

Admission Possible

2003 to 2004 program year results

O C T O B E R 2 0 0 4

Admission Possible

2003-2004 program year results

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Introduction

Evaluation

Admission Possible hired Wilder Research Center to evaluate their program after three years of operation, when the program is stable enough to start to look at results.

The evaluation focused on defining and measuring outcomes, demonstrating how well the outcomes were achieved, developing an understanding of the staffing impact on the program, and tracking useful program information to be used by program staff. All these processes can be used to help improve program results. A complete evaluation plan with logic model is included in the appendix for reference.

The two main program goals are:

- Students enroll in a 4-year college that is a good fit for them with the necessary financial support.
- Ethic of service (AmeriCorps staff and students) is strengthened or acquired.

The evaluation describes students beginning Admission Possible in their junior year of high school in the 2003-2004 school year. Some basic information on students in the second year of Admission Possible and in their senior year in the 2003-2004 school year are also included in the evaluation. Staff outcomes are also part of the evaluation process.

This is a mid-program progress report for junior year students along with reporting basic information for seniors completing the program.

Data collection methods

Data for the evaluation came from surveys and program data. Youth complete surveys when they start the Admission Possible program at the beginning of their junior year, and then at the end of each school year. AmeriCorps staff also complete surveys assessing their own performance and their ethic of service. Program staff record data in an Access database to track student basic information, program participation, and program outcomes such as ACT scores, college visits, scholarship information, and college acceptance.

Two hundred sixty-three students completed their junior year in Admission Possible with 218 competing pre-surveys and 220 completing post-surveys. One hundred sixty-seven students completed their senior year in Admission Possible. Only program outcomes

collected in the Access database and basic demographic information are reported for senior youth.

Forty-four AmeriCorps staff completed surveys of their job performance and ethic of service. Only their ethic of service responses are included in the report.

Results are analyzed by students overall, gender, and for the three main race or ethnic groups. Hmong, White, or African American youth are included in the race or ethnic analysis. Youth could respond they are of more than one race or ethnicity. Youth were included in the White group if they only responded as white. Hmong youth were defined as Hmong or other a combination of Hmong and Asian. African Americans were defined as only African American, or a combination of African American and Somali.

Comparison data on youth going to college

College participation¹

In 2002, about 65 percent of Minnesota high school graduates enrolled in some type of post-secondary education. Nationally, 62 percent of high school graduates enrolled in college. In Minnesota, about 58 percent attend a four-year college. Studies report a gap in college attendance for low-income students.

ACT test^{1,2}

In 2004, 66 percent of Minnesota high school graduates took the ACT test, with an average score of 22.2 tying for first nationally. The National average is 20.9. Average score varies by race and ethnicity. Whites had the highest average at 22.5, followed by Hispanic (20.6), Asian (20.3), Chicano (19.9), American Indian (19.6), and Black (17.5).

In Minneapolis public schools, the average 2004 score was 19.6. Whites also had the highest score (23.4), followed by Chicano (19.4), Hispanic (17.8), American Indian (17.5), Asian American (17.4), and African American (15.9)

In St. Paul public schools, data are not yet available from the 2004 test.

¹ *Minnesota Higher Education Services Office*

² *Minneapolis Public Schools*

Admission Possible Results

Picture of students involved in Admission Possible

Junior year students

Program youth are a diverse group, mainly from immigrant families.

- Fifty-two percent of youth are Hmong, followed by 20 percent Asian, 20 percent African American, and 13 percent White (multiple responses possible).
- Three-fourths of the youth are females.
- Less than one-third of the youth speak English as their main language at home. The highest percent speak Hmong, far outnumbering any other language. Somali and Spanish are next most common at 5 percent and 4 percent respectively. African Americans have a high percentage speaking Amharic/Oromiya/Tigrina.
- Almost 60 percent of youth were born outside the United States and 75 percent of youth's families moved to the United States from another country. Sixty-two percent of Hmong and 46 percent of African Americans were born in another country. Additionally, 13 percent of Whites were born in another country.
- Twenty-one percent of African Americans also identify themselves as African immigrants. Forty-six percent of Hmong also say they are also Asian.

Senior year students

To provide a complete picture of all youth in the program in the 2003 to 2004 school year, senior year youth are also included in the report, starting the program in the 2002-2003 school year.

- Thirty-four percent of youth are Hmong, followed by 29 percent African American, and 12 percent White.
- Seventy percent of youth are females.

Program schools

Admission Possible serves students at nine high schools in Minneapolis and St. Paul, with varying program sizes and student compositions. The largest Admission Possible programs serving youth in their junior year are at Roosevelt, Arlington, Central, and

Harding. Arlington, Patrick Henry, Southwest, and Roosevelt serve large amounts of the senior youth as well.

- Immigrant students and main language spoken at home varies by school. Arlington students have the highest percent of youth born outside the United States, followed by Roosevelt, Johnson, and Harding. For all schools except Roosevelt, the highest percentage speak Hmong at home. Roosevelt has the highest percentage speaking Somali at home, additionally a number speak Spanish.
- Arlington, Roosevelt, and Southwest serve American Indian youth.
- Southwest, Roosevelt, Highland Park, and Central serve higher percentages of African American youth.
- Johnson serves the highest percentage of Hispanic youth, and Southwest serves the highest percentage of White youth.

Junior student attitude toward education and college

Youth entering the program are confident and highly motivated with general academics and to attend college.

- Forty-eight percent want to graduate from college and 37 percent want to attend an even higher level of school. White students have the highest percentage that doesn't know how far they want to go in school. African Americans have the highest percentage who say they will graduate from college. Over half of Central and Patrick Henry student say they will attend a higher level of school after college, more than students from other schools.
- Ninety-four percent say it is "somewhat" or "very" likely they will be able to go as far as they want to in college. Youth who say it is "somewhat" or "very" unlikely they will be able to go as far as they want to in school attend Harding, Southwest, Patrick Henry, Roosevelt, and Central high schools.
- Ninety percent of youth say it is "very like" them to think a college education is important.
- At least 96 percent of youth say it is "very" or "somewhat" like them to have strong energy and drive to achieve their goals, are proud of their accomplishments at school, want to do their best on tests and in classes, confident they can go to college, confident they can graduate from college, and have people encouraging them to attend college.

- Females tend to rate themselves more highly for academic goals. African Americans rate themselves and their future more highly than Whites. Hmong tend to rate themselves highly overall, except they rate themselves lowest on graduating from college and seeing themselves fitting in on a college campus. Youth attending Central and Harding tend to have higher percentage rating themselves lower than at other schools.
- Youth rate their self-confidence lower on c doing well on standardized tests and seeing themselves fitting in on a college campus. Fewer youth say it is “very like” them than for other questions.

College process knowledge

Generally, youth don’t know very much about the college process when they enter the program except the benefits of going to college. They are more divided about their knowledge about the college process compared to their attitudes about school and college.

- The highest percentage of youth say they know “a lot” or “some” about the benefits of going to college. Hmong have the highest percentage of youth saying “nothing” or “not much.” Higher percentages of youth at Arlington, Harding, Central, Johnson, and Roosevelt say they know “not much” or “nothing.”
- Fifty-seven percent say they know “a lot” or “some” about what going to college is really like. Students vary by school with knowledge of what going to college is really like.
- Seventy-nine percent say they know “nothing” or “not much” about how to fill out a high quality application.
- Seventy-three percent say they know “nothing” or “not much” about how to make sure they have the financial resources to go to college.
- Seventy-one percent say they know “nothing” or “not much” about how to make the transition from high school to college.
- Sixty-eight percent say they know “nothing” or “not much” about how to do well on the ACT/SAT. A higher percentage of males, Hmong, and Whites say this compared to females or African Americans.
- Students vary quite a bit by school on their self ratings of knowledge about how to do well on the ACT. Arlington and Central have the highest percent knowing “not much” or “nothing” about how to do well on the ACT.

- Generally, African American rate themselves as more knowledgeable than do Hmong or Whites, who tend to say they know the least for most of the knowledge questions.

Ethic of service

When the program begins, a proportion of youth have a strong ethic of service, while there is room for improvement. About two out of five youth entering the program say it is “very important” to be a part of making their community a better place. Over two-thirds are volunteering in their community.

- Females tend to say being part of making the community a better place is “very important” more than males, and African Americans and Hmong youth say it is “very important” more than White youth.
- African Americans have the highest percent saying being part of making the community a better place is “a little” important or “not at all” important.
- Sixty-eight percent of youth have performed volunteer or community service work in the past year, with little variation by race or gender.

Changes by the end of the junior year

Youth remained fairly stable in their drive to go to college and do well in school during the Admission Possible program year. It appears that, in accordance with their mission, Admission Possible is accepting students who have internal strength in this area, and then helps them to develop the skills and knowledge they need to coincide with their visions for the future.

Youth show quite large improvements in their knowledge of the college acceptance process.

- Youth improved the most in their knowledge about how to do well on the ACT/SAT test. At the start of the program, 68 percent knew “nothing” or “not much” about the tests, and at the end of the program 95 percent say they know “a lot” (50 percent) or “some” (45 percent).
- By the end of the program, the differences in male’s and female’s knowledge in how to do well on the ACT had evened out with similarly low percentages knowing “not much” or “nothing.” By the end of their junior year, African American, Hmong and White youth had similarly low levels knowing “not much” or “nothing” about how to do well on the ACT, only 43 percent of Hmong youth say they know “a lot” compared to 66 percent of African Americans and 60 percent of White.

- Youth also improved their knowledge about the benefits of going to college and what going to college is really like. Hmong and White youth increased more than African American youth (who were the highest at baseline) in knowledge about college benefits.

Ethic of service

Overall, youth obtained more of an ethic of service through participating in Admission Possible.

- At the start of the program, 45 percent said it was “very important” to be a part of making your community a better place and by the end of junior year, 61 percent said the same. Males especially improved, going from 26 percent saying “very important” at the start to 57 percent at the end. African Americans also increased their ethic of service, decreasing from 22 percent saying it was “a little” or “not at all” important to 7 percent at the end of their junior year. Whites increased in their percentage saying “very important” going from 33 percent to 60 percent by the end of their junior year.
- Males performing volunteer work increased from 62 percent to 81 percent. African Americans increased the most going from 69 percent who volunteer to 88 percent who do so.

Admission Possible ratings

Almost all youth say Admission Possible staff has helped them “a lot” or “some” with preparing them to go to college.

- Highest rated items are related to the ACT test, with 78 percent saying staff helped them “a lot” with understanding what their ACT/SAT scores mean, and 73 percent say staff have helped them “a lot” with knowing how the ACT/SAT tests are used for college admissions. African Americans and Whites tended to give higher ratings than Hmong youth.

Program results – Juniors

See college as a reality

- Junior year students have high rates of completing practice college applications and completing the baseline ACT, with little variation by race or gender. Some variation exists by school with only 48 percent of students at Johnson completing their practice application, much lower than all the other schools.
- Students who visit college make an average of two visits a year. Highland Park students made an average of four college visits, higher than the other schools.

Have ACT scores for four-year college admission

Students have an average of 18.2 for a composite ACT score, increasing an average of 14 percent from their baseline score. This meets the goal of the Kaplan program to increase scores by between 12 and 14 percent. Eighty-two percent of students took the ACT in April 2004. It is unknown how many took the exam in June or October.

- Students attended an average of 17 ACT prep classes, with little variation by race or gender. Attendance varied by school with students at Johnson, Roosevelt, Harding, and Southwest attending the most. They are the only schools with student attending more than 20 times.
- Students take an average of four ACT practice tests with little variation by race, gender, or school.
- The average ACT baseline composite scores were 16. Notably, 28 percent of African Americans scored between 9 and 13 while just 17 percent of Hmong and 9 percent of White did the same. Some variation in baseline scores also existed between schools, with students at Central, Southwest, Highland Park, and Patrick Henry having the highest average baseline scores.
- Ten percent more African Americans and Whites took the ACT than Hmong students.
- Males and females have similar average final composite ACT scores. African American and Hmong also have similar scores. Whites have the highest average scores, although they also had the highest baseline average score and the lowest percent born in another country.
- About one-third of students score 20 or more on the ACT, with some variation by race and school. Whites had the highest average scores with 22 percent scoring at 20

or more. Fifty percent or more of students at Southwest, Central, and Patrick Henry had scores of 20 or more and also had the highest baseline scores.

- Fifty-seven percent of students had 11 percent or greater increases in their ACT scores from baseline.
- Eighteen percent of students showed no improvement, with a higher percentage of Whites showing no improvement than African Americans or Hmong. This may be related to White's higher average baseline scores. Students at most schools show an average increase of at least 12 percent. Schools with students showing lower increases include Arlington, Highland Park, and North. A higher percentage of males than females did not improve.
- Improvement in ACT final scores is related to ACT prep class attendance. Students attending more than 20 sessions had significantly better score increases from baseline to final than those attending 15 or fewer sessions. Those attending less than 10 sessions improved 9 percent while those attending 20 or more improved 18 percent.

