Take Stock in Children

FLIGHT

Facilitating Long-term Improvements in Graduation and Higher Education for Tomorrow

DOES MENTORING AND COLLEGE PREP POSITIVELY IMPACT STUDENT ACHIEVEMENT, COLLEGE READINESS, AND SCHOOL ATTENDANCE

Project Overview

THE PROBLEM: What Challenge Did the Program Try to Address?

The Facilitating Long-term Improvements in Graduation and Higher Education for Tomorrow (FLIGHT) intervention[1] is aimed at improving outcomes for low-income, mostly minority students. The goal of the program is to increase the college readiness, enrollment, and success for low-income students who demonstrate academic promise.

THE PROJECT: What Strategies Did the Program Employ?

Take Stock in Children (TSIC) received funding for an i3 development grant from 2010 – 2014 to implement FLIGHT in four counties through mentoring, career and college prep workshops, case management, and summary reporting. The FLIGHT intervention is an intensive and comprehensive intervention based on previous interventions from TSIC, a mentoring program for students in 7th – 12th grade in Florida. The Student Detail Report was created to facilitate feedback and dialogue between the school, intervention, and parents. Student Advocates provide case-management services, review student records to identify problems early, and assist families in making plans for college. TSIC also provides a guaranteed two-year prepaid college scholarship to FLIGHT participants. FLIGHT was evaluated by a randomized controlled trial in which students were randomly assigned to the FLIGHT or non-FLIGHT group.

[1] Take Stock in Children received an i3 development grant supported by the U.S. Department of Education's Investing in Innovation program through Grant Number U396C100570. Development grants provide funding to support the development or testing of novel or substantially more effective practices that address widely shared education challenges. All i3 grantees are required to conduct rigorous evaluations of their projects. The quality of evidence required to demonstrate a project's effectiveness depends on a project's level of scale or grant type.

THE FLIGHT MODEL

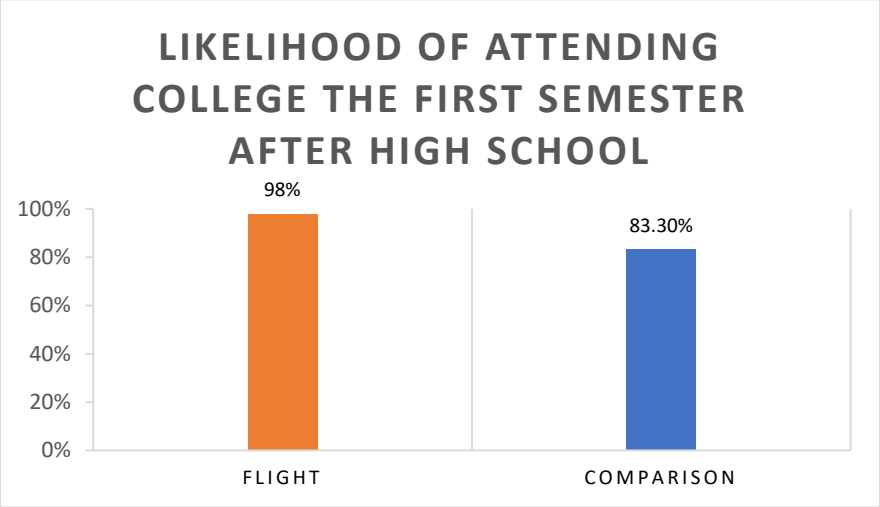
- **PRE-SERVICE ACTIVITIES.** Staff and volunteers received professional development sessions in three areas: mentor training and enrichment, creating and distributing Student Detail Reports, and creating lesson plans for college access workshops and supplemental workshops.

- **STUDENT-CENTERED ACTIVITIES.** The intervention engaged students in five activities: wraparound case management, one-on-one mentoring, college access and success workshops, supplemental student workshops, and a Student Detail Report. Trained FLIGHT staff and mentoring volunteers facilitated the intervention.

Summary of Results

DOES FLIGHT POSITIVELY INFLUENCE STUDENT GPA, ATTENDANCE, AND COLLEGE READINESS?

There were no differences between FLIGHT and non-FLIGHT students related to grade point average, attendance, or perception of barriers to post-secondary enrollment. Controlling for baseline GPA, however, FLIGHT students were significantly more likely to attend college than non-FLIGHT students, though this could be due to an unexpected sample bias which included more high achieving students in the sample than would have been expected.



- **GRADE POINT AVERAGE.** Students in the FLIGHT program did not have higher GPAs.
- **PERCEPTION OF BARRIERS TO POST-SECONDARY ENROLLMENT.** Students in FLIGHT did not perceive fewer barriers to college enrollment than their peers in the comparison group.
- **SCHOOL ATTENDANCE.** The results showed no difference in absenteeism between FLIGHT and non-FLIGHT students.
- **COLLEGE ATTENDANCE.** Students in Flight were more likely to enroll in college the first semester after high school than non-FLIGHT students

Please see Appendices B and C for information about the evaluation's design and the quality of the evidence, respectively.

OTHER CONSIDERATIONS

The FLIGHT program did not find significant outcomes, despite being well-implemented

STUDENTS WERE ADVANCED AT BASELINE. FLIGHT students were already more advanced at baseline, which could be a factor in the limited results. Students had to have academic potential, a minimum "C" average, deemed at-risk for not enrolling in college and meet the criteria for financial hardship. The average GPA in the sample at baseline was 3.48 and 40%.

