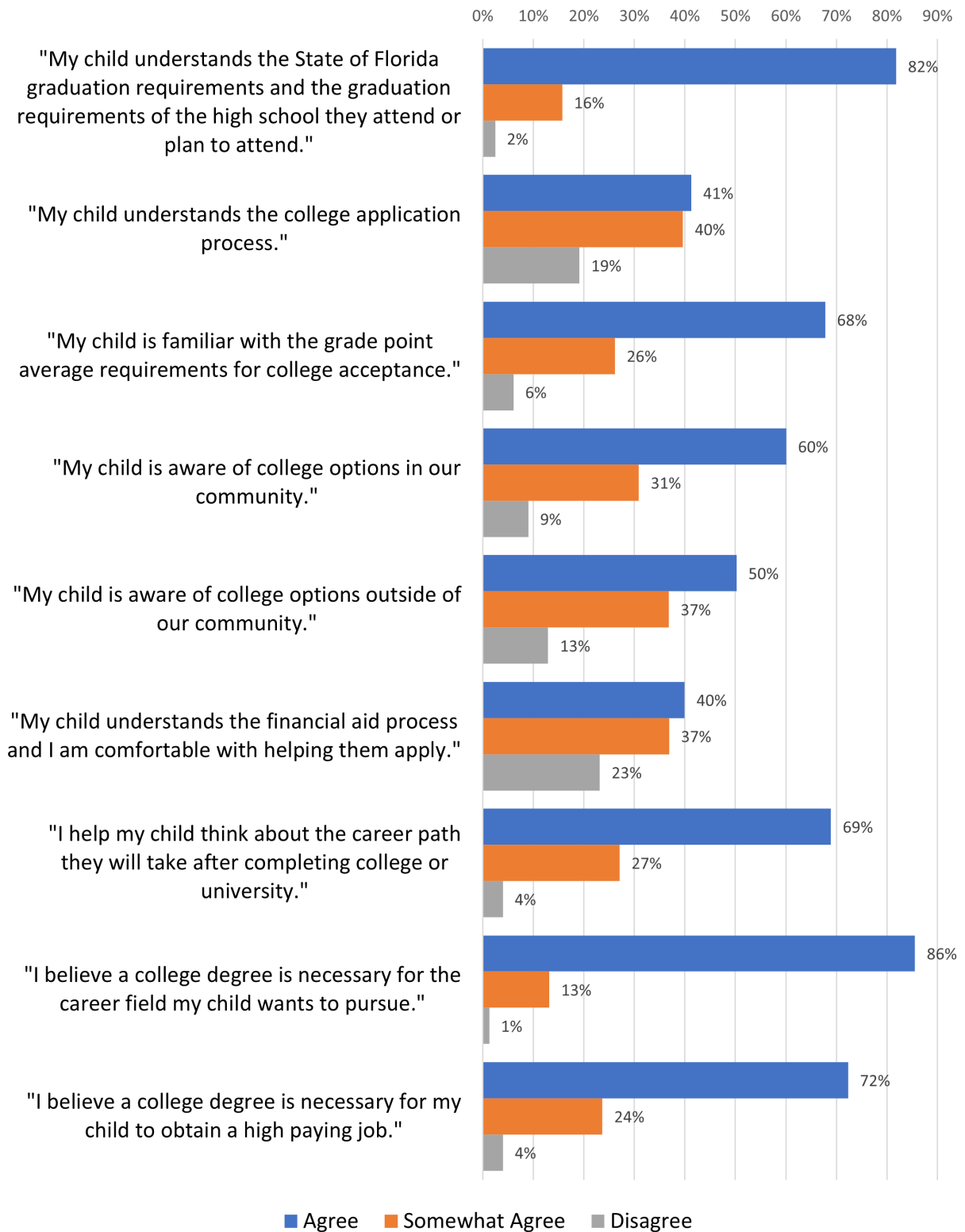
Students and parents/guardians were also asked the degree to which they agreed with a list of statements related to their understanding of how a postsecondary degree affects students' future careers (Figures 54-56). A large percentage of both students (99%) and parents/guardians (98%) indicated that they agreed or somewhat agreed that the student understands high school graduation requirements. Parents and guardians indicated a high level of agreement with statements about the importance of a postsecondary degree and future career options. Survey results indicate that additional resources and support focused on the College Application and Financial Aid process would benefit program participants.

Figure 54: Students: Please indicate if you agree or disagree with the following statements (n=1,009):



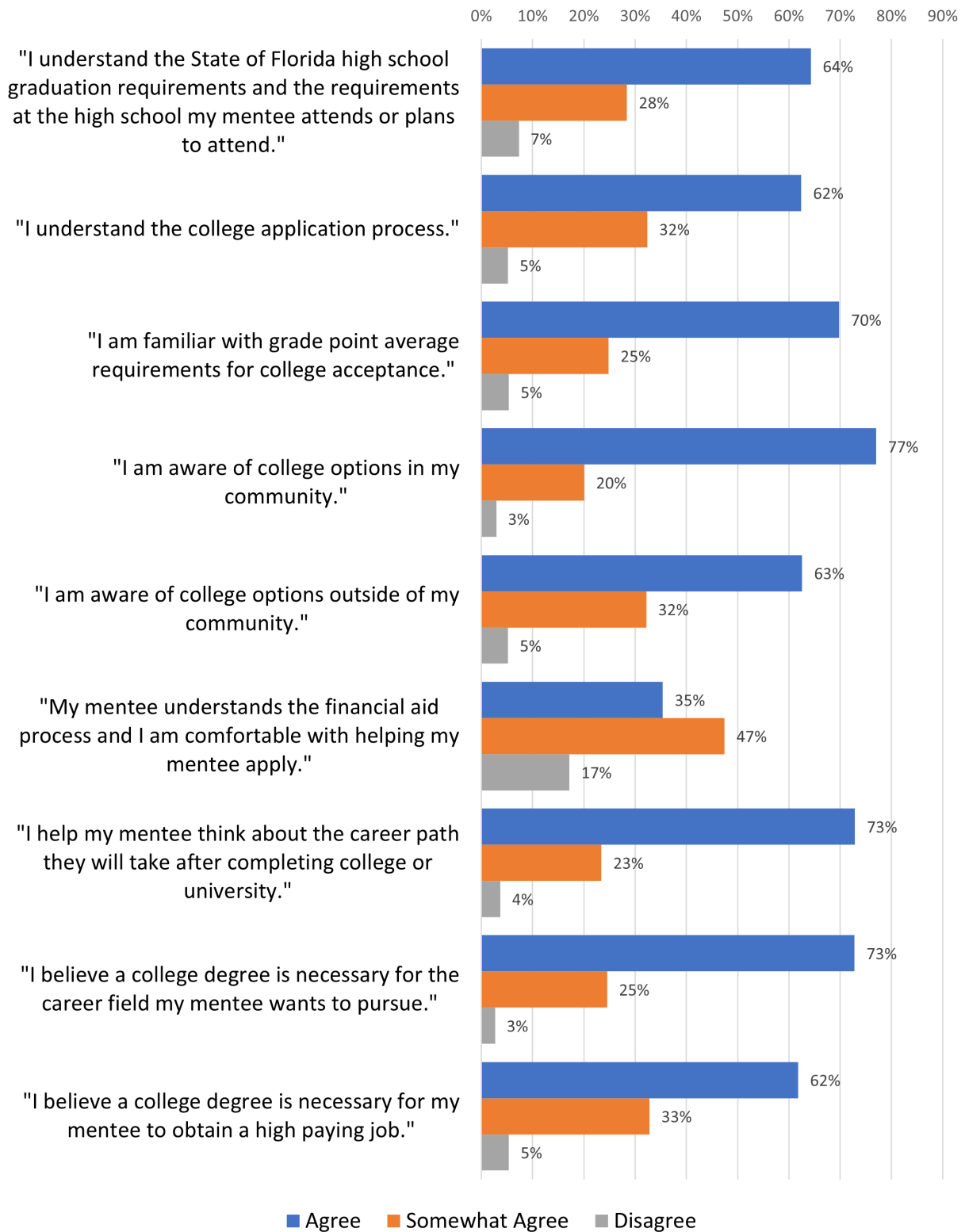
\*Percentages may not sum to 100% due to rounding.

Figure 55: Parents/Guardians: Please indicate if you agree or disagree with the following statements: (n=853):



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

Figure 56 : Mentors: Please indicate if you agree or disagree with the following statements (n=1,137):



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



## Communication and Connectedness

The Take Stock in Children program places a high value on communication and interaction with its students, parents/guardians, and mentors. To promote continued quality communication, all respondent groups were asked in surveys to indicate how connected they feel to Take Stock in Children program staff. The overwhelming majority across all groups reported feeling either somewhat connected or very connected with program staff (Figures 57-59).

Interviewees' responses also indicated a high level of satisfaction with the Take Stock in Children program's communication. One student interviewee described the communication as "top notch." Another student expressed appreciation for receiving quick responses to their questions. This same appreciation was expressed by other stakeholder groups. One mentor commented, "I feel highly connected with my Take Stock program. I am very comfortable contacting the program director when I feel the need to, and she is very quick to respond with suggestions, resources, or contacts." A parent also expressed their appreciation for follow up calls when the parent had neglected to complete something.