Program results-Seniors

Ninety-eight percent of seniors were accepted into a college, with little variation by race or gender (based on updated data). Not as many applied for FAFSA, with 82 percent overall doing so, which is lower than ideal. The reason for the low should be explored, which may partially be a data entry issue.

- All students were accepted to a college from Arlington, Central, Highland Park, Johnson, and Patrick Henry.
- Ninety-three percent of African Americans applied for FAFSA, while 79 percent of Hmong and 77 percent of Whites did the same. FAFSA applications varied greatly by school. For example, just 11 percent of Central students applied, while all Arlington students did, with students at the rest of the schools falling in between.
- Students who applied for scholarships applied for an average of six. Hmong students applied for the most, with 43 percent applying for nine or more. Students at Patrick Henry, Johnson, and Central had the highest percentages applying for nine or more.
- Overall, 47 percent of students were awarded scholarships. A higher percentage of males than females were awarded scholarships. Fifty-two percent of African Americans received scholarships compared to 45 percent of Hmong and 35 percent of Whites.

- Overall, students were awarded an average of two scholarships. African Americans had the highest rate of scholarships awarded, with an average of five, while Hmong received an average of two and Whites one.

Coach and site coordinator ratings-by juniors

Juniors in the Admission Possible program rate both their coaches and site coordinators highly. At least 90 percent say they respect their coach and their coach respects them a lot, and at least 81 percent say the same about their site coordinator.

Coaches

- Eighty-five percent say “yes, a lot” about their coach giving them useful information and that they trust their coach.
- Lower rated items include being able to talk to their coach about things important to them, their coach helping them to figure out what their goals and needs are, feeling like their coach cares about them, and their relationship with their coach being important to them.
- Males tend to rate questions relating to their personal relationship with their coach lower than females. Student responses vary by race, but in no particular pattern.

Site coordinators

Site coordinator ratings were very similar to coach ratings although slightly lower. Site coordinators were most highly rated on their knowledge about getting into college. Overall, the site coordinators were rated more highly for their knowledge than for their relationships with their students.

Staff ethic of service

Admission Possible coaches and site coordinators show a very high ethic of service and interest in choosing a career in the education profession.

- All coaches say it is “very” or “somewhat” important for them to be a part of making their community a better place, with 91 percent saying “very.”
- Eighty-two percent have performed community service in the past year outside of Admission Possible events.

- Seventy-one percent say they are likely to choose a career as a teacher or guidance counselor (39 percent “very” likely and 32 percent “somewhat” likely).

Implications

The Admission Possible program is working with a group of students who are also very likely adjusting to the American culture and education process along with their parents. Almost all students believe going to college is important and are motivated to do well academically and believe they can achieve their dreams of going to college. They are in need of help with the college process as is shown by their overall low rates of knowledge about the specifics of what needs to be done to make sure they get into college.

Survey results show they are learning a lot from the Admission Possible program and have good experiences with the coaches and site leaders. Difference between race or ethnic groups or by gender tend to even out through their involvement in Admission Possible. However, Hmong youth still have lower results at times, indicating some additional room for improvement compared to African Americans or Whites.

Admission Possible is achieving their goal to impact youth and staff’s ethic of service, especially with those showing lower levels when entering the program. Staff are also likely to continue in the teaching professions.

Admission Possible youth prepare for the ACT using test preparation materials provided by Kaplan, Inc. Youth improve on their test scores during the program at rates that are consistent with those expected by Kaplan. African-American and Hmong youth show the greatest increase. Youth are also taking the ACT at higher levels than state-wide, although the average test score for program participants was lower than that of students in Minnesota and in the Minneapolis Public Schools. Test scores were higher for African Americans in the Admission Possible program than for students in the Minneapolis School District. Hmong and White youth show more room for improvement.

One of the main factors in improving test scores is attendance at test prep sessions. Focusing more on attendance can help the small, but still important group of students who aren’t showing increases on their ACT scores.

Senior year youth in the 2003 to 2004 program year have very high rates of college acceptance compared to the state-wide rate of students continuing with post-secondary education after high school. College acceptance rates are similar for race or ethnicity or gender. Seniors have also made strong efforts to obtain financial aid and scholarships. Scholarship acceptance rates and numbers are not equal between the larger racial or

ethnic groups in the program or between genders. The program could focus more on making sure to try and help youth more equally receive scholarships if at all possible.

This should be thought of as an interim report to both see possible results and better refine the data collection and entry process. Related to the data collection process, Admission Possible staff will work to have better data quality and rely more on the Access database system. Results should also be used to explore areas where data entry can be improved. Data entry issues may have resulted in incomplete data at times so some low results may be due to this rather than program problems. It may be useful for staff to decide which elements are most relevant for measuring program success and focus on collecting only those.

Figures

1. Student descriptive information

Juniors	All
Race (multiple responses possible)	N=260
American Indian	4%
Asian	20%
African American	20%
Hispanic	6%
Hmong	52%
Somali	5%
White	13%
Other	2%
Gender	N=257
Male	25%
Female	75%
High School	N=263
Arlington	16%
Central	14%
Harding	14%
Highland Park	9%
Johnson	8%
North	3%
Patrick Henry	10%
Roosevelt	18%
Southwest	9%

1. Student descriptive information (continued)

Seniors	All
Race (multiple responses possible)	N=157
American Indian	-
Asian	8%
African American	29%
Hispanic	10%
Hmong	34%
Somali	7%
White	12%
Other	5%
Gender	N=161
Male	30%
Female	70%
High School	N=167
Arlington	19%
Central	5%
Harding	7%
Highland Park	7%
Johnson	9%
North	7%
Patrick Henry	16%
Roosevelt	17%
Southwest	15%

2. Family background—all and by gender

	All	Males	Females
What is the main language spoken in your home?	N=217	N=50	N=165
Amharic/Orominya/Tigrina	3%	2%	3%
English	27%	26%	26%
Hmong	56%	64%	55%
Lao	1%	-	1%
Somali	5%	2%	6%
Spanish	4%	2%	4%
Vietnamese	1%	2%	1%
Other	4%	2%	4%
Did your family move from another country to the United States?	N=217	N=50	N=165
Yes	75%	78%	75%
No	25%	22%	26%
If yes, what year did your family first come to the United States?	N=134	N=31	N=103
Prior to 1985	20%	19%	21%
1986 to 1990	33%	42%	30%
1991 to 1995	32%	29%	32%
1996 or later	15%	10%	17%
Were you born in the United States?	N=206	N=45	N=159
Yes	42%	40%	42%
No	58%	60%	58%

2. Family background—all and by gender (continued)

	All	Males	Females
If no, what country were you born in?	N=120	N=29	N=91
Thailand	56%	69%	52%
Laos	12%	10%	12%
Somalia	10%	3%	12%
Ethiopia	4%	3%	4%
Mexico	4%	-	5%
Vietnam	3%	3%	2%
France	2%	-	2%
India	2%	-	2%
Nigeria	2%	-	2%
Germany	1%	-	1%
Bosnia	1%	-	1%
El Salvador	1%	3%	-
Guyana	1%	3%	-
Qatar	1%	3%	-
Sierra Leone	1%	-	1%
Liberia	-	-	2%
Which best describes you? (multiple responses possible)	N=263	N=64	N=193
American Indian/Alaskan Native	2%	3%	2%
Asian/Asian-American/Pacific Islander	27%	28%	27%
Hmong/Hmong American	43%	42%	45%
Other Asian Immigrant	2%	2%	2%
Black/African American	13%	5%	16%
Somali	4%	2%	5%
Ethiopian	2%	2%	2%
Other African Immigrant	2%	-	3%
Hispanic/Latino-a/Chicano-a	5%	5%	5%
White/Caucasian American	9%	11%	8%
Other	3%	6%	2%

3. Family background—by race

	African American	Hmong	White
What is the main language spoken in your home?	N=49	N=119	N=32
Amharic/Orominya/Tigrinya	13%	-	-
English	75%	2%	88%
Hmong	-	97%	-
Lao	-	-	-
Somali	6%	-	-
Spanish	-	-	-
Vietnamese	-	-	-
Other	6%	1%	12%
Did your family move from another country to the United States?	N=32	N=118	N=18
Yes	34%	92%	22%
No	66%	9%	78%
If yes, what year did your family first come to the United States?	N=9	N=89	N=3
Prior to 1985	22% (2)	23%	33% (1)
1986 to 1990	22% (2)	40%	-
1991 to 1995	22% (2)	36%	-
1996 or later	33% (3)	1%	67% (2)
Were you born in the United States?	N=28	N=116	N=16
Yes	54%	38%	88%
No	46%	62%	13%

3. Family background—by race (continued)

	African American	Hmong	White
If no, what country were you born in?	N=12	N=74	N=2
Thailand	-	81%	
Laos	-	18%	
Somalia	17%	-	
Ethiopia	33%	-	
Mexico	-	-	
Vietnam	-	-	
France	-	1%	
India	-	-	
Nigeria	17%	-	
Germany	9%	-	
Bosnia	-	-	50% (1)
El Salvador	-	-	
Guyana	9%	-	
Qatar	-	-	50% (1)
Sierra Leone	9%	-	
Liberia	9%	-	-
Which best describes you?	N=40	N=136	N=22
American Indian/Alaskan Native	3%	-	5%
Asian/Asian-American/Pacific Islander	-	46%	-
Hmong/Hmong American	-	79%	-
Other Asian Immigrant	-	2%	-
Black/African American	65%	-	-
Somali	5%	-	-
Ethiopian	8%	-	-
Other African Immigrant	8%	-	-
Hispanic/Latino-a/Chicano-a	-	-	-
White/Caucasian American	-	-	73%
Other	3%	1%	14%

4. Family background—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
What is the main language spoken in your home?	N=39	N=37	N=28	N=23	N=18	N=0	N=22	N=30	N=20
Amharic/Orominya/Tigrinya	3%	-	-	13%	-	-	-	7%	-
English	18%	27%	11%	9%	11%		32%	33%	85%
Hmong	72%	57%	8%	70%	78%	-	64%	17%	-
Lao	-	-	4%	-	-	-	5%	-	-
Somali	3%	3%	-	4%	-	-	-	23%	-
Spanish	3%	3%	-	-	11%	-	-	13%	-
Vietnamese	-	5%	-	-	--	-		3%	-
Other	3%	5%	-	4%	-	-	-	3%	15%
Did your family move from another country to the United States?	N=39	N=37	N=28	N=23	N=18	N=0	N=22	N=30	N=20
Yes	74%	73%	89%	78%	94%	-	73%	83%	25%
No	26%	27%	11%	22%	6%	-	27%	17%	75%
If yes, what year did your family first come to the United States?	N=26	N=20	N=20	N=15	N=15	N=0	N=11	N=22	N=4
Prior to 1985	12%	20%	25%	13%	33%	-	27%	14%	50% (2)
1986 to 1990	42%	30%	40%	47%	7%	-	46%	27%	-
1991 to 1995	34%	40%	30%	27%	47%	-	27%	23%	-
1996 or later	12%	10%	5%	13%	13%	-	-	36%	50% (2)
Were you born in the United States?	N=34	N=37	N=26	N=24	N=17	N=-	N=22	N=29	N=17
Yes	24%	54%	39%	46%	35%	-	46%	31%	77%
No	77%	46%	62%	54%	65%	-	55%	69%	24%

4. Family background—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
If no, what country were you born in?	N=26	N=17	N=17	N=14	N=11	N=0	N=12	N=20	N=3
Thailand	62%	59%	82%	57%	64%	-	84%	10%	-
Laos	19%	12%	12%	14%	18%	-	-	5%	-
Somalia	4%	6%	6%	7%	-	-	-	40%	-
Ethiopia	8%	-	-	14%	-	-	-	5%	-
Mexico	-	-	-	-	18%	-	-	15%	-
Vietnam	-	12%	-	-	-	-	-	5%	-
France	-	6%	-	-	-	-	8%	-	-
India	-	-	-	7%	-	-	-	-	33% (1)
Nigeria	-	-	-	-	-	-	8%	1%	-
Germany	-	6%	-	-	-	-	-	-	-
Bosnia	-	-	-	-	-	-	-	-	33% (1)
El Salvador	4%	-	-	-	-	-	-	-	-
Guyana	-	-	-	-	-	-	-	1%	-
Qatar	-	-	-	-	-	-	-	1%	-
Sierra Leone	-	-	-	-	-	-	-	-	33% (1)
Liberia	4%	-	-	-	-	-	-	5%	-