- **PROMISING RESULTS.** One hundred and seventy-eight students were tracked post-graduation; 98% of the FLIGHT students had enrolled in college, compared to 83% of their peers in the comparison group.
- **PROGRAM CONTEXT.** The FLIGHT program was implemented in two very different settings: an urban setting with many post-secondary colleges and universities nearby, and a rural-setting with one community college within an hour. Therefore, the program may have benefitted from site-specific adaptation.

For More Information

Evaluation Reports	Additional Reports
Final Evaluation Report (2015) (PDF) (The Evaluation Group, October 2015)[2]	Take Stock in Children Website

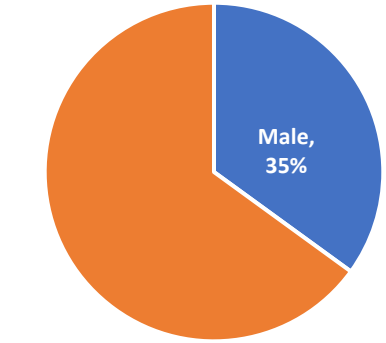
[2] The information and data for this report was collected from the most recent report as of 01/23/2020, FLIGHT: Final Evaluation Report from The Evaluation Group,(2015).

Appendix A: Students Served by the Project[3]

GRADE(S)

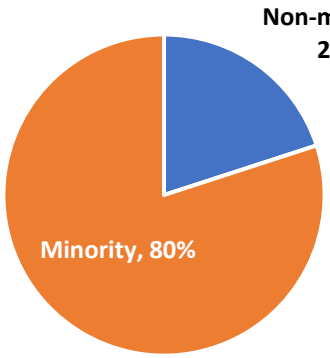
PK	K	1	2	3	4	5	6	7	8	9	10	11	12

GENDER



Female or unknown, 65%

RACE/ETHNICITY



COMMUNITY

Not Reported

High-Need Students[i]

Economically Disadvantaged	English Learners	Students with Disabilities
Not reported	Not Reported	Not Reported

[3]These data reflect the entire student population served by the intervention, not just the evaluation sample used in the impact study.

Appendix B: Impact Evaluation Methodology[4]

RESEARCH DESIGN:

Design:	Randomized Controlled Trial
Approach:	▪ 315 students were selected for random assignment to FLIGHT or control groups, after showing interest and being screened for eligibility. They were then blocked (proportional to size) by grade and county. ▪ Ordinary least squares regression was used as the primary analysis. This included the outcome measure at baseline, group assignment, and 12 background and demographic covariates in the analytic model.
Study Length:	3 years –2011 – 12 school year through 2014 – 15 school year

DATA COLLECTION AND ANALYSIS

Study Setting	One urban school district (Broward County) and three rural school districts (Highlands/Hardee/Desoto Counties (HHD))
Final Sample Sizes	▪ *Intervention:* 150 7th, 9th, and 11th grade students ▪ *Comparison:* 162 7th, 9th, and 11th grade students
Impact Study Characteristics (FLIGHT and Comparison)	▪ *Broward County:* Black: 38%, Hispanic: 23%, White: 32%, Low Income: 32% ▪ *HHD School Districts:* Black: 16%, Hispanic 29%, White 53%, Low Income: 54%
Data Sources	▪ Grades/GPAs, school attendance records, perception survey
Key Measures	▪ Weighted GPA ▪ TSIC-FLIGHT Year-End Student Survey

[4] These data reflect only the evaluation sample in the impact study, not the entire population served.

Appendix C: Quality of the Evidence

Although an evaluation may not have been reviewed by the time of publication for this summary, it is possible that the study will be reviewed at a later date. Please visit the websites found in the footnotes on this page to check for updates.

WHAT WORKS CLEARINGHOUSE REVIEW[ii]

STUDY	RATING
https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/694	No discernable change

EVIDENCE FOR ESSA REVIEW[iii]

STUDY	RATING
Not reviewed as of 01/23/2020	N/A

NATIONAL CENTER ON INTENSIVE INTERVENTIONS REVIEW[iv]

STUDY	RATING
Not reviewed as of 01/23/2020	N/A

*The **Investing in Innovation Fund (i3)**, established under section 14007 of the American Recovery and Reinvestment Act of 2009, is a Federal discretionary grant program at the U.S. Department of Education within the Office of Innovation and Improvement. i3 grants help schools and local education agencies work in partnership with the private sector and the philanthropic community to develop and expand innovative practices that improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, and/or increase college enrollment and completion rates for high-need students.*

This summary was prepared by the Education Innovation and Research (EIR) Program Dissemination Project. The project is conducted by the Manhattan Strategy Group, in partnership with Westat and EdScale, with funding from the U.S. Department of Education, Office of Innovation and Improvement, under Contract No. ED-ESE-15-A-0012/0004. The evaluation results presented herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

[i] "High-need student" refers to a student at risk of academic failure or otherwise in need of special assistance and support, such as students who are living in poverty, attend high-minority schools, are far below grade level, who have left school before receiving a regular high school diploma, at risk of not graduating with a diploma on time, who are homeless, in foster care, have been incarcerated, have disabilities, or who are English learners. For more information see: Applications for New Awards; Investing in Innovation Fund-Development Grants, 81 FR 24070 (April 25, 2016).

[ii] https://ies.ed.gov/ncee/wwc/FWW

[iii] https://www.evidenceforessa.org/

[iv] https://intensiveintervention.org/