Figure 57: Students: How connected do you feel to your local Take Stock in Children program staff? (n=1,009)

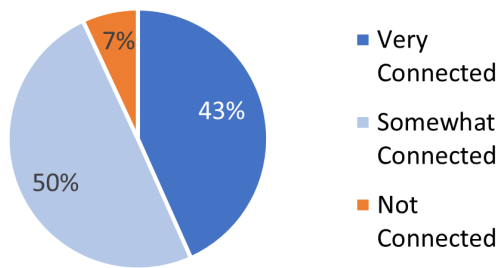


Figure 58: Parents/Guardians: How connected do you feel to your local Take Stock in Children program staff? (n=853)

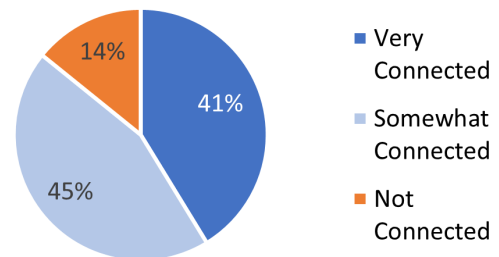
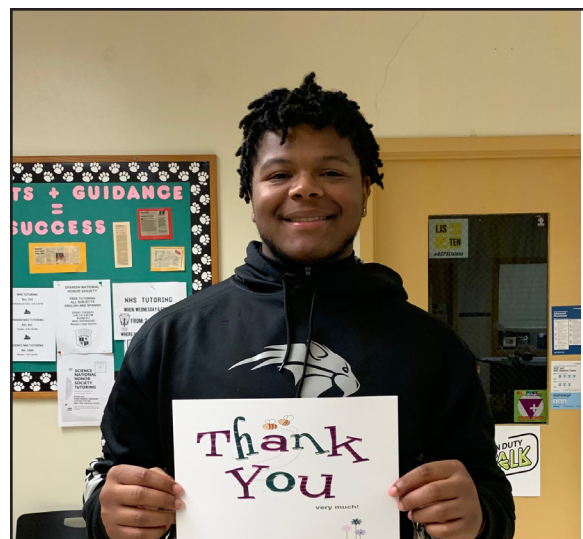
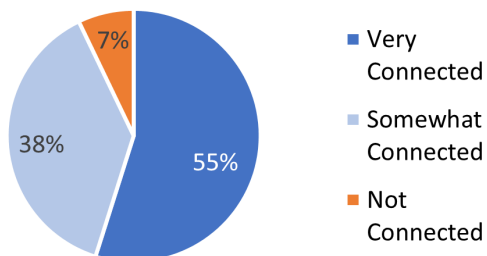
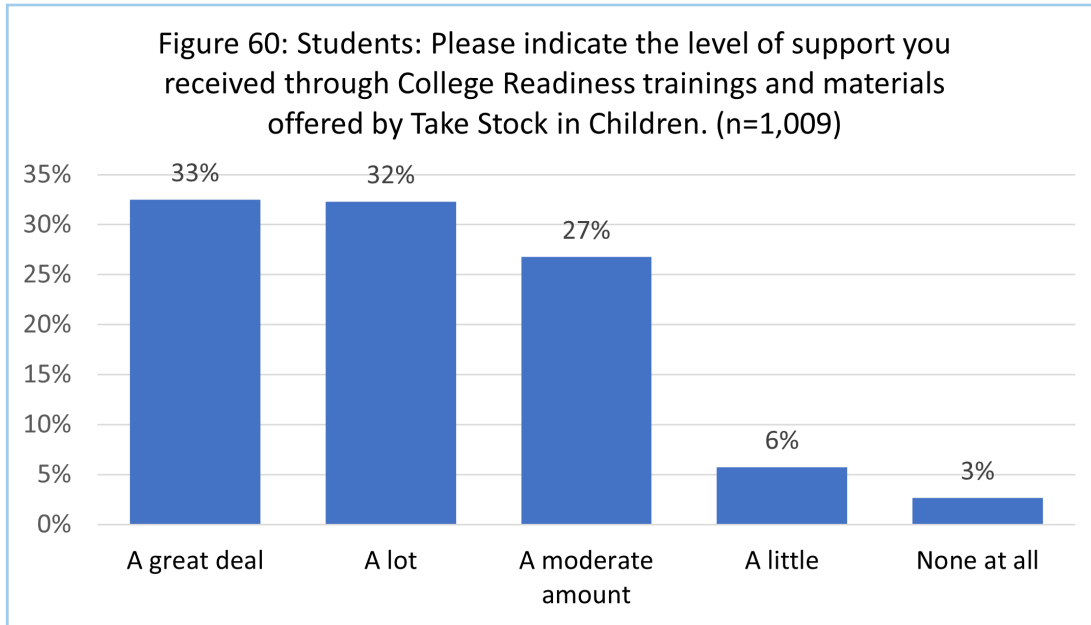


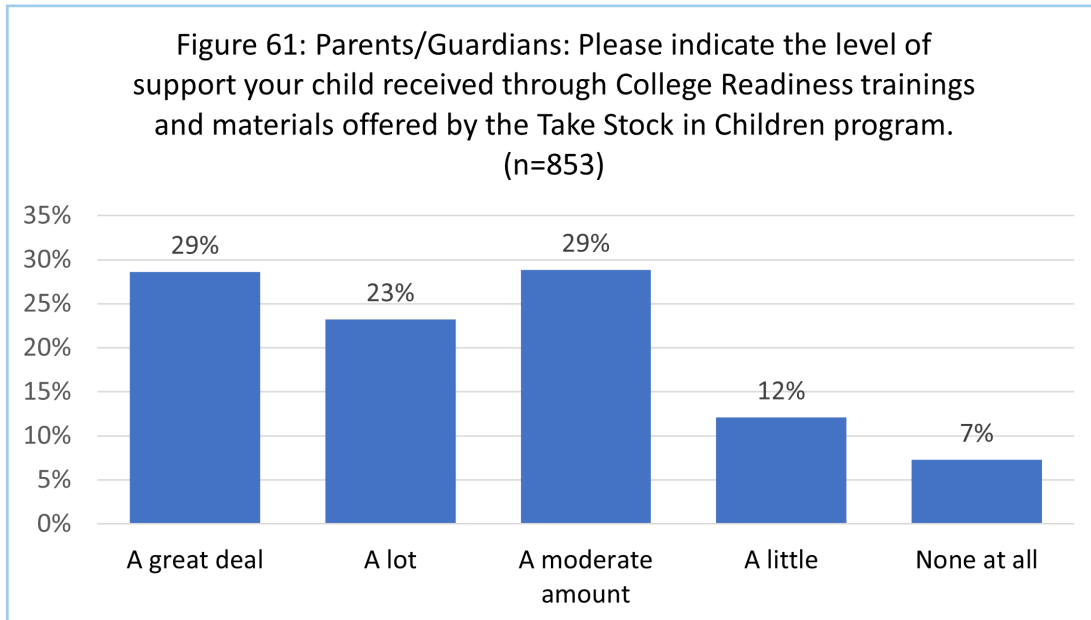
Figure 59: Mentors: How connected do you feel to your local Take Stock in Children program staff? (n=1,137)



Students and parents/guardians were also asked to indicate the level of support the student received through College Readiness Trainings and other Take Stock in Children materials (Figures 60-61). Most respondents, 92% of students and 81% of parents, indicated that they received a moderate to a great deal of support from these resources. In interviews, parents/guardians also indicated that the supports that their children received in applying for and attending college were valuable assets Take Stock offered their children.