4. Family background—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Which best describes you?	N=43	N=37	N=38	N=24	N=21	N=0	N=25	N=46	N=23
American Indian/Alaskan Native	7%	-	-	-	-	-	-	2%	4%
Asian/Asian-American/Pacific Islander	37%	43%	38%	42%	24%	-	24%	4%	4%
Hmong/Hmong American	58%	57%	57%	67%	52%	-	60%	11%	-
Other Asian Immigrant	2%	3%	-	-	5%	-	4%	2%	-
Black/African American	7%	16%	5%	17%	-	-	12%	20%	35%
Somali	2%	3%	3%	4%	-	-	-	15%	-
Ethiopian	5%	-	-	4%	-	-	-	4%	-
Other African Immigrant	-	3%	-	-	-	-	-	4%	9%
Hispanic/Latino-a/Chicano-a	2%	3%	-	-	14%	-	4%	9%	9%
White/Caucasian American	7%	11%	-	4%	-	-	4%	9%	44%
Other	-	-	-	-	5%	-	4%	7%	13%

Baseline survey results

5. Attitude towards college—all and by gender

	All	Males	Females
As things stand now, how far do you want to go in school?	N=216	N=48	N=166
Won't finish high school	-	-	-
Will graduate from high school, but won't go any further	1%	-	1%
Will go to vocational, trade, or business school after high school	-	-	-
Will attend college	10%	10%	9%
Will graduate from college	48%	48%	48%
Will attend a higher level of school after graduating from college	37%	40%	37%
Don't know	5%	2%	5%
How likely is it you will be able to go as far as you want to in school?	N=218	N=50	N=166
Very likely	58%	48%	61%
Somewhat likely	36%	46%	33%
Somewhat unlikely	1%	-	1%
Very unlikely	5%	6%	4%
How much each statement is like you...			
Have strong energy and drive to achieve my goals	N=218	N=50	N=166
Very unlike me	1%	2%	-
Somewhat unlike me	2%	8%	1%
Somewhat like me	45%	56%	40%
Very like me	53%	34%	59%
Proud of accomplishments in school	N=218	N=50	N=166
Very unlike me	1%	2%	1%
Somewhat unlike me	3%	4%	2%
Somewhat like me	27%	42%	22%
Very like me	69%	52%	75%
Like going to school	N=216	N=49	N=165
Very unlike me	1%	-	1%
Somewhat unlike me	8%	14%	6%
Somewhat like me	55%	51%	57%
Very like me	36%	35%	36%

5. Attitude towards college-all and by gender (continued)

	All	Males	Females
Think a college education is important	N=218	N=50	N=166
Very unlike me	1%	-	1%
Somewhat unlike me	1%	2%	-
Somewhat like me	9%	18%	6%
Very like me	90%	80%	93%
Want to take challenging classes	N=217	N=49	N=166
Very unlike me	1%	-	1%
Somewhat unlike me	7%	16%	5%
Somewhat like me	48%	49%	48%
Very like me	44%	35%	46%
Want to do my best on test and in classes	N=216	N=50	N=164
Very unlike me	1%	-	1%
Somewhat unlike me	-	-	-
Somewhat like me	15%	22%	13%
Very like me	85%	78%	87%
Confident I can go to college	N=214	N=46	N=166
Very unlike me	1%	-	1%
Somewhat unlike me	2%	7%	1%
Somewhat like me	27%	33%	26%
Very like me	70%	61%	72%
Confident I can graduate from college	N=216	N=50	N=164
Very unlike me	1%	-	1%
Somewhat unlike me	3%	6%	2%
Somewhat like me	32%	40%	29%
Very like me	65%	54%	69%
Have people encouraging me to attend college	N=217	N=50	N=165
Very unlike me	1%	-	-
Somewhat unlike me	2%	6%	1%
Somewhat like me	24%	24%	24%
Very like me	73%	68%	75%

5. Attitude towards college—all and by gender (continued)

	All	Males	Females
Confident I can do well on standardized tests	N=216	N=48	N=166
Very unlike me	1%	-	1%
Somewhat unlike me	9%	8%	9%
Somewhat like me	56%	58%	55%
Very like me	35%	33%	35%
See myself fitting in on a college campus	N=215	N=50	N=163
Very unlike me	1%	2%	1%
Somewhat unlike me	7%	14%	6%
Somewhat like me	45%	36%	48%
Very like me	47%	48%	46%

6. Attitude towards college—by race

	African American	Hmong	White
As things stand now, how far do you want to go in school?	N=31	N=119	N=18
Won't finish high school	-	-	-
Will graduate from high school, but won't go any further	-	1%	-
Will go to vocational, trade, or business school after high school	-	-	-
Will attend college	10%	11%	11%
Will graduate from college	52%	48%	39%
Will attend a higher level of school after graduating from college	39%	35%	33%
Don't know	-	5%	17%
How likely is it you will be able to go as far as you want to in school?	N=32	N=119	N=18
Very likely	59%	59%	44%
Somewhat likely	38%	35%	56%
Somewhat unlikely	-	2%	-
Very unlikely	3%	4%	-

6. Attitude towards college—by race (continued)

	African American	Hmong	White
How much each statement is like you...			
Have strong energy and drive to achieve my goals	N=32	N=119	N=18
Very unlike me	-	-	-
Somewhat unlike me	-	3%	6%
Somewhat like me	38%	50%	50%
Very like me	63%	47%	39%
Proud of accomplishments in school	N=32	N=119	N=18
Very unlike me	-	-	6%
Somewhat unlike me	3%	2%	6%
Somewhat like me	25%	27%	44%
Very like me	72%	71%	44%
Like going to school	N=31	N=119	N=17
Very unlike me	-	2%	-
Somewhat unlike me	7%	7%	18%
Somewhat like me	61%	61%	35%
Very like me	32%	31%	47%
Think a college education is important	N=32	N=119	N=18
Very unlike me	-	-	-
Somewhat unlike me	-	1%	-
Somewhat like me	13%	9%	17%
Very like me	88%	90%	83%
Want to take challenging classes	N=31	N=119	N=18
Very unlike me	-	-	-
Somewhat unlike me	3%	8%	17%
Somewhat like me	61%	49%	44%
Very like me	36%	43%	39%
Want to do my best on test and in classes	N=32	N=117	N=18
Very unlike me	-	-	-
Somewhat unlike me	-	-	-
Somewhat like me	13%	18%	11%
Very like me	88%	82%	89%

6. Attitude towards college—by race (continued)

	African American	Hmong	White
Confident I can go to college	N=31	N=116	N=18
Very unlike me	-	-	-
Somewhat unlike me	-	3%	6%
Somewhat like me	26%	29%	28%
Very like me	74%	67%	67%
Confident I can graduate from college	N=32	N=118	N=18
Very unlike me	-	-	-
Somewhat unlike me	3%	3%	6%
Somewhat like me	25%	37%	22%
Very like me	72%	59%	72%
Have people encouraging me to attend college	N=32	N=119	N=18
Very unlike me	-	-	-
Somewhat unlike me	3%	2%	6%
Somewhat like me	16%	25%	17%
Very like me	81%	73%	78%
Confident I can do well on standardized tests	N=31	N=119	N=18
Very unlike me	-	1%	-
Somewhat unlike me	10%	8%	17%
Somewhat like me	48%	60%	50%
Very like me	42%	31%	33%
See myself fitting in on a college campus	N=31	N=117	N=18
Very unlike me	-	1%	-
Somewhat unlike me	7%	9%	6%
Somewhat like me	39%	54%	33%
Very like me	55%	37%	61%

7. Attitude towards college—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
As things stand now, how far do you want to go in school?	N=38	N=37	N=28	N=24	N=17	N=0	N=22	N=30	N=20
Won't finish high school	-	-	-	-	-	-	-	-	-
Will graduate from high school, but won't go any further	3%	-	-	-	-	-	-	-	-
Will go to vocational, trade, or business school after high school	-	-	-	-	-	-	-	-	-
Will attend college	18%	3%	11%	4%	6%	-	14%	10%	10%
Will graduate from college	45%	43%	71%	54%	53%	-	27%	37%	60%
Will attend a higher level of school after graduating from college	32%	51%	18%	33%	35%	-	55%	43%	25%
Don't know	3%	3%	-	8%	6%	-	5%	10%	5%
How likely is it you will be able to go as far as you want to in school?	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=20
Very likely	69%	65%	43%	54%	50%	-	64%	57%	55%
Somewhat likely	28%	30%	46%	46%	50%	-	27%	37%	35%
Somewhat unlikely	-	3%	4%	-	-	-	-	-	-
Very unlikely	3%	3%	7%	-	-	-	9%	7%	10%

7. Attitude towards college—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
How much each statement is like you...									
Have strong energy and drive to achieve my goals	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=20
Very unlike me	-	-	-	-	-	-	-	3%	-
Somewhat unlike me	-	3%	11%	-	-	-	5%	-	-
Somewhat like me	49%	51%	43%	42%	56%	-	41%	33%	40%
Very like me	51%	46%	46%	58%	44%	-	55%	63%	60%
Proud of accomplishments in school	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=20
Very unlike me	-	3%	-	-	-	-	-	3%	-
Somewhat unlike me	3%	8%	4%	-	-	-	-	-	5%
Somewhat like me	23%	38%	25%	25%	28%	-	32%	17%	30%
Very like me	74%	51%	71%	75%	72%	-	68%	80%	65%
Like going to school	N=38	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=19
Very unlike me	3%	3%	-	-	-	-	-	-	-
Somewhat unlike me	3%	14%	14%	4%	-	-	9%	7%	11%
Somewhat like me	45%	65%	50%	46%	72%	-	50%	47%	79%
Very like me	50%	19%	36%	50%	28%	-	41%	47%	11%

7. Attitude towards college—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Think a college education is important	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=23
Very unlike me	-	3%	-	-	-	-	-	-	-
Somewhat unlike me	-	-	-	-	6%	-	-	-	-
Somewhat like me	10%	14%	18%	8%	-	-	9%	3%	-
Very like me	90%	84%	82%	92%	94%	-	91%	97%	100%
Want to take challenging classes	N=38	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=20
Very unlike me	-	3%	-	-	-	-	-	-	-
Somewhat unlike me	8%	3%	11%	4%	11%	-	-	13%	10%
Somewhat like me	34%	57%	50%	58%	50%	-	41%	37%	70%
Very like me	58%	38%	39%	38%	39%	-	59%	50%	20%
Want to do my best on test and in classes	N=39	N=36	N=28	N=23	N=18	N=0	N=22	N=30	N=23
Very unlike me	-	3%	-	-	-	-	-	-	-
Somewhat unlike me	-	-	-	-	-	-	-	-	-
Somewhat like me	10%	25%	29%	17%	6%	-	5%	17%	-
Very like me	90%	72%	71%	83%	94%	-	96%	83%	100%
Confident I can go to college	N=38	N=36	N=27	N=24	N=18	N=0	N=21	N=30	N=20
Very unlike me	-	3%	-	-	-	-	-	-	-
Somewhat unlike me	3%	-	4%	-	6%	-	5%	3%	-
Somewhat like me	24%	17%	26%	46%	50%	-	19%	30%	15%
Very like me	74%	81%	70%	54%	44%	-	76%	67%	85%

7. Attitude towards college—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Confident I can graduate from college	N=39	N=37	N=28	N=22	N=18	N=0	N=22	N=30	N=20
Very unlike me	-	3%	-	-	-	-	-	-	-
Somewhat unlike me	5%	3%	4%	-	-	-	5%	3%	-
Somewhat like me	33%	24%	36%	36%	56%	-	23%	33%	15%
Very like me	62%	70%	61%	64%	44%	-	73%	63%	85%
Have people encouraging me to attend college	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=29	N=20
Very unlike me	-	-	-	-	-	-	5%	-	-
Somewhat unlike me	3%	3%	4%	-	6%	-	-	3%	-
Somewhat like me	18%	30%	32%	29%	39%	-	32%	10%	5%
Very like me	80%	68%	64%	71%	56%	-	64%	86%	95%
Confident I can do well on standardized tests	N=38	N=37	N=28	N=24	N=18	N=0	N=22	N=29	N=20
Very unlike me	-	3%	-	-	-	-	5%	-	-
Somewhat unlike me	11%	16%	4%	4%	11%	-	5%	7%	10%
Somewhat like me	53%	57%	57%	71%	50%	-	59%	48%	50%
Very like me	37%	24%	39%	25%	39%	-	32%	45%	40%
See myself fitting in on a college campus	N=38	N=37	N=28	N=23	N=18	N=0	N=22	N=30	N=19
Very unlike me	-	3%	-	-	6%	-	-	-	-
Somewhat unlike me	8%	5%	14%	-	6%	-	5%	17%	-
Somewhat like me	45%	54%	46%	48%	50%	-	41%	40%	32%
Very like me	47%	38%	39%	52%	39%	-	55%	43%	68%

8. Knowledge about college process—all and by gender

	All	Males	Females
How much do you know about...			
The benefits of going to college	N=218	N=50	N=166
A lot	35%	32%	36%
Some	45%	44%	45%
Not much	19%	22%	18%
Nothing	1%	2%	1%
What going to college is really like	N=217	N=50	N=165
A lot	12%	14%	12%
Some	45%	38%	47%
Not much	38%	46%	36%
Nothing	5%	2%	6%
How to do well on the ACT/SAT test	N=217	N=50	N=165
A lot	9%	6%	10%
Some	24%	16%	26%
Not much	48%	60%	44%
Nothing	20%	18%	21%
How to fill out a high quality college application	N=214	N=50	N=162
A lot	6%	6%	6%
Some	15%	16%	14%
Not much	39%	34%	41%
Nothing	40%	44%	39%