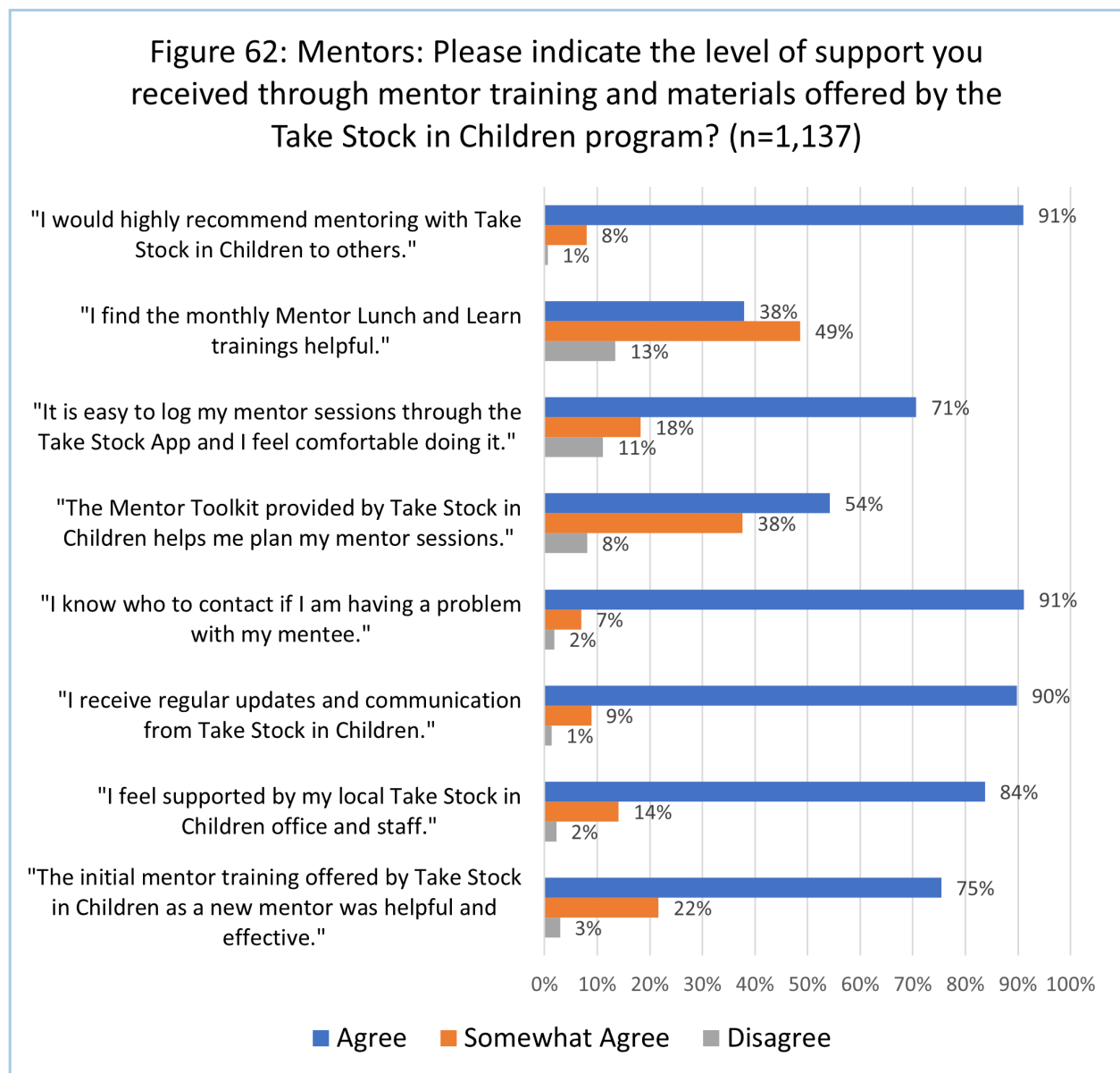
\*Percentages may not sum to 100% due to rounding.



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

To gauge mentors' perceived level of support, they were asked in surveys to indicate the degree to which they agreed with key phrases (Figure 62). Communication was also rated highly here, as 91% of mentors indicated that they knew who to contact if they were having a problem with their mentee, and 90% indicated they received regular updates and communication from the Take Stock in Children program.

During the interviews, mentors were asked specifically about their perceptions of one means of support, the Mentor Tool Kit. Overall, mentors indicated a high level of appreciation for the Mentor Tool Kit. They commented that the took kit was helpful for guiding sessions and starting discussions.



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

All respondent groups were asked about their preferred method of communication (Figures 63-65). Email was the preferred method for all groups, although text messages were another highly preferred method by students. Social media was the least preferred method for all groups.

Figure 63: Students: How do you prefer to receive communication from Take Stock in Children? (n=1,009)

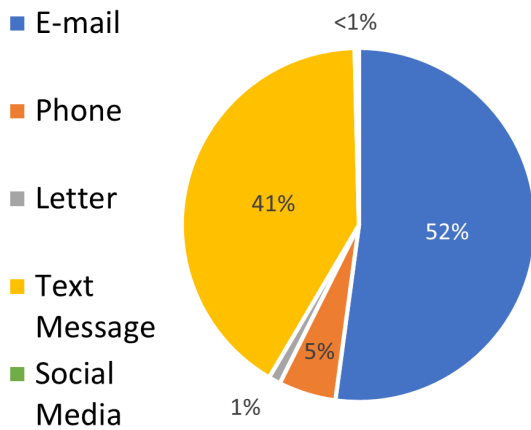


Figure 64: Parents/Guardians: How do you prefer to receive communication from Take Stock in Children? (n=853)

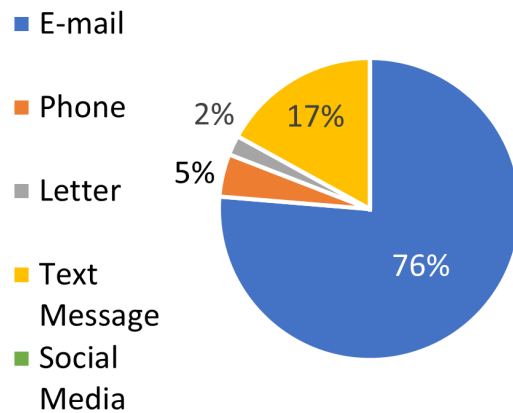
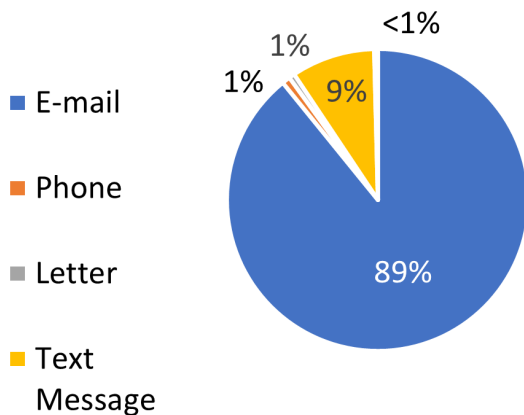


Figure 65: Mentors: How do you prefer to receive communication from Take Stock in Children? (n=1,137)



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

One issue that can prevent efficient and effective online or remote communication for children experiencing poverty is a lack of access to technology and reliable Internet services. The pandemic created an increased need for virtual learning and support services, which created a necessity for students to have Internet access and connectivity. To understand if and how this access may have impacted Take Stock students, all respondent groups were asked about their access to technology (Figures 66-68) More than 90% of respondents across all groups indicated having a computer or tablet at home, having Internet access at home, and having a smartphone or mobile device. Access to a smartphone or mobile device was the most frequently reported across all groups.

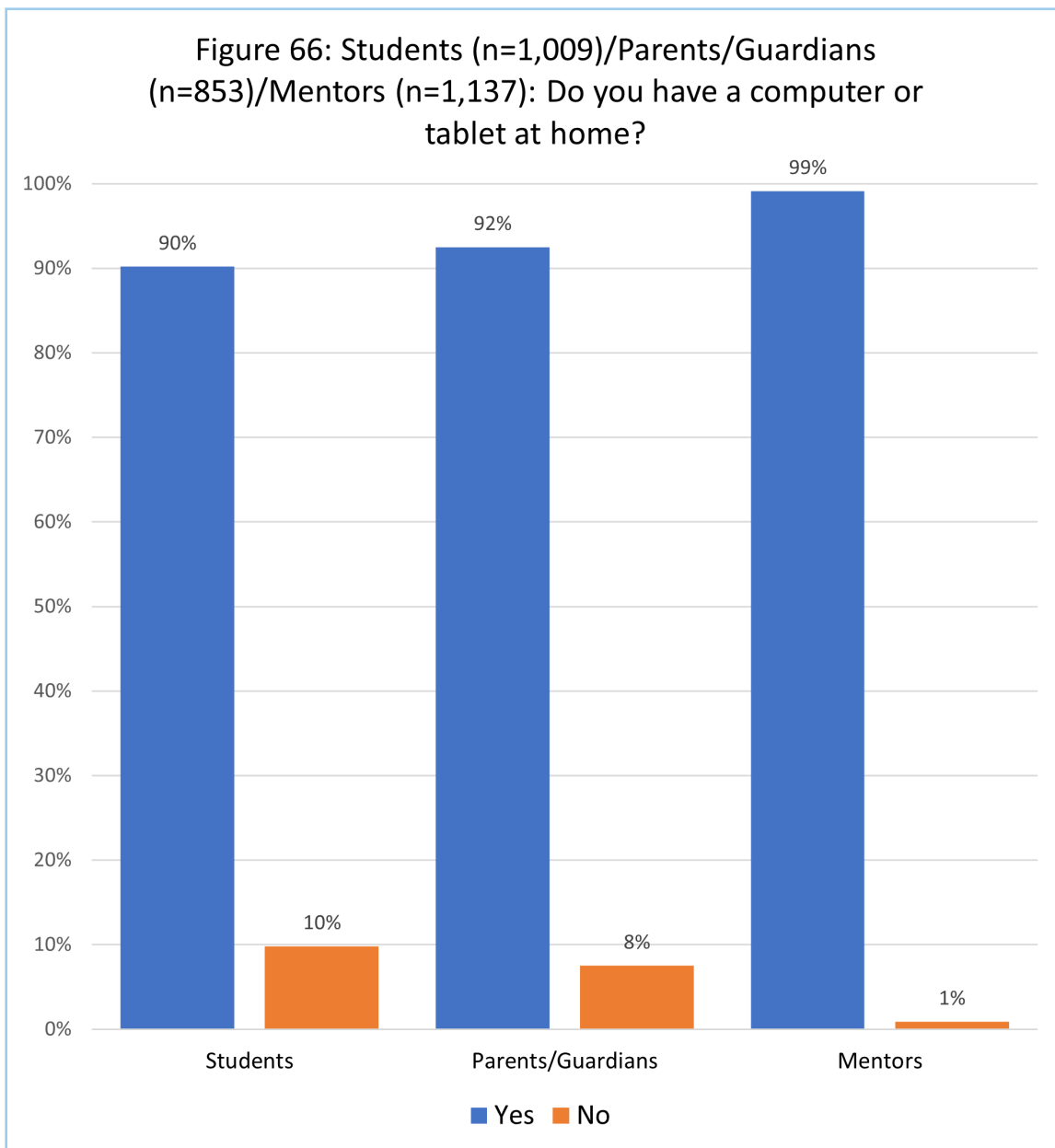


Figure 67: Students (n=1,009)/Parents/Guardians (n=853)/Mentors (n=1,137): Do you have internet connection/access at home?

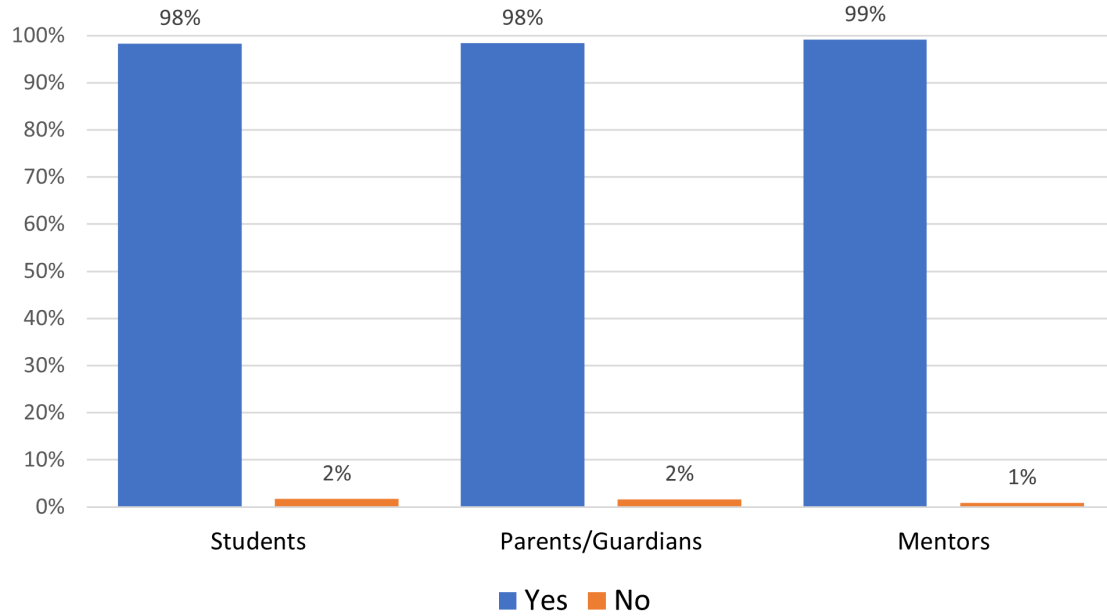
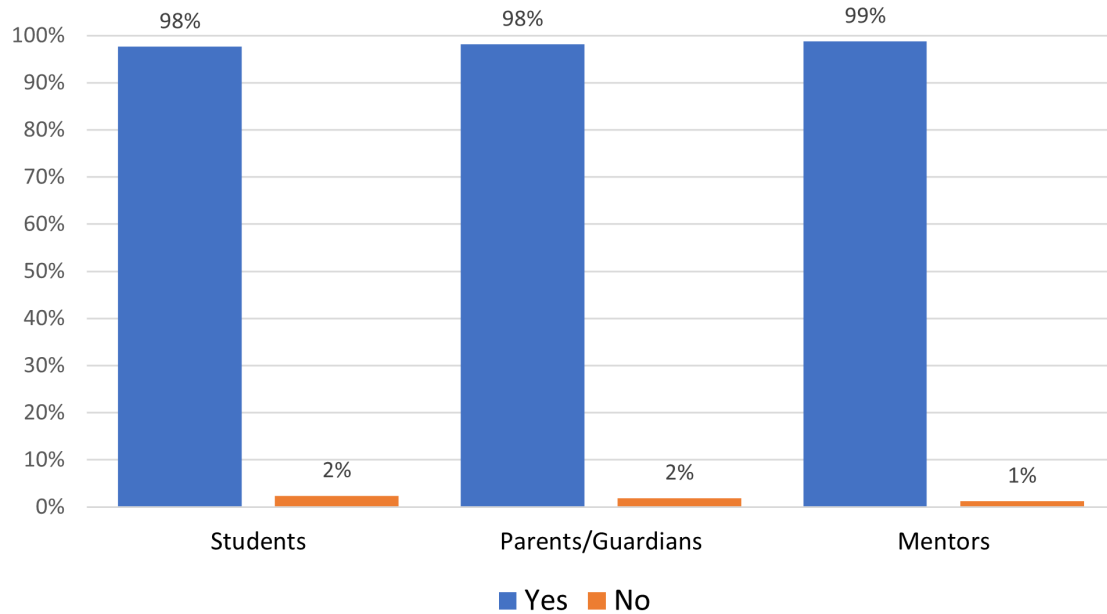
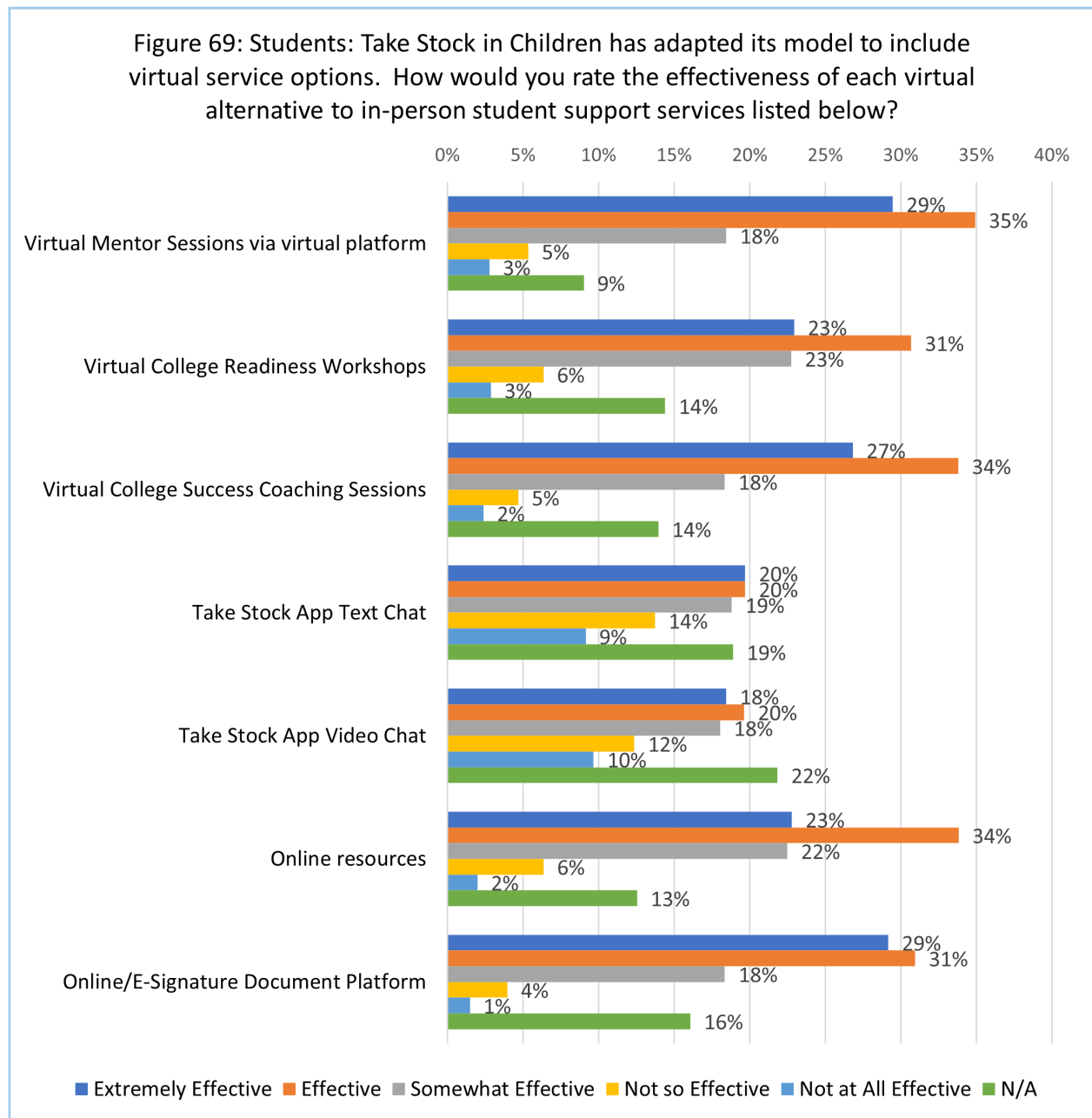


Figure 68: Students (n=1,009)/Parents/Guardians (n=853)/Mentors (n=1,137): Do you have a smartphone or mobile device that you use on a daily basis?