8. Knowledge about college process —all and by gender (continued)

	All	Males	Females
How to make sure you have the financial resources to go to college	N=218	N=50	N=166
A lot	7%	6%	7%
Some	21%	14%	22%
Not much	44%	48%	43%
Nothing	29%	32%	28%
How to find a college that is right for you	N=216	N=50	N=164
A lot	9%	8%	9%
Some	32%	28%	34%
Not much	42%	40%	42%
Nothing	17%	24%	15%
How to make the transition from high school to college	N=216	N=49	N=165
A lot	7%	2%	9%
Some	22%	29%	20%
Not much	50%	51%	50%
Nothing	21%	18%	22%

9. Knowledge about college process—by race

	African American	Hmong	White
How much do you know about...			
The benefits of going to college	N=32	N=119	N=18
A lot	56%	26%	39%
Some	31%	50%	44%
Not much	13%	22%	17%
Nothing	-	2%	-
What going to college is really like	N=32	N=119	N=17
A lot	25%	8%	18%
Some	44%	44%	35%
Not much	28%	42%	47%
Nothing	3%	6%	-
How to do well on the ACT/SAT test	N=32	N=118	N=18
A lot	16%	9%	-
Some	31%	20%	28%
Not much	41%	48%	67%
Nothing	13%	22%	6%
How to fill out a high quality college application	N=31	N=118	N=18
A lot	10%	6%	-
Some	29%	9%	22%
Not much	29%	40%	50%
Nothing	32%	45%	28%

9. Knowledge about college process—by race (continued)

	African American	Hmong	White
How to make sure you have the financial resources to go to college	N=32	N=119	N=18
A lot	6%	8%	6%
Some	44%	14%	11%
Not much	25%	48%	61%
Nothing	25%	30%	22%
How to find a college that is right for you	N=31	N=118	N=18
A lot	16%	8%	-
Some	39%	28%	28%
Not much	32%	47%	67%
Nothing	13%	18%	6%
How to make the transition from high school to college	N=32	N=118	N=17
A lot	16%	6%	6%
Some	25%	18%	24%
Not much	41%	56%	59%
Nothing	19%	20%	12%

10. Knowledge about college process—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
How much do you know about...									
The benefits of going to college	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=20
A lot	33%	16%	32%	46%	22%	-	50%	47%	45%
Some	36%	78%	43%	42%	56%	-	36%	20%	45%
Not much	28%	5%	21%	13%	22%	-	14%	33%	10%
Nothing	3%	-	4%	-	-	-	-	-	-
What going to college is really like	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=19
A lot	8%	8%	18%	21%	11%	-	5%	20%	11%
Some	56%	38%	29%	25%	44%	-	59%	43%	68%
Not much	31%	49%	36%	54%	39%	-	36%	37%	21%
Nothing	5%	5%	18%	-	6%	-	-	-	-
How to do well on the ACT/SAT test	N=39	N=37	N=28	N=24	N=17	N=0	N=22	N=30	N=20
A lot	8%	5%	14%	21%	12%	-	-	7%	5%
Some	21%	14%	21%	29%	29%	-	32%	27%	30%
Not much	54%	60%	36%	42%	35%	-	36%	47%	60%
Nothing	18%	22%	29%	8%	24%	-	32%	20%	5%
How to fill out a high quality college application	N=36	N=37	N=28	N=24	N=18	N=0	N=21	N=30	N=20
A lot	6%	-	11%	17%	-	-	-	7%	5%
Some	11%	16%	7%	8%	22%	-	10%	30%	20%
Not much	44%	41%	36%	42%	33%	-	38%	33%	45%
Nothing	39%	43%	46%	33%	44%	-	52%	30%	30%

10. Knowledge about college process—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
How to make sure you have the financial resources to go to college	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=20
A lot	8%	3%	7%	21%	-	-	-	13%	-
Some	13%	22%	18%	8%	33%	-	32%	20%	30%
Not much	54%	46%	50%	42%	28%	-	27%	43%	45%
Nothing	26%	30%	25%	29%	39%	-	41%	23%	25%
How to find a college that is right for you	N=37	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=20
A lot	16%	5%	11%	17%	-	-	-	10%	5%
Some	24%	41%	32%	29%	28%	-	27%	37%	40%
Not much	43%	38%	39%	46%	44%	-	46%	33%	50%
Nothing	16%	16%	18%	8%	28%	-	27%	20%	5%
How to make the transition from high school to college	N=38	N=37	N=28	N=24	N=18	N=0	N=21	N=30	N=20
A lot	8%	3%	11%	17%	-	-	-	17%	-
Some	26%	30%	14%	21%	28%	-	10%	20%	25%
Not much	50%	51%	46%	42%	39%	-	76%	33%	65%
Nothing	16%	16%	29%	21%	33%	-	14%	30%	10%

11. Ethic of service—all and by gender

	All	Males	Females
How important is it to you to be a part of making your community a better place?	N=218	N=50	N=166
Very	45%	26%	50%
Somewhat	47%	64%	43%
A little	7%	10%	6%
Not at all	1%	-	1%
During the past year, have you ever performed volunteer or community service work	N=218	N=50	N=166
Yes	68%	62%	70%
No	32%	38%	30%
If yes, how often did you do volunteer work/community service work during the past year?	N=148	N=31	N=116
About weekly	27%	26%	28%
About monthly	22%	19%	23%
A few times a year	33%	42%	31%
Once or twice a year	17%	13%	18%

12. Ethic of service—by race

	African American	Hmong	White
How important is it to you to be a part of making your community a better place?	N=32	N=119	N=18
Very	41%	42%	33%
Somewhat	38%	52%	67%
A little	19%	5%	-
Not at all	3%	1%	-
During the past year, have you ever performed volunteer or community service work	N=32	N=119	N=18
Yes	69%	66%	72%
No	31%	35%	28%
If yes, how often did you do volunteer work/community service work during the past year?	N=22	N=79	N=14
About weekly	23%	27%	21%
About monthly	23%	20%	29%
A few times a year	36%	37%	36%
Once or twice a year	18%	15%	7%

13. Ethic of service—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
How important is it to you to be a part of making your community a better place?	N=39	N=37	N=28	N=27	N=18	N=0	N=22	N=30	N=20
Very	64%	30%	43%	54%	28%	-	36%	57%	30%
Somewhat	31%	62%	50%	38%	72%	-	59%	30%	50%
A little	3%	8%	7%	8%	-	-	5%	13%	15%
Not at all	3%	-	-	-	-	-	-	-	5%
During the past year, have you ever performed volunteer or community service work	N=39	N=37	N=28	N=24	N=18	N=0	N=22	N=30	N=20
Yes	67%	84%	61%	58%	67%	-	64%	73%	60%
No	33%	16%	39%	42%	33%	-	36%	27%	40%
If yes, how often did you do volunteer work/community service work during the past year?	N=26	N=31	N=17	N=14	N=12	N=0	N=14	N=22	N=12
About weekly	19%	32%	24%	29%	8%	-	43%	41%	17%
About monthly	27%	23%	12%	7%	25%	-	7%	32%	42%
A few times a year	35%	31%	47%	36%	25%	-	50%	23%	17%
Once or twice a year	19%	13%	18%	29%	42%	-	-	5%	25%

Comparison of Baseline and end of junior year surveys

14. Changes between Baseline and end of Junior year

	Baseline	End of Junior year
As things stand now, how far do you want to go in school?	N=216	N=220
Won't finish high school	-	-
Will graduate from high school, but won't go any further	1%	-
Will go to vocational, trade, or business school after high school	-	-
Will attend college	10%	8%
Will graduate from college	48%	52%
Will attend a higher level of school after graduating from college	37%	36%
Don't know	5%	4%
How likely is it you will be able to go as far as you want to in school?	N=218	N=220
Very likely	58%	61%
Somewhat likely	36%	32%
Somewhat unlikely	1%	1%
Very unlikely	5%	6%
How much each statement is like you...		
Have strong energy and drive to achieve my goals	N=218	N=219
Very unlike me	1%	1%
Somewhat unlike me	2%	4%
Somewhat like me	45%	41%
Very like me	53%	55%
Proud of accomplishments in school	N=218	N=220
Very unlike me	1%	2%
Somewhat unlike me	3%	2%
Somewhat like me	27%	30%
Very like me	69%	66%

14. Changes between Baseline and end of Junior year (continued)

	Baseline	End of Junior year
Like going to school	N=216	N=220
Very unlike me	1%	2%
Somewhat unlike me	8%	12%
Somewhat like me	55%	56%
Very like me	36%	30%
Think a college education is important	N=218	N=219
Very unlike me	1%	2%
Somewhat unlike me	1%	2%
Somewhat like me	9%	10%
Very like me	90%	86%
Want to take challenging classes	N=217	N=218
Very unlike me	1%	1%
Somewhat unlike me	7%	5%
Somewhat like me	48%	47%
Very like me	44%	46%
Want to do my best on test and in classes	N=216	N=220
Very unlike me	1%	1%
Somewhat unlike me	-	1%
Somewhat like me	15%	26%
Very like me	85%	72%
Confident I can go to college	N=214	N=219
Very unlike me	1%	1%
Somewhat unlike me	2%	2%
Somewhat like me	27%	28%
Very like me	70%	69%
Confident I can graduate from college	N=216	N=220
Very unlike me	1%	1%
Somewhat unlike me	3%	4%
Somewhat like me	32%	29%
Very like me	65%	66%

14. Changes between Baseline and end of Junior year (continued)

	Baseline	End of Junior year
Have people encouraging me to attend college	N=217	N=220
Very unlike me	1%	1%
Somewhat unlike me	2%	4%
Somewhat like me	24%	21%
Very like me	73%	74%
Confident I can do well on standardized tests	N=216	N=217
Very unlike me	1%	1%
Somewhat unlike me	9%	12%
Somewhat like me	56%	57%
Very like me	35%	30%
See myself fitting in on a college campus	N=215	N=220
Very unlike me	1%	1%
Somewhat unlike me	7%	6%
Somewhat like me	45%	44%
Very like me	47%	49%
How much do you know about...		
The benefits of going to college	N=218	N=218
A lot	35%	57%
Some	45%	36%
Not much	19%	6%
Nothing	1%	1%
What going to college is really like	N=217	N=218
A lot	12%	18%
Some	45%	60%
Not much	38%	21%
Nothing	5%	1%
How to do well on the ACT/SAT test	N=217	N=218
A lot	9%	50%
Some	24%	45%
Not much	48%	5%
Nothing	20%	1%

14. Changes between baseline and end of Junior year (continued)

	Baseline	End of Junior year
How important is it to you to be a part of making your community a better place?	N=218	N=217
Very	45%	61%
Somewhat	47%	36%
A little	7%	3%
Not at all	1%	1%
During the past year, have you ever performed volunteer or community service work?	N=218	N=220
Yes	68%	76%
No	32%	24%
If yes, how often did you do volunteer work/community service work during the past year?	N=148	N=164
About weekly	27%	31%
About monthly	22%	22%
A few times a year	33%	32%
Once or twice a year	17%	15%

End of junior year survey results

15. Attitude towards college—all and by gender

	All	Male	Female
As things stand now, how far do you want to go in school?	N=220	N=53	N=161
Won't finish high school	-	-	-
Will graduate from high school, but won't go any further	-	-	-
Will go to vocational, trade, or business school after high school	-	-	-
Will attend college	8%	6%	9%
Will graduate from college	52%	57%	51%
Will attend a higher level of school after graduating from college	36%	32%	37%
Don't know	4%	6%	3%
How likely is it you will be able to go as far as you want to in school?	N=220	N=53	N=161
Very likely	61%	59%	61%
Somewhat likely	32%	36%	32%
Somewhat unlikely	1%	-	1%
Very unlikely	6%	6%	6%
How much each statement is like you...			
Have strong energy and drive to achieve my goals	N=219	N=53	N=160
Very unlike me	1%	-	1%
Somewhat unlike me	4%	4%	4%
Somewhat like me	41%	45%	41%
Very like me	55%	51%	55%
Proud of accomplishments in school	N=220	N=53	N=161
Very unlike me	2%	2%	2%
Somewhat unlike me	2%	4%	2%
Somewhat like me	30%	38%	28%
Very like me	66%	57%	68%
Like going to school	N=220	N=53	N=161
Very unlike me	2%	2%	2%
Somewhat unlike me	12%	11%	12%
Somewhat like me	56%	60%	55%
Very like me	30%	26%	30%