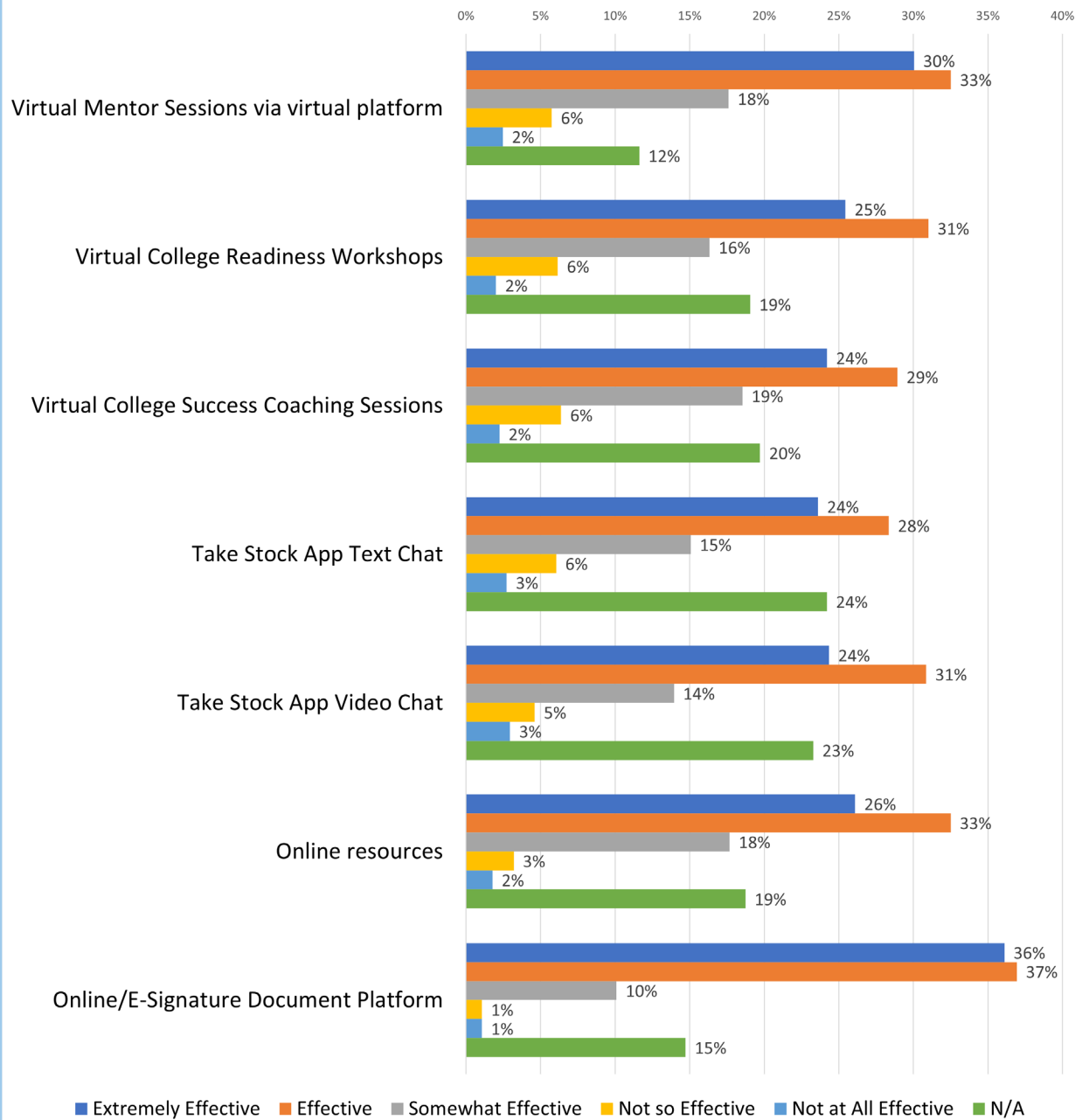
## Impact of COVID-19 Pandemic

Two years after the start of a global pandemic, the world continues to adjust. While schools and Take Stock have returned to in person services, they have retained best practices learned through expanded service delivery. To gauge the effectiveness of the Take Stock in Children program's expanded services, students, parents/guardians, and mentors were asked to assess each virtual service enhancement. The majority of student, parent or guardian, and mentor survey respondents indicated that each virtual enhancement was effective to very effective (Figures 69-71) and had a positive impact on the Take Stock in Children program's ability to provide effective student services.



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

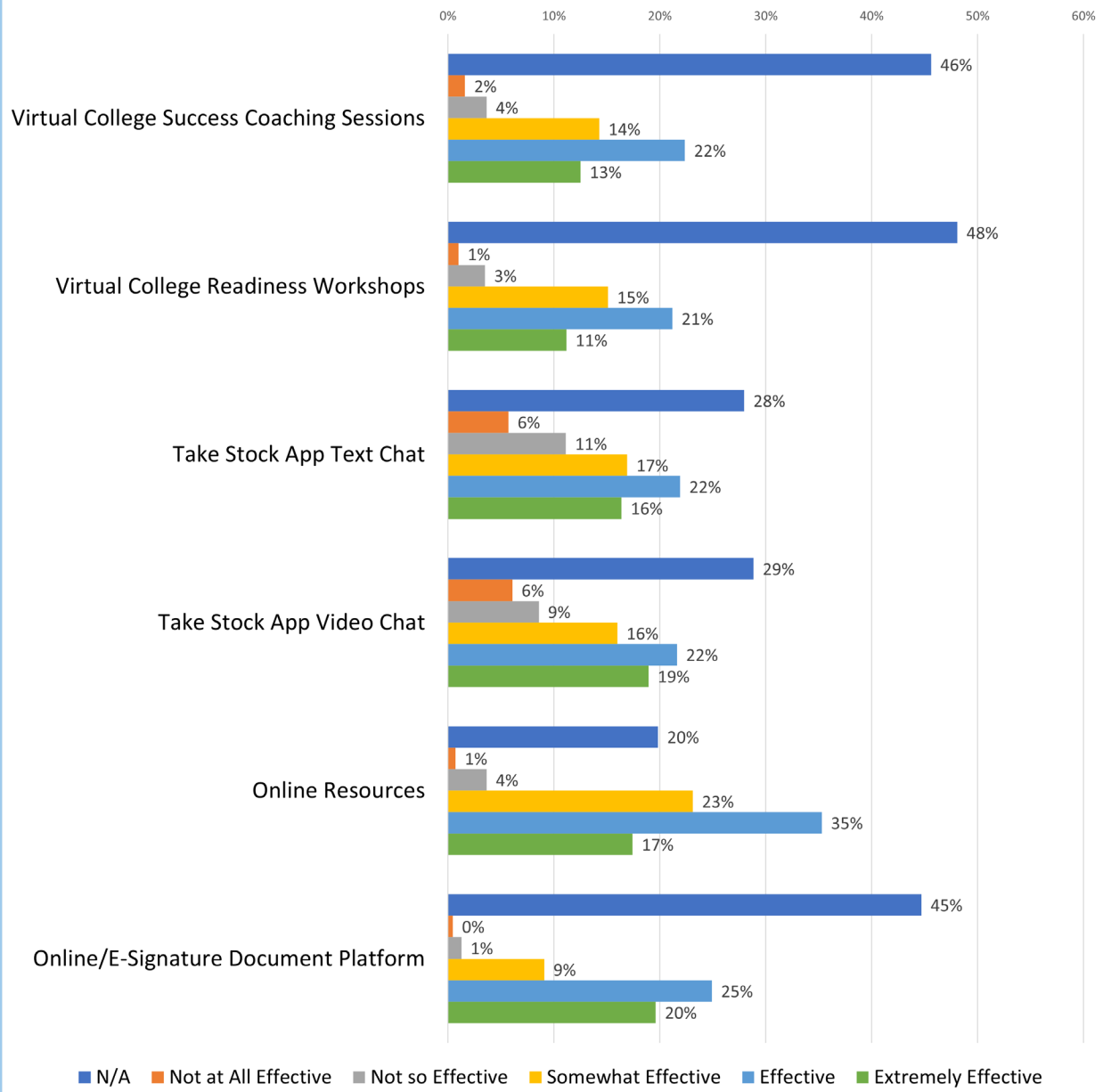
Figure 70: Parents/Guardians: Take Stock in Children has adapted its model to include virtual service options. How would you rate the effectiveness of each virtual alternative to in-person student support services listed below?



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



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



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

## Observations: Evaluation Questions

The UF Lastinger Center independently reviewed the data presented and compared it to the data on program execution in 2020–2021. The UF Lastinger Center presents its assessment below.

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

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

**Assessment:** By the end of the 2021-2022 grant year, there were 8,275 students enrolled in the Take Stock in Children program. The Take Stock in Children program has exceeded the end-of-year enrollment requirement of 8,000 students for the 2021-2022 grant year

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

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

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

A total of 97% of students achieved a GPA of at least 2.0 for Semester 1, and 97% of students maintained at least a 2.0 for Semester 2. A total of 90% of students had fewer than 17 unexcused absences for the 2021-2022 school year. In addition, 97% of seniors completed the Take Stock in Children program and graduated from high school on time.

**Evaluation Question 3 - Is the Take Stock in Children program’s model being implemented with fidelity?**

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

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

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

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

#### ***Evaluation Question 4- How can the Take Stock in Children program improve the effectiveness and efficiency of implementation to reflect the program's significant return on investment for the state of Florida?***

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

**Assessment:** The data presented in this evaluation indicates that the Take Stock in Children program has exceeded all grant deliverable targets for the 2021-2022 year. This evaluation also assesses the Take Stock in Children support model considering current research in the field of mentoring and postsecondary readiness. This evaluation finds that the Take Stock in Children program employs key research-based model elements that have the potential to produce positive student outcomes.