15. Attitude towards college—all and by gender (continued)

	All	Male	Female
Think a college education is important	N=219	N=52	N=161
Very unlike me	2%	2%	1%
Somewhat unlike me	2%	4%	2%
Somewhat like me	10%	21%	7%
Very like me	86%	73%	90%
Want to take challenging classes	N=218	N=53	N=159
Very unlike me	1%	2%	1%
Somewhat unlike me	5%	7%	4%
Somewhat like me	47%	62%	44%
Very like me	46%	28%	50%
Want to do my best on test and in classes	N=220	N=53	N=161
Very unlike me	1%	2%	1%
Somewhat unlike me	1%	-	1%
Somewhat like me	26%	40%	22%
Very like me	72%	59%	75%
Confident I can go to college	N=219	N=53	N=160
Very unlike me	1%	2%	1%
Somewhat unlike me	2%	2%	2%
Somewhat like me	28%	34%	27%
Very like me	69%	62%	70%
Confident I can graduate from college	N=220	N=53	N=161
Very unlike me	1%	2%	1%
Somewhat unlike me	4%	4%	4%
Somewhat like me	29%	36%	27%
Very like me	66%	59%	67%
Have people encouraging me to attend college	N=220	N=53	N=161
Very unlike me	1%	2%	1%
Somewhat unlike me	4%	6%	4%
Somewhat like me	21%	25%	21%
Very like me	74%	68%	75%

15. Attitude towards college—all and by gender (continued)

	All	Male	Female
Confident I can do well on standardized tests	N=217	N=64	N=159
Very unlike me	1%	-	1%
Somewhat unlike me	12%	6%	14%
Somewhat like me	57%	69%	54%
Very like me	30%	25%	31%
See myself fitting in on a college campus	N=220	N=53	N=161
Very unlike me	1%	2%	1%
Somewhat unlike me	6%	9%	4%
Somewhat like me	44%	49%	43%
Very like me	49%	40%	52%

16. Attitude toward college—by race

	African American	Hmong	White
As things stand now, how far do you want to go in school?	N=32	N=113	N=21
Won't finish high school	-	-	-
Will graduate from high school, but won't go any further	-	-	-
Will go to vocational, trade, or business school after high school	-	-	-
Will attend college	3%	10%	-
Will graduate from college	53%	57%	57%
Will attend a higher level of school after graduating from college	44%	30%	38%
Don't know	-	4%	5%
How likely is it you will be able to go as far as you want to in school?	N=32	N=113	N=21
Very likely	69%	55%	62%
Somewhat likely	22%	36%	38%
Somewhat unlikely	-	2%	-
Very unlikely	9%	7%	-
How much each statement is like you...			
Have strong energy and drive to achieve my goals	N=32	N=112	N=21
Very unlike me	-	-	-
Somewhat unlike me	-	6%	5%
Somewhat like me	31%	46%	43%
Very like me	69%	48%	52%
Proud of accomplishments in school	N=32	N=113	N=21
Very unlike me	-	3%	-
Somewhat unlike me	-	1%	10%
Somewhat like me	22%	34%	29%
Very like me	78%	63%	62%
Like going to school	N=32	N=113	N=21
Very unlike me	3%	2%	-
Somewhat unlike me	9%	13%	14%
Somewhat like me	50%	60%	57%
Very like me	38%	25%	29%

16. Attitude toward college—by race (continued)

	African American	Hmong	White
Think a college education is important	N=32	N=113	N=21
Very unlike me	-	2%	-
Somewhat unlike me	-	3%	5%
Somewhat like me	9%	13%	14%
Very like me	91%	82%	81%
Want to take challenging classes	N=32	N=112	N=21
Very unlike me	-	2%	-
Somewhat unlike me	3%	5%	14%
Somewhat like me	44%	61%	24%
Very like me	53%	33%	62%
Want to do my best on test and in classes	N=32	N=113	N=21
Very unlike me	-	2%	-
Somewhat unlike me	-	2%	-
Somewhat like me	28%	33%	29%
Very like me	72%	64%	71%
Confident I can go to college	N=32	N=112	N=21
Very unlike me	-	2%	-
Somewhat unlike me	-	4%	-
Somewhat like me	13%	31%	29%
Very like me	88%	63%	71%
Confident I can graduate from college	N=32	N=113	N=21
Very unlike me	-	2%	-
Somewhat unlike me	-	4%	5%
Somewhat like me	16%	35%	14%
Very like me	84%	58%	81%
Have people encouraging me to attend college	N=32	N=113	N=21
Very unlike me	-	2%	-
Somewhat unlike me	-	6%	5%
Somewhat like me	13%	25%	19%
Very like me	88%	67%	76%

16. Attitude towards college—by race (continued)

	African American	Hmong	White
Confident I can do well on standardized tests	N=32	N=111	N=21
Very unlike me	-	1%	-
Somewhat unlike me	9%	13%	-
Somewhat like me	59%	60%	43%
Very like me	31%	26%	57%
See myself fitting in on a college campus	N=32	N=113	N=21
Very unlike me	-	2%	-
Somewhat unlike me	-	9%	-
Somewhat like me	25%	56%	29%
Very like me	75%	34%	71%

17. Attitude towards college—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
As things stand now, how far do you want to go in school?	N=26	N=35	N=22	N=24	N=21	N=6	N=25	N=42	N=21
Won't finish high school	-	-	-	-	-	-	-	-	-
Will graduate from high school, but won't go any further	-	-	-	-	-	-	-	-	-
Will go to vocational, trade, or business school after high school	-	-	-	-	-	-	-	-	-
Will attend college	8%	9%	-	8%	21%	17% (1)	8%	7%	-
Will graduate from college	50%	40%	73%	58%	53%	67% (4)	36%	50%	67%
Will attend a higher level of school after graduating from college	39%	51%	23%	29%	26%	-	52%	36%	33%
Don't know	4%	-	5%	4%	-	17% (1)	4%	7%	-
How likely is it you will be able to go as far as you want to in school?	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Very likely	62%	51%	50%	50%	74%	67% (4)	76%	62%	67%
Somewhat likely	35%	40%	32%	46%	21%	33% (2)	16%	36%	24%
Somewhat unlikely	-	-	9%	4%	-	-	-	-	-
Very unlikely	4%	9%	9%	-	5%	-	8%	2%	10%
How much each statement is like you...									
Have strong energy and drive to achieve my goals	N=26	N=35	N=21	N=24	N=19	N=6	N=25	N=42	N=21
Very unlike me	-	-	-	-	5%	-	-	-	-
Somewhat unlike me	4%	9%	5%	4%	5%	-	4%	-	-
Somewhat like me	39%	49%	38%	42%	37%	33% (2)	32%	41%	52%
Very like me	58%	43%	57%	54%	53%	67% (4)	64%	60%	48%

17. Attitude toward college—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Proud of accomplishments in school	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Very unlike me	-	6%	-	4%	5%	-	-	-	-
Somewhat unlike me	8%	-	5%	-	-	-	-	2%	5%
Somewhat like me	23%	49%	27%	21%	32%	33% (2)	28%	17%	43%
Very like me	69%	46%	68%	75%	63%	67% (4)	72%	81%	52%
Like going to school	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Very unlike me	-	3%	5%	-	5%	-	-	-	5%
Somewhat unlike me	15%	23%	18%	8%	5%	33% (2)	8%	5%	10%
Somewhat like me	46%	54%	55%	71%	68%	33% (2)	60%	48%	62%
Very like me	39%	20%	23%	21%	21%	33% (2)	32%	48%	24%
Think a college education is important	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=20
Very unlike me	-	3%	-	4%	5%	-	-	-	-
Somewhat unlike me	8%	3%	-	-	5%	-	-	2%	-
Somewhat like me	12%	11%	23%	8%	5%	17% (1)	8%	5%	10%
Very like me	81%	83%	77%	88%	84%	83% (5)	92%	93%	90%
Want to take challenging classes	N=26	N=34	N=22	N=24	N=18	N=6	N=25	N=42	N=21
Very unlike me	-	3%	-	4%	6%	-	-	-	-
Somewhat unlike me	4%	6%	9%	8%	-	-	-	3%	14%
Somewhat like me	46%	50%	55%	50%	72%	50% (3)	52%	26%	48%
Very like me	50%	41%	36%	38%	22%	50% (3)	48%	71%	38%

17. Attitude towards college—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Want to do my best on test and in classes	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Very unlike me	-	3%	-	4%	5%	-	-	-	-
Somewhat unlike me	4%	3%	-	-	-	-	-	-	-
Somewhat like me	12%	49%	36%	21%	26%	17% (1)	28%	19%	14%
Very like me	85%	46%	64%	75%	68%	83% (5)	72%	81%	86%
Confident I can go to college	N=17	N=35	N=21	N=24	N=21	N=6	N=25	N=42	N=21
Very unlike me	-	3%	-	4%	5%	-	-	-	-
Somewhat unlike me	-	3%	10%	4%	-	-	-	-	-
Somewhat like me	27%	29%	24%	33%	37%	33% (2)	16%	31%	24%
Very like me	73%	66%	67%	58%	58%	67% (4)	84%	69%	76%
Confident I can graduate from college	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Very unlike me	-	3%	-	4%	5%	-	-	-	-
Somewhat unlike me	8%	9%	9%	-	-	-	-	3%	5%
Somewhat like me	19%	29%	46%	50%	32%	17% (1)	16%	26%	19%
Very like me	73%	60%	46%	46%	63%	83% (5)	84%	71%	76%
Have people encouraging me to attend college	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Very unlike me	-	3%	5%	-	-	-	-	-	-
Somewhat unlike me	8%	3%	-	13%	11%	17% (1)	-	-	-
Somewhat like me	23%	23%	23%	17%	37%	33% (2)	28%	14%	5%
Very like me	69%	71%	73%	71%	53%	50% (3)	72%	86%	95%

17. Attitude towards college—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Confident I can do well on standardized tests	N=26	N=35	N=21	N=24	N=17	N=6	N=25	N=42	N=21
Very unlike me	4%	-	-	-	6%	-	-	-	-
Somewhat unlike me	12%	20%	19%	13%	6%	17% (1)	-	5%	19%
Somewhat like me	42%	74%	57%	67%	53%	50% (3)	64%	50%	48%
Very like me	42%	6%	24%	21%	35%	33% (2)	36%	45%	33%
See myself fitting in on a college campus	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Very unlike me	-	3%	-	4%	5%	-	-	-	-
Somewhat unlike me	-	9%	23%	-	11%	-	4%	-	-
Somewhat like me	39%	49%	46%	50%	53%	17% (1)	44%	48%	33%
Very like me	62%	40%	32%	46%	32%	83% (5)	52%	52%	67%

18. Knowledge about college process—all and by gender

	All	Male	Female
How much do you know about...			
The benefits of going to college	N=218	N=53	N=159
A lot	57%	45%	61%
Some	36%	45%	33%
Not much	6%	8%	5%
Nothing	1%	2%	1%
What going to college is really like	N=218	N=53	N=159
A lot	18%	19%	17%
Some	60%	51%	64%
Not much	21%	30%	18%
Nothing	1%	-	2%
How to do well on the ACT/SAT test	N=218	N=53	N=159
A lot	50%	38%	52%
Some	45%	55%	43%
Not much	5%	6%	4%
Nothing	1%	2%	1%

19. Knowledge about college process—by race

	African American	Hmong	White
How much do you know about...			
The benefits of going to college	N=32	N=113	N=20
A lot	63%	50%	75%
Some	34%	39%	20%
Not much	3%	10%	-
Nothing	-	1%	5%
What going to college is really like	N=32	N=113	N=20
A lot	28%	12%	25%
Some	50%	63%	55%
Not much	22%	23%	20%
Nothing	-	2%	-
How to do well on the ACT/SAT test	N=32	N=113	N=20
A lot	66%	43%	60%
Some	31%	51%	35%
Not much	3%	4%	-
Nothing	-	1%	5%

20. Knowledge about college process—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
How much do you know about...									
The benefits of going to college	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
A lot	54%	56%	41%	58%	53%	33% (2)	72%	59%	71%
Some	39%	38%	46%	38%	42%	50% (3)	24%	39%	19%
Not much	8%	3%	14%	4%	5%	17% (1)	4%	2%	5%
Nothing	-	3%	-	-	-	-	-	-	5%
What going to college is really like	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
A lot	19%	18%	9%	25%	11%	50% (3)	8%	22%	24%
Some	73%	59%	32%	50%	68%	17% (1)	72%	63%	67%
Not much	8%	24%	55%	25%	16%	17% (1)	20%	15%	10%
Nothing	-	-	5%	-	5%	17% (1)	-	-	-
How to do well on the ACT/SAT test	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
A lot	54%	29%	27%	63%	47%	67% (4)	60%	59%	52%
Some	39%	62%	59%	33%	53%	33% (2)	40%	39%	38%
Not much	8%	6%	14%	4%	-	-	-	2%	5%
Nothing	-	3%	-	-	-	-	-	-	5%

21. Coach ratings—all and by gender

	All	Male	Female
Describe your coach and your relationship with your coach...			
I respect my coach	N=218	N=53	N=159
Yes, a lot	90%	81%	93%
Yes, some	9%	17%	7%
Not sure	1%	2%	1%
No, not much	-	-	-
No, not at all	-	-	-
My coach respects me	N=218	N=53	N=159
Yes, a lot	91%	85%	93%
Yes, some	7%	11%	6%
Not sure	1%	4%	1%
No, not much	1%	-	-
No, not at all	-	-	-
I trust my coach	N=218	N=53	N=159
Yes, a lot	85%	85%	85%
Yes, some	14%	13%	15%
Not sure	1%	2%	1%
No, not much	-	-	-
No, not at all	-	-	-
I can talk to my coach about things important to me	N=217	N=53	N=158
Yes, a lot	68%	59%	70%
Yes, some	24%	28%	23%
Not sure	7%	11%	6%
No, not much	1%	2%	-
No, not at all	1%	-	1%
My coach helps me figure out what my goals and needs are	N=218	N=53	N=159
Yes, a lot	65%	53%	68%
Yes, some	28%	42%	25%
Not sure	7%	6%	8%
No, not much	-	-	-
No, not at all	-	-	-

21. Coach ratings—all and by gender (continued)

	All	Male	Female
My coach encourages me to reach my goals	N=217	N=52	N=159
Yes, a lot	80%	75%	81%
Yes, some	16%	19%	16%
Not sure	4%	6%	4%
No, not much	-	-	-
No, not at all	-	-	-
My coach helps me develop my skills to do my best	N=218	N=53	N=159
Yes, a lot	75%	72%	76%
Yes, some	19%	23%	19%
Not sure	5%	6%	5%
No, not much	1%	-	1%
No, not at all	-	-	-
My relationship with my coach is important to me	N=218	N=53	N=159
Yes, a lot	70%	55%	74%
Yes, some	23%	36%	20%
Not sure	6%	8%	6%
No, not much	1%	2%	1%
No, not at all	1%	-	1%
My coach cares about me	N=217	N=52	N=159
Yes, a lot	69%	58%	71%
Yes, some	23%	31%	21%
Not sure	9%	12%	8%
No, not much	-	-	-
No, not at all	-	-	-
My coach gives me useful information	N=218	N=53	N=159
Yes, a lot	85%	76%	89%
Yes, some	13%	23%	9%
Not sure	1%	2%	1%
No, not much	1%	-	1%
No, not at all	-	-	-

21. Coach ratings—all and by gender (continued)

	All	Male	Female
My coach does whatever it takes to help me	N=218	N=53	N=159
Yes, a lot	76%	68%	77%
Yes, some	19%	19%	20%
Not sure	5%	9%	3%
No, not much	1%	4%	-
No, not at all	-	-	-
My coach knows about getting into college	N=218	N=53	N=159
Yes, a lot	89%	83%	90%
Yes, some	11%	17%	9%
Not sure	1%	-	1%
No, not much	-	-	-
No, not at all	-	-	-
My coach is available when I need help	N=218	N=53	N=159
Yes, a lot	79%	70%	82%
Yes, some	17%	25%	15%
Not sure	3%	4%	3%
No, not much	1%	2%	-
No, not at all	-	-	-

22. Coach ratings—by race

	African American	Hmong	White
Describe your coach and your relationship with your coach...			
I respect my coach	N=32	N=113	N=20
Yes, a lot	91%	90%	90%
Yes, some	9%	8%	10%
Not sure	-	2%	-
No, not much	-	-	-
No, not at all	-	-	-
My coach respects me	N=32	N=113	N=20
Yes, a lot	100%	92%	90%
Yes, some	-	6%	5%
Not sure	-	2%	5%
No, not much	-	-	-
No, not at all	-	-	-
I trust my coach	N=32	N=113	N=20
Yes, a lot	97%	84%	90%
Yes, some	3%	15%	10%
Not sure	-	1%	-
No, not much	-	-	-
No, not at all	-	-	-
I can talk to my coach about things important to me	N=32	N=113	N=20
Yes, a lot	69%	64%	80%
Yes, some	28%	28%	15%
Not sure	3%	8%	5%
No, not much	-	-	-
No, not at all	-	-	-
My coach helps me figure out what my goals and needs are	N=32	N=113	N=20
Yes, a lot	63%	67%	75%
Yes, some	34%	26%	20%
Not sure	3%	7%	5%
No, not much	-	-	-
No, not at all	-	-	-

22. Coach ratings—by race (continued)

	African American	Hmong	White
My coach encourages me to reach my goals	N=32	N=113	N=20
Yes, a lot	91%	78%	85%
Yes, some	6%	16%	15%
Not sure	3%	6%	-
No, not much	-	-	-
No, not at all	-	-	-
My coach helps me develop my skills to do my best	N=32	N=113	N=20
Yes, a lot	66%	78%	85%
Yes, some	31%	20%	15%
Not sure	3%	3%	-
No, not much	-	-	-
No, not at all	-	-	-
My relationship with my coach is important to me	N=32	N=113	N=20
Yes, a lot	75%	70%	60%
Yes, some	22%	22%	35%
Not sure	3%	8%	-
No, not much	-	-	5%
No, not at all	-	-	-
My coach cares about me	N=31	N=113	N=20
Yes, a lot	77%	68%	70%
Yes, some	19%	21%	25%
Not sure	3%	11%	5%
No, not much	-	-	-
No, not at all	-	-	-
My coach gives me useful information	N=32	N=113	N=20
Yes, a lot	91%	89%	75%
Yes, some	9%	10%	25%
Not sure	-	1%	-
No, not much	-	-	-
No, not at all	-	-	-

22. Coach ratings—by race (continued)

	African American	Hmong	White
My coach does whatever it takes to help me	N=32	N=114	N=20
Yes, a lot	72%	79%	80%
Yes, some	25%	14%	20%
Not sure	3%	7%	-
No, not much	-	-	-
No, not at all	-	-	-
My coach knows about getting into college	N=32	N=113	N=20
Yes, a lot	94%	89%	95%
Yes, some	6%	10%	5%
Not sure	-	1%	-
No, not much	-	-	-
No, not at all	-	-	-
My coach is available when I need help	N=32	N=113	N=20
Yes, a lot	91%	74%	90%
Yes, some	6%	20%	10%
Not sure	3%	5%	-
No, not much	-	1%	-
No, not at all	-	-	-

23. Coach ratings—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Describe your coach and your relationship with your coach...									
I respect my coach	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	100%	74%	91%	100%	95%	83% (5)	93%	90%	86%
Yes, some	-	24%	5%	-	5%	17% (1)	8%	10%	14%
Not sure	-	3%	5%	-	-	-	-	-	-
No, not much	-	-	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-
My coach respects me	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	100%	82%	87%	96%	90%	100% (6)	96%	85%	100%
Yes, some	-	15%	9%	-	5%	-	4%	15%	-
Not sure	-	-	5%	4%	5%	-	-	-	-
No, not much	-	3%	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-
I trust my coach	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	85%	71%	86%	79%	84%	100%	96%	88%	95%
Yes, some	15%	29%	14%	21%	11%	-	4%	10%	5%
Not sure	-	-	-	-	5%	-	-	2%	-
No, not much	-	-	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-

23. Coach ratings—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
I can talk to my coach about things important to me	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=40	N=21
Yes, a lot	77%	50%	64%	75%	58%	83% (5)	76%	75%	67%
Yes, some	23%	29%	23%	21%	32%	17% (1)	20%	23%	24%
Not sure	-	18%	14%	4%	11%	-	4%	3%	5%
No, not much	-	-	-	-	-	-	-	-	5%
No, not at all	-	3%	-	-	-	-	-	-	-
My coach helps me figure out what my goals and needs are	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	77%	47%	55%	67%	79%	67% (4)	84%	63%	57%
Yes, some	19%	35%	32%	29%	11%	33% (2)	16%	34%	38%
Not sure	4%	18%	14%	4%	11%	-	-	2%	5%
No, not much	-	-	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-
My coach encourages me to reach my goals	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=20
Yes, a lot	92%	62%	73%	88%	90%	67% (4)	84%	81%	80%
Yes, some	4%	38%	23%	8%	-	17% (1)	12%	17%	15%
Not sure	4%	-	5%	4%	11%	17% (1)	4%	2%	5%
No, not much	-	-	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-

23. Coach ratings —by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
My coach helps me develop my skills to do my best	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	89%	62%	64%	83%	90%	67% (4)	80%	76%	67%
Yes, some	12%	24%	32%	17%	11%	17% (1)	16%	20%	24%
Not sure	-	12%	5%	-	-	17% (1)	4%	5%	10%
No, not much	-	3%	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-
My relationship with my coach is important to me	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	85%	47%	68%	79%	79%	50% (3)	80%	76%	52%
Yes, some	4%	35%	23%	21%	21%	33% (2)	16%	22%	38%
Not sure	12%	12%	9%	-	-	17% (1)	4%	2%	5%
No, not much	-	3%	-	-	-	-	-	-	5%
No, not at all	-	3%	-	-	-	-	-	-	-
My coach cares about me	N=26	N=34	N=22	N=24	N=19	N=5	N=25	N=41	N=21
Yes, a lot	81%	41%	68%	71%	74%	60% (3)	84%	76%	62%
Yes, some	12%	47%	14%	17%	16%	20% (1)	12%	22%	33%
Not sure	8%	12%	18%	13%	11%	20% (1)	4%	2%	5%
No, not much	-	-	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-
My coach gives me useful information	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	96%	85%	73%	91%	95%	100% (6)	92%	81%	67%
Yes, some	-	12%	27%	8%	5%	-	8%	17%	29%
Not sure	4%	-	-	-	-	-	-	2%	5%
No, not much	-	3%	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-

23. Coach ratings—continued (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
My coach does whatever it takes to help me	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	92%	62%	64%	88%	79%	67% (4)	84%	76%	67%
Yes, some	-	24%	23%	13%	21%	33% (2)	12%	24%	29%
Not sure	8%	12%	14%	-	-	-	4%	-	-
No, not much	-	3%	-	-	-	-	-	-	5%
No, not at all	-	-	-	-	-	-	-	-	-
My coach knows about getting into college	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	96%	82%	86%	88%	95%	67% (4)	96%	88%	86%
Yes, some	4%	15%	14%	13%	5%	33% (2)	4%	12%	14%
Not sure	-	3%	-	-	-	-	-	-	-
No, not much	-	-	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-
My coach is available when I need help	N=26	N=34	N=22	N=24	N=19	N=6	N=25	N=41	N=21
Yes, a lot	89%	59%	64%	96%	95%	100% (6)	72%	78%	91%
Yes, some	8%	32%	23%	4%	5%	-	28%	22%	5%
Not sure	4%	6%	14%	-	-	-	-	-	5%
No, not much	-	3%	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	-	-

24. Site coordinator ratings—all and by gender

	All	Male	Female
Describe your site coordinator and your relationship with your site coordinator...			
I respect my site coordinator	N=218	N=53	N=159
Yes, a lot	82%	81%	83%
Yes, some	15%	17%	15%
Not sure	2%	2%	1%
No, not much	1%	-	1%
No, not at all	1%	-	1%
My site coordinator respects me	N=217	N=53	N=158
Yes, a lot	81%	76%	84%
Yes, some	12%	21%	9%
Not sure	5%	4%	5%
No, not much	1%	-	2%
No, not at all	1%	-	1%
I trust my site coordinator	N=218	N=53	N=159
Yes, a lot	75%	72%	76%
Yes, some	18%	19%	18%
Not sure	6%	9%	4%
No, not much	1%	-	1%
No, not at all	1%	-	1%
I can talk to my site coordinator about things important to me	N=217	N=53	N=158
Yes, a lot	64%	51%	68%
Yes, some	22%	32%	18%
Not sure	11%	17%	9%
No, not much	3%	-	4%
No, not at all	1%	-	1%
My site coordinator helps me figure out what my goals and needs are	N=218	N=53	N=159
Yes, a lot	63%	55%	65%
Yes, some	28%	38%	25%
Not sure	7%	8%	6%
No, not much	2%	-	3%
No, not at all	1%	-	1%

24. Site coordinator ratings—all and by gender (continued)

	All	Male	Female
My site coordinator encourages me to reach my goals	N=217	N=53	N=158
Yes, a lot	75%	70%	77%
Yes, some	16%	19%	15%
Not sure	8%	11%	6%
No, not much	1%	-	1%
No, not at all	1%	-	1%
My site coordinator helps me develop my skills to do my best	N=218	N=53	N=159
Yes, a lot	66%	55%	70%
Yes, some	26%	40%	22%
Not sure	6%	6%	6%
No, not much	2%	-	3%
No, not at all	-	-	-
My relationship with my site coordinator is important to me	N=218	N=53	N=159
Yes, a lot	64%	57%	66%
Yes, some	25%	32%	23%
Not sure	7%	8%	6%
No, not much	3%	4%	3%
No, not at all	1%	-	2%
My site coordinator cares about me	N=218	N=53	N=159
Yes, a lot	63%	55%	66%
Yes, some	22%	32%	19%
Not sure	13%	13%	13%
No, not much	1%	-	1%
No, not at all	1%	-	1%
My site coordinator gives me useful information	N=218	N=53	N=159
Yes, a lot	78%	70%	81%
Yes, some	17%	25%	15%
Not sure	4%	4%	3%
No, not much	1%	2%	1%
No, not at all	1%	-	1%