#### ***Evaluation Question 5 - Has the COVID pandemic affected program outcomes?***

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

**Assessment:** Data analyzed as part of this Summative evaluation indicates that the Take Stock in Children program exceeded program deliverables by the end of the grant year (as detailed in Table 1). Based on the data collected, it appears that the Take Stock in Children program has successfully returned to in-person service delivery and has been able to continue to mitigate the negative impact of the COVID-19 pandemic by continuing virtual service alternatives. By retaining best-practice virtual service enhancements, Take Stock continues to enhance student services while increasing operational efficiency. This past year the Take Stock in Children program was able to make further enhancements to its Take Stock App thanks to a Helios Education Foundation grant. Through use of the App, Take Stock has been able to help identify students in need of mental health assistance, helped a student who had been sexually assaulted get the right legal and therapeutic assistance, engaged with school officials and law enforcement to report school shooting threats, and helped prevent student suicide.

The Take Stock in Children program also reported feedback on its virtual student service support enhancements as conveyed through student, parent or guardian, and mentor surveys conducted in March 2022 and reported as part of the Observations: Student, Parent/Guardian, and Mentor Feedback section of this Summative Evaluation.

## Recommendations

This evaluation finds that the Take Stock in Children program has met or exceeded all program requirements of the grant year based on the data provided. It is recommended that the Take Stock in Children program and its affiliates continue to implement the program with the same level of fidelity and quality that it has throughout this grant year.

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

1. Continue to offer and enhance virtual service opportunities in the areas of student recruitment, mentoring sessions, college coaching, mentor training, professional development, and student college readiness workshops.
2. Consider expansion of support and training for students, mentors, and parents/guardians in the areas of financial preparedness for college or university and the college and university application process.
3. Continue to monitor academic indicators to ensure that students meet requirements and receive the necessary support to maintain and improve their progress.
4. Continue to initiate, develop, and sustain partnerships to leverage the investment made by the state of Florida to help more students connect with Take Stock in Children support.
5. Continue to invest in technology and data platform advancements to facilitate organizational growth or provide more effective and efficient service. In particular, continue enhancements to the Take Stock App.
6. Continue to expand in-person event opportunities and offerings at the local level as appropriate (ex. providing more college tours, group meetings, parent or guardian/mentor social events).
7. Expand mentor recruiting efforts to recruit more ethnically and racially diverse mentors.

## Summative Evaluation Conclusion

The Take Stock in Children program has met or exceeded grant deliverables for the 2021-2022 Grant year. Data collected indicates that the Take Stock in Children program continues to be implemented with fidelity. In addition, survey and interview responses highlight the positive impact Take Stock in Children makes on students and their families.



## Guiding Research

The UF Lastinger Center conducted a review of relevant research literature to identify barriers to completing a postsecondary degree and supportive factors that can mitigate those challenges. The findings of this review were detailed in the Formative Report and are summarized below in Tables 32-33 below. See Appendix B for the full review.

**Table 32 - Challenges to Postsecondary Degree Completion Described in Literature Review**

Student Population	Challenges
First generation students	<ul style="list-style-type: none"> <li>• Tend to have less access to core academic preparation, including college track academic preparation such as Advanced Placement (AP) courses</li> <li>• Tend to have less knowledge about the college experience, including the application process</li> <li>• Tend to experience financial hardships to pay for postsecondary education</li> <li>• More likely to take remedial courses in college</li> </ul>
Students experiencing poverty	<ul style="list-style-type: none"> <li>• Less likely to attend college</li> <li>• Tend to have less knowledge about financial aid information</li> <li>• Tend to have less access to core academic preparation, such as study skills</li> <li>• More likely to take remedial courses in college</li> <li>• Tend to have a lower GPA the first year of college</li> </ul>
Black students	<ul style="list-style-type: none"> <li>• More likely to take remedial courses in college</li> </ul>
Hispanic students	<ul style="list-style-type: none"> <li>• Tend to have less access to financial aid information</li> <li>• More likely to take remedial courses in college</li> </ul>

**Table 33 - Benefits of Supporting Factors Described in Literature Review**

Factor	Benefits
Youth Mentoring	<ul style="list-style-type: none"> <li>• Improved academic outcomes</li> <li>• Fewer school absences</li> <li>• More earned credits and increased participation in instructional time</li> <li>• Improved higher-order cognitive development</li> <li>• Increased perception of preparedness for postsecondary education</li> <li>• Fewer symptoms of depression and social anxiety</li> <li>• Improved feelings of social connectedness and self-esteem</li> <li>• Reduced feelings of isolation and loneliness</li> <li>• Less delinquency, aggression, and drug use</li> </ul>
Virtual Mentoring	<ul style="list-style-type: none"> <li>• Increased knowledge about college and career opportunities</li> <li>• Improved feelings of self-determination and social connectedness</li> </ul>
College Readiness	<ul style="list-style-type: none"> <li>• Increased college persistence and degree attainment</li> </ul>
Advanced Courses/ College-equivalent courses	<ul style="list-style-type: none"> <li>• Increased college persistence</li> <li>• Higher GPA</li> </ul>
Financial Support	<ul style="list-style-type: none"> <li>• Increased financial resources are associated with a higher pursuit of college degrees</li> </ul>

## References

- ACT. (2013). Readiness matters: The impact of college readiness on college persistence and degree completion. Policy Report. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED542017>.
- Adeoye, T. F., Burch, M., Glenn, T., Scarlett, R., & Shenault, D. S. M. (2021) "Mentoring Black Teens during National Pandemics: Mutually Beneficial Service," *Purdue Journal of Service-Learning and International Engagement*, 8(1), 98-105. <https://doi.org/10.5703/1288284317418>
- Agyemang, E. O., & Haggerty, K. P. (2020). Best practices for virtual mentoring. [https://pttcnetwork.org/sites/default/files/2020-07/R10%20PTTC%20Best%20Practices%20in%20Virtual%20Mentoring\\_7.2020.pdf](https://pttcnetwork.org/sites/default/files/2020-07/R10%20PTTC%20Best%20Practices%20in%20Virtual%20Mentoring_7.2020.pdf)
- Basualdo-Delmonico, A., & Herrera, C. (2014). Taking care of our own: Lessons learned about engaging military families in youth mentoring. Retrieved from [https://www.researchgate.net/publication/267211057\\_Taking\\_Care\\_of\\_Our\\_Own\\_lessons\\_learned\\_about\\_engaging\\_military\\_families\\_in\\_youth\\_mentoring](https://www.researchgate.net/publication/267211057_Taking_Care_of_Our_Own_lessons_learned_about_engaging_military_families_in_youth_mentoring)
- Bowne, A. W., & Michalak, M. J. (2017). Poverty and Indiana higher education. Retrieved November 9, 2021, from <https://www.purdue.edu/hhs/hdfs/cff/wp-content/uploads/2017/10/Poverty-Indiana-Higher-Education.pdf>.
- Brockman, S. (2021). Does Career Mentoring Enhance College Readiness? Experimental and Social Validity Evidence from Detroit of Career Mentoring Impacts, Mechanisms, and Program Improvement. [Doctoral dissertation]. ProQuest Dissertations and Theses Global.
- Cataldi, E. F., Bennett, C. T., & Chen, X. (2018). First-Generation Students: College Access, Persistence, and Postbachelor's Outcomes. Stats in Brief. NCES 2018-421. National center for education statistics. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018421>
- Chan, W. Y., Kuperminc, G. P., Seitz, S., Wilson, C., & Khatib, N. (2019). School-based group mentoring and academic outcomes in vulnerable high-school students. *Youth & Society*, 52(7), 1220-1237. <https://doi.org/10.1177/0044118x19864834>
- Chen, X., & Simone, S. (2016). Remedial course-taking at US public 2-and 4-year institutions: Scope, experiences, and outcomes (NCES 2016-405). US Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016405>
- Coles, A. (2011). The Role of Mentoring in College Access and Success. Research to Practice Brief. Institute for Higher Education Policy.
- Conley, D. T. (2007). Redefining college readiness. Educational Policy Improvement Center (NJ1).
- DeWit, D. J., DuBois, D., Erdem, G., Larose, S., & Lipman, E. L. (2016). The role of program-supported mentoring relationships in promoting youth mental health, behavioral

- and Developmental Outcomes. *Prevention Science*, 17(5), 646–657. <https://doi.org/10.1007/s11121-016-0663-2>
- Engle, J., & Tinto, V. (2008). Moving beyond access: College success for low-income, first-generation students. Pell Institute for the Study of Opportunity in Higher Education. Retrieved from <https://eric.ed.gov/?id=ED504448>.
- Falcon, L. (2015). Breaking down barriers: First-generation college students and college success. *Innovation Showcase*, 10(6), 1–8.
- George-Jackson, C., & Gast, M. J. (2015). Addressing Information Gaps: Disparities in Financial Awareness and Preparedness on the Road to College. *Journal of Student Financial Aid*, 44(3).
- Haft, S. L., Chen, T., LeBlanc, C., Tencza, F., & Hoefft, F. (2019). Impact of mentoring on socio-emotional and mental health outcomes of youth with learning disabilities and attention-deficit hyperactivity disorder. *Child and Adolescent Mental Health*, 24(4), 318–328. <https://doi.org/10.1111/camh.12331>
- Hagler, M. A., Zwiebach, L., Rhodes, J. E., & Rappaport, C. D. (2019). Mentoring interventions for children of incarcerated parents. *Handbook on Children with Incarcerated Parents*, 205–217. [https://doi.org/10.1007/978-3-030-16707-3\\_14](https://doi.org/10.1007/978-3-030-16707-3_14)
- Hurtado, S., Ramos, H. V., Perez, E., & Lopez-Salgado, X. (2020). Latinx Student Assets, College Readiness, and Access: Are We Making Progress? *Education Sciences*, 10(4), 100.
- King, C. A., Gipson, P. Y., Arango, A., Lernihan, D., Clark, M., Ewell Foster, C., Caldwell, C., Ghaziuddin, N., & Stone, D. (2021). Let's connect community mentorship program for adolescents with Peer Social Problems: A randomized intervention trial. *American Journal of Community Psychology*, 68 (3-4), 310–322. <https://doi.org/10.1002/ajcp.12528>
- Kopp, J. P., & Shaw, E. J. (2015). How final is leaving college while in academic jeopardy? Examining the utility of differentiating college leavers by academic standing. *Journal of College Student Retention: Research, Theory & Practice*, 18(1), 2–30. <https://doi.org/10.1177/1521025115579670>
- LaGrone, K. (2021, October 6). Thousands of Florida students still reported 'missing' from school districts. *ABC*. <https://www.abcactionnews.com/news/state/thousands-of-florida-students-still-reported-missing-from-school-districts>
- Laitsch, D. (2006). How do peer relationships in high school affect college enrollment? *Research Brief*, 4(11).
- Lau, W. S., Zhou, X. C., & Lai, S. M. (2017). The development of mentoring-relationship quality, future-planning style, and career goal setting among adolescents from a disadvantaged background. *PsyCh journal*, 6(1), 76–82.
- Li, Q., Moorman, L., & Dyjur, P. (2010). Inquiry-based learning and e-mentoring via videoconference: A study of mathematics and science learning of Canadian rural students. *Educational Technology Research and Development*, 58(6), 729–753.



<https://doi.org/10.1007/s11423-010-9156-3>

- Manzano-Sanchez, H., Matarrita-Cascante, D., & Outley, C. (2019). Barriers and supports to college aspiration among Latinx high school students. *Journal of Youth Development*, 14(2), 25-45.
- Mattern, K. D., Shaw, E. J., & Marini, J. (2013). Does College Readiness Translate to College Completion? Research Note 2013-9. College Board.
- May, J. J., Conway, D., & Guice, A. D. (2021). Follow the money or follow the mentors? *Journal of Urban Learning, Teaching, and Research*, 16(1), 118-125. <https://doi.org/10.51830/jultr.14>
- McDonough, P. M., & Calderone, S. (2006). The meaning of money: Perceptual differences between college counselors and low-income families about college costs and financial aid. *American Behavioral Scientist*, 49(12), 1703-1718.
- McWhirter, E. H., Valdez, M., & Caban, A. R. (2013). Latina adolescents' plans, barriers, and supports: A focus group study. *Journal of Latina/o Psychology*, 1(1), 35.
- Merrill, L., Kang, D., Siman, N., & Soltani, J. (2016). Focus on Mentee-Mentor Relationships: The 10th grade implementation of iMentor College Ready Program. New York, NY: The Research Alliance for New York City Schools.
- Merrill, L., Siman, N., Wulach, S., & Kang, D. (2015). Bringing Together Mentoring, Technology, and Whole-School Reform. New York, NY: The Research Alliance for New York City Schools.
- Moschetti, R. V., & Hudley, C. (2014). Social Capital and academic motivation among first-generation community college students. *Community College Journal of Research and Practice*, 39(3), 235-251. <https://doi.org/10.1080/10668926.2013.819304>
- National Institute of Justice. (n.d.). Program profile: An E-mentoring program for secondary students with learning disabilities. Retrieved from <https://crimesolutions.ojp.gov/ratedprograms/421>
- Ndiaye, M., & Wolfe, R. E. (2016). Early college can boost college success rates for low-income, first-generation students. *Phi Delta Kappan*, 97(5), 32-37.
- Norris, R. (2019). The Impact of a Mentoring Program on Low-Income, High Achieving Students and Their Possibility of Enrolling in a Four-Year College or University [Doctoral dissertation, Milligan College]. ProQuest Dissertations and Theses Global. <https://mcstor.library.milligan.edu/handle/11558/4317>
- Oberoi, A. K. (2016). Mentoring for first-generation immigrant and refugee youth. National Mentoring Resource Center. Retrieved from <https://nationalmentoringresourcecenter.org/resource/mentoring-for-first-generation-immigrant-and-refugee-youth/>
- Orfield, G. (2013). Housing segregation produces unequal schools: Causes and solutions. In P. L. Carter and K. G. Welner (Eds.) *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance* (pp. 40-60). Oxford University Press.
- Owora, A. H., Salaam, N., Russell Leed, S. H., Bergen-Cico, D., Jennings-Bey, T., El, A. H.,

- Rubinstein, R. A., & Lane, S. D. (2018). Culturally congruent mentorship can reduce disruptive behavior among elementary school students: Results from a pilot study. *Pilot and Feasibility Studies*, 4(1). <https://doi.org/10.1186/s40814-018-0339-8>
- Parrett, W., & Budge, K. (2016). How does poverty influence learning? Retrieved from <https://www.edutopia.org/blog/how-does-poverty-influence-learning-william-parrett-kathleen-budge>
- Perry, L., & McConney, A. (2010). School socio-economic composition and student outcomes in Australia: Implications for educational policy. *Australian Journal of Education*, 54(1), 72-85.
- Petty, T. (2014). Motivating first-generation students to academic success and college completion. *College Student Journal*, 48(1), 133-140.
- Pratt, I. S., Harwood, H. B., Cavazos, J. T., & Ditzfeld, C. P. (2017). Should I stay or should I go? retention in first-generation college students. *Journal of College Student Retention: Research, Theory & Practice*, 21(1), 105-118. <https://doi.org/10.1177/1521025117690868>
- Radford, A. W., & Horn, L. (2012). An Overview of Classes Taken and Credits Earned by Beginning Postsecondary Students. WEB Tables. NCES 2013-151rev. National Center for Education Statistics.
- Roble, J. (2017). Falling Further Behind: Inequality in College Completion. Poverty Fact Sheet. No. 13, 2016-2017. Institute for Research on Poverty. Retrieved from <https://eric.ed.gov/?id=ED593703>
- Sakash, M. A. (2016). The Impact of Mentoring Low-Income Students at a Title I High School. [Doctoral dissertation Drexel University]. ProQuest Dissertations and Theses Global.
- San Antonio, D. M., Martel, J., & Weisbart, C. (2020). Perceptions of mentors and mentees in school-based cross-age peer mentoring in a low-income rural community. *Journal of Child and Youth Care Work*, 26. <https://doi.org/10.5195/jcycw.2020.12>
- Schmitt, N., Keeney, J., Oswald, F. L., Pleskac, T. J., Billington, A. Q., Sinha, R., & Zorzie, M. (2009). Prediction of 4-year college student performance using cognitive and noncognitive predictors and the impact on demographic status of admitted students. *Journal of Applied Psychology*, 94(6), 1479-1497. <https://doi.org/10.1037/a0016810>
- Scott, T. P., Tolson, H., & Lee, Y. H. (2010). Assessment of advanced placement participation and university academic success in the first semester: Controlling for selected high school academic abilities. *Journal of College Admission*, 208, 26-30.
- Snyder, T. D., & Dillow, S. A. (2012). Digest of Education Statistics, 2011. NCES 2012-001. National Center for Education Statistics.
- Stearns, E., & Glennie, E. J. (2010). Opportunities to participate: Extracurricular activities' distribution across and academic correlates in high schools. *Social Science Research*, 39(2), 296-309. <https://doi.org/10.1016/j.ssresearch.2009.08.001>

- Steigerwald, D. F. (2018). Influence Of Academic Youth-Initiated Mentoring on Higher Order Cognitive Development [Doctoral dissertation]. ProQuest Dissertations and Theses Global. <https://www.proquest.com/docview/2130602206?pq-origsite=gscholar&fromopenview=true>
- Stoeger, H., Duan, X., Schirner, S., Greindl, T., & Ziegler, A. (2013). The effectiveness of a one-year online mentoring program for girls in Stem. *Computers & Education*, 69, 408–418. <https://doi.org/10.1016/j.compedu.2013.07.032>
- Taussig, H., & Weiler, L. (2017). Mentoring for youth in foster care. National Mentoring Resource Center. Retrieved from <https://nationalmentoringresourcecenter.org/resource/mentoring-for-youth-in-foster-care/>
- Tolan, P. H., Henry, D. B., Schoeny, M. S., Lovegrove, P., & Nichols, E. (2013). Mentoring programs to affect delinquency and associated outcomes of youth at risk: A comprehensive meta-analytic review. *Journal of Experimental Criminology*, 10(2), 179–206. <https://doi.org/10.1007/s11292-013-9181-4>
- Zarate, M. E., & Fabienke, D. (2007). Financial aid as a perceived barrier to college for Latino students. *American Academic*, 3, 129–140.