24. Site coordinator ratings—all and by gender (continued)

	All	Male	Female
My site coordinator does whatever it takes to help me	N=217	N=52	N=159
Yes, a lot	68%	62%	70%
Yes, some	21%	21%	20%
Not sure	9%	14%	8%
No, not much	1%	4%	-
No, not at all	1%	-	2%
My site coordinator knows about getting into college	N=218	N=53	N=159
Yes, a lot	89%	81%	91%
Yes, some	8%	17%	5%
Not sure	3%	2%	3%
No, not much	1%	-	1%
No, not at all	-	-	-
My site coordinator is available when I need help	N=218	N=53	N=159
Yes, a lot	68%	64%	70%
Yes, some	21%	28%	18%
Not sure	8%	6%	8%
No, not much	2%	2%	3%
No, not at all	1%	-	1%

25. Site coordinator ratings—by race

	African American	Hmong	White
Describe your site coordinator and your relationship with your site coordinator...			
I respect my site coordinator	N=31	N=112	N=21
Yes, a lot	84%	90%	81%
Yes, some	16%	9%	14%
Not sure	-	1%	5%
No, not much	-	-	-
No, not at all	-	-	-
My site coordinator respects me	N=30	N=112	N=21
Yes, a lot	83%	91%	76%
Yes, some	13%	7%	19%
Not sure	3%	2%	5%
No, not much	-	-	-
No, not at all	-	-	-
I trust my site coordinator	N=31	N=112	N=21
Yes, a lot	77%	84%	76%
Yes, some	19%	12%	14%
Not sure	3%	5%	10%
No, not much	-	-	-
No, not at all	-	-	-
I can talk to my site coordinator about things important to me	N=31	N=112	N=21
Yes, a lot	68%	71%	67%
Yes, some	19%	20%	29%
Not sure	10%	9%	5%
No, not much	3%	-	-
No, not at all	-	-	-

25. Site coordinator ratings—by race (continued)

	African American	Hmong	White
My site coordinator helps me figure out what my goals and needs are	N=31	N=112	N=21
Yes, a lot	74%	68%	61%
Yes, some	16%	29%	33%
Not sure	7%	3%	5%
No, not much	3%	1%	-
No, not at all	-	-	-
My site coordinator encourages me to reach my goals	N=30	N=112	N=21
Yes, a lot	83%	80%	76%
Yes, some	10%	15%	24%
Not sure	7%	5%	-
No, not much	-	-	-
No, not at all	-	-	-
My site coordinator helps me develop my skills to do my best	N=31	N=112	N=21
Yes, a lot	68%	74%	62%
Yes, some	32%	24%	24%
Not sure	-	2%	14%
No, not much	-	-	-
No, not at all	-	-	-
My relationship with my site coordinator is important to me	N=31	N=112	N=21
Yes, a lot	65%	69%	67%
Yes, some	29%	23%	33%
Not sure	3%	8%	-
No, not much	3%	-	-
No, not at all	-	-	-
My site coordinator cares about me	N=31	N=112	N=21
Yes, a lot	68%	70%	62%
Yes, some	23%	21%	29%
Not sure	7%	10%	10%
No, not much	3%	-	-
No, not at all	-	-	-

25. Site coordinator ratings—by race (continued)

	African American	Hmong	White
My site coordinator gives me useful information	N=31	N=112	N=21
Yes, a lot	81%	89%	67%
Yes, some	16%	10%	33%
Not sure	-	1%	-
No, not much	3%	-	-
No, not at all	-	-	-
My site coordinator does whatever it takes to help me	N=31	N=112	N=21
Yes, a lot	84%	73%	52%
Yes, some	7%	21%	43%
Not sure	10%	5%	5%
No, not much	-	1%	-
No, not at all	-	-	-
My site coordinator knows about getting into college	N=31	N=112	N=21
Yes, a lot	90%	94%	86%
Yes, some	3%	6%	14%
Not sure	3%	-	-
No, not much	3%	-	-
No, not at all	-	-	-
My site coordinator is available when I need help	N=31	N=112	N=21
Yes, a lot	74%	75%	67%
Yes, some	19%	20%	29%
Not sure	3%	4%	5%
No, not much	3%	2%	-
No, not at all	-	-	-

26. Site coordinator ratings—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Describe your site coordinator and your relationship with your site coordinator...									
I respect my site coordinator	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
Yes, a lot	92%	86%	96%	96%	95%	100% (6)	88%	50%	76%
Yes, some	8%	11%	5%	4%	5%	-	13%	41%	19%
Not sure	-	3%	-	-	-	-	-	7%	5%
No, not much	-	-	-	-	-	-	-	2%	-
No, not at all	-	-	-	-	-	-	-	-	-
4. My site coordinator respects me	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=20
Yes, a lot	100%	86%	91%	88%	95%	100% (6)	79%	52%	75%
Yes, some	-	9%	5%	13%	5%	-	21%	26%	15%
Not sure	-	3%	5%	-	-	-	-	17%	5%
No, not much	-	3%	-	-	-	-	-	2%	5%
No, not at all	-	-	-	-	-	-	-	2%	-
I trust my site coordinator	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
Yes, a lot	72%	80%	96%	83%	90%	83% (5)	75%	52%	67%
Yes, some	24%	17%	-	17%	-	17% (1)	17%	33%	19%
Not sure	4%	3%	5%	-	11%	-	8%	10%	10%
No, not much	-	-	-	-	-	-	-	5%	-
No, not at all	-	-	-	-	-	-	-	-	5%

26. Site coordinator ratings—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
I can talk to my site coordinator about things important to me	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=41	N=21
Yes, a lot	68%	69%	73%	79%	74%	83% (5)	50%	46%	62%
Yes, some	16%	20%	18%	17%	16%	17% (1)	29%	29%	24%
Not sure	12%	11%	9%	4%	11%	-	21%	15%	5%
No, not much	4%	-	-	-	-	-	-	10%	5%
No, not at all	-	-	-	-	-	-	-	-	5%
My site coordinator helps me figure out what my goals and needs are	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
Yes, a lot	76%	60%	68%	71%	90%	67% (4)	58%	41%	62%
Yes, some	16%	34%	27%	29%	11%	33% (2)	33%	36%	24%
Not sure	8%	6%	-	-	-	-	8%	17%	10%
No, not much	-	-	5%	-	-	-	-	5%	5%
No, not at all	-	-	-	-	-	-	-	2%	-
My site coordinator encourages me to reach my goals	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=20
Yes, a lot	80%	83%	82%	83%	90%	83% (5)	79%	50%	65%
Yes, some	16%	17%	9%	13%	11%	-	13%	29%	15%
Not sure	4%	-	9%	4%	-	17% (1)	8%	14%	20%
No, not much	-	-	-	-	-	-	-	5%	-
No, not at all	-	-	-	-	-	-	-	2%	-

26. Site coordinator ratings—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
My site coordinator helps me develop my skills to do my best	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
Yes, a lot	76%	77%	68%	79%	84%	50% (3)	79%	33%	57%
Yes, some	20%	20%	32%	17%	16%	50% (3)	13%	45%	29%
Not sure	4%	-	-	4%	-	-	8%	17%	10%
No, not much	-	3%	-	-	-	-	-	5%	5%
No, not at all	-	-	-	-	-	-	-	-	-
My relationship with my site coordinator is important to me	N=25	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Yes, a lot	80%	60%	73%	67%	84%	67% (4)	63%	43%	62%
Yes, some	8%	31%	18%	33%	16%	17% (1)	29%	33%	19%
Not sure	8%	3%	9%	-	-	17% (1)	8%	14%	5%
No, not much	4%	6%	-	-	-	-	-	5%	10%
No, not at all	-	-	-	-	-	-	-	5%	5%
My site coordinator cares about me	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
Yes, a lot	76%	60%	68%	71%	90%	67% (4)	63%	41%	62%
Yes, some	12%	34%	14%	17%	5%	17% (1)	29%	29%	24%
Not sure	12%	6%	18%	13%	5%	17% (1)	8%	26%	5%
No, not much	-	-	-	-	-	-	-	2%	5%
No, not at all	-	-	-	-	-	-	-	2%	5%

26. Site coordinator ratings—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
My site coordinator gives me useful information	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
Yes, a lot	92%	89%	82%	88%	95%	83% (5)	79%	48%	67%
Yes, some	8%	9%	18%	13%	5%	17% (1)	21%	33%	24%
Not sure	-	3%	-	-	-	-	-	14%	5%
No, not much	-	-	-	-	-	-	-	2%	5%
No, not at all	-	-	-	-	-	-	-	2%	-
My site coordinator does whatever it takes to help me	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=20
Yes, a lot	72%	69%	68%	88%	90%	83% (5)	71%	41%	65%
Yes, some	20%	23%	18%	13%	11%	17% (1)	21%	31%	20%
Not sure	8%	3%	14%	-	-	-	8%	24%	10%
No, not much	-	6%	-	-	-	-	-	-	-
No, not at all	-	-	-	-	-	-	-	5%	5%
My site coordinator knows about getting into college	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
Yes, a lot	96%	100%	91%	100%	95%	83% (5)	96%	64%	81%
Yes, some	4%	-	9%	-	5%	17% (1)	4%	24%	5%
Not sure	-	-	-	-	-	-	-	12%	10%
No, not much	-	-	-	-	-	-	-	-	5%
No, not at all	-	-	-	-	-	-	-	-	-

26. Site coordinator ratings—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
My site coordinator is available when I need help	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
Yes, a lot	72%	69%	73%	96%	95%	67% (4)	67%	38%	67%
Yes, some	20%	29%	14%	4%	5%	33% (2)	21%	31%	24%
Not sure	4%	-	14%	-	-	-	8%	26%	-
No, not much	4%	69%	-	-	-	-	4%	2%	5%
No, not at all	-	29%	-	-	-	-	-	2%	5%

27. Admission Possible ratings—all and by gender

	All	Male	Female
Admission Possible staff helped me with			
Knowing what a college admission person looks for in an applicant	N=218	N=53	N=159
A lot	64%	53%	66%
Some	35%	47%	32%
A little	-	-	-
Not at all	1%	-	2%
Knowing how the ACT/SAT tests are used for college admissions	N=218	N=53	N=159
A lot	73%	68%	74%
Some	25%	30%	25%
A little	-	-	-
Not at all	1%	2%	1%
Understanding what my ACT/SAT scores mean	N=218	N=53	N=159
A lot	78%	77%	77%
Some	21%	23%	21%
A little	-	-	-
Not at all	1%	-	1%
Finding resources to help prepare me for tests	N=218	N=53	N=159
A lot	68%	66%	68%
Some	30%	28%	31%
A little	-	-	-
Not at all	2%	6%	1%

28. Admission Possible ratings—by race

	African American	Hmong	White
Admission Possible staff helped me with			
Knowing what a college admission person looks for in an applicant	N=31	N=112	N=21
A lot	74%	56%	71%
Some	23%	42%	29%
A little	-	-	-
Not at all	3%	2%	-
Knowing how the ACT/SAT tests are used for college admissions	N=31	N=112	N=21
A lot	90%	65%	86%
Some	10%	32%	14%
A little	-	-	-
Not at all	-	3%	-
Understanding what my ACT/SAT test scores mean	N=31	N=112	N=21
A lot	77%	73%	81%
Some	23%	26%	19%
A little	-	-	-
Not at all	-	1%	-
Finding resources to help prepare me for tests	N=31	N=112	N=21
A lot	74%	67%	71%
Some	26%	30%	29%
A little	-	-	-
Not at all	-	3%	-

29. Admission Possible ratings—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Admission Possible staff helped me with									
Knowing what a college admission person looks for in an applicant	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
A lot	60%	49%	59%	63%	63%	50% (3)	71%	74%	76%
Some	36%	51%	36%	38%	37%	50% (3)	25%	26%	24%
A little	-	-	-	-	-	-	-	-	-
Not at all	4%	-	5%	-	-	-	4%	-	-
Knowing how the ACT/SAT tests are used for college admissions	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
A lot	64%	57%	59%	67%	79%	83% (5)	75%	93%	86%
Some	28%	40%	41%	33%	21%	17% (1)	25%	7%	14%
A little	-	-	-	-	-	-	-	-	-
Not at all	8%	3%	-	-	-	-	-	-	-
Understanding what my ACT/SAT test scores mean	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
A lot	68%	66%	77%	67%	84%	83% (5)	79%	95%	81%
Some	28%	34%	23%	29%	16%	17% (1)	21%	5%	19%
A little	-	-	-	-	-	-	-	-	-
Not at all	4%	-	-	4%	-	-	-	-	-
Finding resources to help prepare me for tests	N=25	N=35	N=22	N=24	N=19	N=6	N=24	N=42	N=21
A lot	68%	57%	50%	83%	79%	50% (3)	88%	76%	48%
Some	28%	37%	46%	17%	21%	50% (3)	13%	24%	52%
A little	-	-	-	-	-	-	-	-	-
Not at all	4%	6%	5%	-	-	-	-	-	-