## Appendix A

### The Take Stock in Children Program Logic Model

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

## Appendix B

### Literature Review

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

#### **Barriers for first-generation students and students from families with low incomes**

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

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

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

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

Research has consistently illustrated the relationship between students' academic preparation and their persistence and postsecondary degree attainment (Kopp & Shaw, 2016; Schmitt et al., 2009). Therefore, it is important that students have adequate core academic preparation to be successful in college. However, numerous studies have shown that Black and Hispanic 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 (2016) confirmed that remediation was more prevalent among students from families with low incomes and first-generation students, indicating that these students had less core academic preparation.

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

According to Roble (2017), since 1980, college enrollment, persistence, and degree attainment gaps have widened between high-income and low-income families, indicating

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

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

It is 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).

***Hispanic students from families with low incomes lack access to financial aid information regarding how to pay for college.***

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. However, studies have shown that Hispanic students, as well as their parents, do not feel knowledgeable about college financial aid (Zarate & Fabienke, 2007). Additionally, a systematic review study that examined 40 empirical studies regarding pre-college financial awareness and preparedness revealed that underrepresented groups, including Hispanic and low-income students and their parents, are less exposed to college financial aid information and have fewer opportunities to gain awareness about how to prepare for college financially and the financial aid system (George-Jackson & Gast, 2005).

## Youth mentoring

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

### **Educational benefits**

- 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). To assist students from families with low incomes, mentoring programs have been developed, and they have been shown to be beneficial to students. For example, a mixed-method study focusing on the impact of mentoring on students from families with low incomes at a Title I high school showed that mentoring helps students improve their grades (Sakash, 2016). In addition, a study that examined the effects of a mentoring program on economically disadvantaged students revealed that students who participate in mentoring show significantly fewer absences, which leads to higher GPAs (May et al., 2021).
- Vulnerable high school students who participate in mentoring earn more credits and report increased instructional time.
- Research examining the relationship between mentoring and academic outcomes suggests that students, including students of color who are at risk of dropping out, who participated in mentoring programs earned 56.1 credits, while comparison students who did not earned 49.7 credits (Chan et al., 2019). In addition, students who participated in mentoring reported a higher instructional time than comparison students.
- Mentoring affects higher-order cognitive development (Steigerwald, 2018).
- 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).

### **Behavioral and social benefits**

In addition to educational benefits, mentoring brings behavioral and social benefits.

- 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).
- 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. 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 isolation and loneliness.
- Social isolation and loneliness are major concerns for youth. Particularly during the COVID-19 pandemic, 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 in cases where the mentor and mentees are from the same race or culture reduces disruptive behavior and provides safe spaces to build life skills (Adeoye et al., 2021; Owora et al., 2018).
- Youth with learning disabilities (LDs) and attention deficit hyperactivity disorder (ADHD) demonstrate a significant decrease in depression and an increase in self-esteem (Haft et al., 2019).

### **Benefits for specific populations**

The literature demonstrates the benefits of mentoring for specific populations. Research shows that mentoring leads to positive impacts for the following populations:

- Youth with parents who are incarcerated (Hagler et al., 2019)
- Youth who are refugees or recent immigrants (Oberoi, 2021)
- Youth with parents connected with the military (Basualdo-Delmonico & Herrera, 2014)
- Youth who transitioned from foster care (Taussig & Weiler, 2017)

As the COVID-19 pandemic has disrupted traditional face-to-face mentoring programs, it is likely that mentoring programs have transitioned 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 will be more common during and following the COVID-19 pandemic.



## Positive impacts of online mentoring

### ***Online 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.).

## 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. Several definitions of college readiness are prevalent. Traditionally, the degree to which students are ready for college is measured based on their high school coursework, high school GPA, and standardized test scores (DeAngelo & Franke, 2016), and studies show that college readiness is positively associated with college persistence and college degree attainment (ACT, 2013; Mattern, 2013).

In addition to this definition, other 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).

## **Positive impacts on college readiness (academic preparation)**

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

### **Mentoring**

Mentoring, including virtual mentoring, enhances interpersonal support, future planning, and college aspirations. For example, 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). Brockman (2021) illustrated that career mentoring enhances college readiness both academically and attitudinally.

### **College-equivalent courses**

Students who are given college-equivalent courses in high school are more likely to persist through their first year of college. For example, an early college 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 et al. (2016) argued that the success of early college is largely due to successful outcomes first-generation students and/or students from low-income backgrounds.

### **First-generation college students, students from families with low incomes, and underrepresented students**

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

### ***Positive impacts on college readiness (social preparation)***

Secondary schools and peers can help students build aspirations for college. For example, a study that examined how peers of low-income, urban, and minoritized students influence decisions to enroll in college found that if students' peers were supportive and had similar plans regarding higher education, students were more likely to enroll in postsecondary education (Laitsch, 2006). Pett (2014) argued that by visiting colleges, first-generation students can envision their future and be inspired to begin planning it.

### ***Financial support (resources)***

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, 2013). This trend has accelerated, since costs, such as tuition fees, have rapidly increased each year. Therefore, financial resources (support) are key factors in college readiness. One study that identified barriers to and support for college aspiration among Hispanic high school students found that one of the most common barriers that students experience is a lack of financial resources (Manzano- Sanchez et al., 2019). However, research indicates that students from families with low incomes, including Hispanic students, do not have adequate access to information on financial aid (McDonough, 2006; Hurtado, 2020; Zarate, 2007).

# Appendix C

## Evaluation Plan

Evaluation Question	Metrics & Sources	Method of Analysis	Comparison Data and Reference Points
1. What is the level of program participation?	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.	<ul style="list-style-type: none"> <li>• Number and frequencies for county/region and state level enrollment, and demographic data.</li> </ul>	Evaluation results as reported in the 2020-2021 Take Stock in Children Formative and Summative Evaluation reports.
2. What is the program impact on key indicators of high school completion and college readiness?	Student grade point average, attendance rate, and graduation rate from STAR database report.	<ul style="list-style-type: none"> <li>• Means of state and county/region level average rates.</li> <li>• Frequencies and modes to detect outlying data and overall distribution.</li> <li>• Comparing averages at the county/region, state, and national levels.</li> </ul>	Evaluation results as reported in the 2020-2021 Take Stock in Children Formative and Summative evaluation reports. Data on district, statewide, and national rates.

Evaluation Question	Metrics & Sources	Method of Analysis	Comparison Data and Reference Points
3. Is Take Stock in Children's model being implemented with fidelity?	Mentor recruitment, participation, and training; mentor match rates; College Success Coach workshops and student meetings data; progress toward program sustainability through program partnerships; and professional development data from STAR database report.	<ul style="list-style-type: none"> <li>Frequencies for county/ region and state level mentor recruitment activities, program participation, training, and match rates, College Success Coach workshop and student meeting data, and professional development data.</li> </ul>	Evaluation results as reported in the 2020-2021 Take Stock in Children Formative and Summative evaluation reports. Meeting at least 85% of state of Florida grant objectives, specifically: a minimum of 1,400 new mentors will be recruited and trained; 90% mentor match rate; students who have been matched with a mentor for the entire grant year will receive an average of 12-15 or more mentor sessions by the end of the school year; students with new mentor matches will receive an of 2 mentor sessions per month; College success coach visits (1 per semester grades 6-10, 2 per semester grades 11-12); College readiness workshops conducted in each site (4 per year); and evidence of program partnership development, partner maintenance, and contributions. 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).
4. How can Take Stock in Children improve the effectiveness and the efficiency of implementation?	Review of national research on college readiness, mentoring, and college success landscape and best practices.	<ul style="list-style-type: none"> <li>Synthesis of research literature.</li> </ul>	Evaluation results as reported in the 2020- 2021 Take Stock in Children Formative and Summative evaluation reports.
5. Has the COVID pandemic affected program outcomes?	Interviews with (respectively) students, mentors, and parents and Take Stock in Children survey data.	<ul style="list-style-type: none"> <li>Content analysis to identify literal and reflexive patterns and relationships.</li> </ul>	Evaluation results as reported in the 2020- 2021 Take Stock in Children Formative and Summative evaluation reports.

## Appendix D

### Interview Questions

#### Students

- When did you become a Take Stock student?
- How ready to feel for college?
- Do you have any worries or concerns 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?

#### Alumni

- How prepared were you for your transition to college?
- How much do you engage or interact with Take Stock now?
- 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 kinds of efforts do you notice that Take Stock is doing to keep you engaged as a mentor?
- What does Take Stock do particularly well?
- How could Take Stock better serve you?
- What is your reaction to the Mentor Tool Kit? How are you using it? How could it be improved? How do you feel about a paper toolkit, an online kit, or both?

#### Parents

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

## Appendix E

### About the Evaluator: University of Florida Lastinger Center for Learning

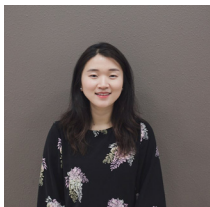
Lastinger Center provides high-quality evaluation services. With deep roots in Florida, Lastinger Center's mission is to create and evaluate equitable educational systems where every child and educator, regardless of circumstances, experiences high-quality learning every day to support the achievement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



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



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



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

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



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



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