30. Ethic of Service—all and by gender

	All	Male	Female
How important is it to you to be a part of making your community a better place?	N=217	N=53	N=158
Very	61%	57%	61%
Somewhat	36%	42%	35%
A little	3%	2%	3%
Not at all	1%	-	1%
During the past year, have you ever performed volunteer or community service work?	N=220	N=53	N=161
Yes	76%	81%	75%
No	24%	19%	25%
If yes, how often did you do volunteer work/ community service work during the past year?	N=164	N=31	N=116
About weekly	31%	26%	28%
About monthly	22%	19%	23%
A few times a year	32%	42%	31%
Once or twice a year	15%	13%	18%

31. Ethic of service—by race

	African American	Hmong	White
How important is it to you to be a part of making your community a better place?	N=31	N=113	N=20
Very	55%	56%	60%
Somewhat	39%	43%	40%
A little	7%	2%	-
Not at all	-	-	-
During the past year, have you ever performed volunteer or community service work?	N=32	N=113	N=21
Yes	88%	74%	71%
No	13%	26%	29%
If yes, how often did you do volunteer work/ community service work during the past year?	N=22	N=78	N=13
About weekly	23%	27%	23%
About monthly	23%	21%	31%
A few times a year	36%	37%	39%
Once or twice a year	18%	15%	8%

32. Ethic of Service—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
How important is it to you to be a part of making your community a better place?	N=26	N=35	N=22	N=24	N=18	N=6	N=25	N=42	N=19
Very	73%	46%	59%	67%	72%	50% (3)	56%	76%	32%
Somewhat	27%	54%	36%	33%	28%	33% (2)	44%	17%	58%
A little	-	-	5%	-	-	17% (1)	-	7%	5%
Not at all	-	-	-	-	-	-	-	-	5%
During the past year, have you ever performed volunteer or community service work?	N=26	N=35	N=22	N=24	N=19	N=6	N=25	N=42	N=21
Yes	85%	77%	77%	63%	84%	100% (6)	80%	79%	52%
No	15%	23%	23%	38%	16%	-	20%	21%	48%
If yes, how often did you do volunteer work/ community service work during the past year?	N=22	N=27	N=17	N=15	N=16	N=6	N=20	N=30	N=11
About weekly	14%	37%	24%	27%	31%	17% (1)	30%	53%	9%
About monthly	32%	11%	35%	7%	19%	50% (3)	15%	17%	46%
A few times a year	46%	33%	24%	53%	38%	-	45%	13%	27%
Once or twice a year	9%	19%	18%	13%	13%	33% (2)	10%	17%	18%

Junior year outcome results

33. Demonstrate they see college as a reality—all and by gender

	All	Male	Female
Students complete practice application	N=236	N=64	N=193
Yes	91%	91%	91%
Students complete baseline ACT	N=263	N=64	N=193
Yes	100%	100%	100%
Number of college visits	N=138	N=31	N=105
1	53%	36%	57%
2	25%	32%	23%
3 to 4	12%	26%	9%
5 or more	10%	7%	11%
Average	2.0	2.2	2.0
Range	1-8	1-7	1-8

34. Demonstrate they see college as a reality—by race

	African American	Hmong	White
Students complete practice application	N=40	N=136	N=22
Yes	93%	91%	91%
Students complete baseline ACT	N=40	N=136	N=22
Yes	100%	100%	100%
Number of college visits	N=19	N=85	N=10
1	63%	44%	50%
2	21%	27%	30%
3 to 4	16%	13%	20%
5 or more	-	16%	-
Average	1.6	2.4	1.7
Range	1-4	1-8	1-3

35. Students demonstrate they see college as a reality—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Students complete practice application	N=43	N=37	N=37	N=24	N=21	N=7	N=25	N=46	N=23
Yes	91%	95%	97%	100%	48%	100%	92%	94%	96%
Students complete baseline ACT	N=43	N=37	N=37	N=24	N=21	N=7	N=25	N=46	N=23
Yes	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of college visits	N=24	N=26	N=21	N=17	N=15	N=0	N=16	N=15	N=4
1	88%	42%	76%	12%	33%	-	31%	67%	75%
2	8%	31%	19%	18%	53%	-	44%	13%	-
3 to 4	4%	4%	-	41%	13%	-	13%	20%	25%
5 or more	-	23%	5%	29%	-	-	13%	-	-
Average	1.2	2.5	1.4	3.9	1.8		2.2	1.5	1.5
Range	1-3	1-7	2-5	1-8	1-3	-	1-5	1-3	1-3

36. Have ACT scores for four-year college admission—all and by gender

	All	Male	Female
Number of ACT prep classes attended	N=261	N=63	N=192
Under 10	13%	11%	14%
10 to 15	31%	30%	32%
16 to 20	36%	41%	34%
More than 20	20%	18%	20%
Average	16.5	16.7	16.3
Range	0-35	1-30	0-35
Number of practice ACT tests	N=263	N=64	N=193
1-3	35%	44%	32%
4 or more	65%	56%	68%
Average	3.5	3.4	3.6
Range	1-5	1-5	1-4
Baseline practice ACT scores	N=262	N=64	N=192
9-13	21%	23%	20%
14-16	38%	33%	40%
17-19	25%	28%	23%
20 or more	16%	16%	17%
Average	16.3	16.4	16.3
Range	9-30	12-30	9-30
Students take ACT	N=263	N=64	N=193
Yes	82%	86%	81%
ACT scores	N=221	N=54	N=162
9-13	5%	9%	3%
14-16	34%	35%	34%
17-19	28%	22%	30%
20 or more	34%	33%	33%
Average	18.4	18.0	18.5
Range	12-32	12-32	13-30
Students improvement on ACT from baseline to final	N=221	N=54	N=162
No improvement (zero or decrease)	18%	23%	17%
1% to 10% increase	25%	25%	25%
11% to 20% increase	32%	30%	33%
21% or more increase	25%	23%	26%
Average	13.5%	12.4%	13.7%
Range	-13% to 67%	-13% to 54%	-12% to 67%

37. Have ACT scores required for four-year college admission—by race

	African American	Hmong	White
Number of ACT prep classes attended	N=40	N=135	N=22
Under 10	13%	11%	18%
10 to 15	23%	37%	18%
16 to 20	48%	37%	41%
More than 20	18%	15%	23%
Average	17.3	15.9	16.2
Range	6-30	3-30	4-30
Number of practice ACT tests	N=40	N=136	N=22
1-3	30%	30%	32%
4 or more	70%	70%	68%
Average	3.7	3.6	3.5
Range	2-4	1-5	1-4
Baseline practice ACT scores	N=40	N=136	N=22
9-13	28%	17%	9%
14-16	38%	42%	14%
17-19	28%	27%	36%
20 or more	8%	14%	41%
Average	15.5	16.3	20.1
Range	11-24	9-26	13-30
Students take ACT	N=40	N=136	N=22
Yes	90%	82%	91%

**37. Have ACT scores required for four-year college admission—by race
(continued)**

	African American	Hmong	White
ACT scores	N=34	N=113	N=21
9-13	3%	4%	-
14-16	47%	33%	14%
17-19	15%	33%	29%
20 or more	35%	31%	57%
Average	17.8	18.0	21.9
Range	13-27	12-27	14-32
Students improvement on ACT from baseline to final	N=34	N=113	N=20
No improvement (zero or decrease)	15%	17%	30%
1% to 10% increase	18%	25%	20%
11% to 20% increase	32%	35%	45%
21% or more increase	35%	23%	5%
Average	15%	14%	9%
Range	-13% to 47%	-12% to 67%	-5% to 28%

38. Students have ACT scores required for four-year college admission—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Number of ACT prep classes attended	N=43	N=36	N=37	N=24	N=21	N=7	N=25	N=45	N=23
Under 10	12%	17%	14%	29%	-	29%	4%	13%	9%
10 to 15	54%	47%	24%	38%	5%	29%	32%	11%	30%
16 to 20	35%	36%	38%	33%	24%	43%	64%	16%	57%
More than 20	-	-	24%	-	71%	-	-	60%	4%
Average	13.6	14.1	16.7	12.5	24.3	12.9	15.9	20.9	16.2
Range	6-19	5-20	1-27	4-20	15-30	9-17	8-20	0-35	6-22
Number of practice ACT tests	N=43	N=37	N=37	N=24	N=21	N=7	N=25	N=46	N=23
1-3	33%	24%	46%	13%	57%	43% (3)	28%	46%	26%
4 or more	67%	76%	54%	87%	43%	57% (4)	72%	54%	74%
Average	3.7	3.7	3.4	3.8	3.4	3.4	3.6	3.3	3.7
Range	2-4	1-4	1-5	1-4	2-4	2-4	1-5	1-4	2-4
Baseline practice ACT scores	N=43	N=37	N=37	N=24	N=21	N=7	N=25	N=45	N=23
9-13	21%	8%	19%	13%	33%	29%	16%	31%	22%
14-16	55%	24%	41%	33%	24%	57%	48%	42%	17%
17-19	12%	32%	30%	33%	29%	-	24%	20%	39%
20 or more	14%	35%	11%	21%	14%	14%	12%	7%	22%
Average	15.7	18.5	15.7	16.7	15.6	15.3	16.7	15.0	17.9
Range	10-26	12-30	9-21	12-23	10-23	12-24	11-30	9-21	13-26

38. Students have ACT scored required for four-year college admission—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Students take ACT	N=43	N=37	N=37	N=24	N=21	N=7	N=25	N=46	N=23
Yes	81%	98%	43%	100%	91%	100%	92%	83%	87%
ACT scores	N=35	N=37	N=20	N=23	N=19	N=7	N=24	N=39	N=17
9-13	6%	3%	-	-	11%	-	8%	8%	-
14-16	46%	14%	25%	39%	37%	71%	29%	49%	6%
17-19	37%	24%	50%	44%	21%	14%	13%	18%	29%
20 or more	11%	60%	25%	17%	32%	14%	50%	26%	65%
Average	17.1	20.6	17.7	17.7	17.6	16.3	19.0	17.1	22.7
Range	13-28	13-29	14-21	14-24	13-22	14-24	12-32	13-23	16-30
Students improvement on ACT from baseline to final	N=35	N=37	N=20	N=23	N=19	N=7	N=24	N=39	N=17
No improvement (zero or decrease)	34%	14%	5%	22%	16%	29%	17%	13%	13%
1% to 10% increase	11%	27%	15%	39%	32%	29%	22%	36%	6%
11% to 20% increase	43%	43%	40%	26%	16%	29%	30%	18%	44%
21% or more increase	11%	16%	40%	13%	37%	14%	30%	33%	38%
Average	9.9%	11.9%	17.3%	8.8%	16.3%	7.8%	15.2%	16.7%	17.0%
Range	-7% to 27%	-7% to 31%	0% to 36%	-6% to 25%	-6% to 54%	-13% to 21%	-12% to 45%	-12% to 67%	0% to 38%

39. Admission Possible program attendance—all and by gender

	All	Male	Female
Student attendance at Kickoff	N=49	N=9	N=40
Yes	94%	89%	95%
Student attendance at Service Day	N=81	N=49	N=66
Yes	95%	93%	96%
Student attendance at End of Year Celebration	N=77	N=17	N=60
Yes	96%	94%	97%

40. Admission Possible program attendance—by race

	African American	Hmong	White
Student attendance at Kickoff	N=10	N=23	N=6
Yes	90%	100%	100%
Student attendance at Service Day	N=7	N=55	N=5
Yes	100%	95%	80%
Student attendance at End of Year Celebration	N=16	N=41	N=6
Yes	100%	95%	83%

41. Admission Possible program attendance—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Student attendance at Kickoff	N=0	N=36	N=0	N=6	N=0	N=1	N=0	N=0	N=6
Yes	-	97%	-	83%	-	0%	-	-	100%
Student attendance at Service Day	N=6	N=34	N=12	N=15	N=1	N=1	N=11	N=1	N=0
Yes	100%	88%	100%	100%	100%	100%	100%	100%	-
Student attendance at End of Year Celebration	N=0	N=31	N=1	N=15	N=0	N=2	N=15	N=4	N=9
Yes	-	90%	100%	100%	-	100%	100%	100%	100%

Senior year outcome results

42. Senior year outcome results—all and by gender

	All	Male	Female
College admission rates	N=167	N=49	N=112
Accepted to a college	96%	96%	96%
Applied for FAFSA	N=167	N=49	N=112
Yes	82%	88%	80%
Scholarships applied for	N=142	N=45	N=92
1-2	32%	38%	29%
3-4	23%	27%	21%
5-8	20%	16%	23%
9 or more	25%	20%	27%
Average	6.0	5.5	6.2
Range	1-36	1-36	1-21
Awarded a scholarship	N=167	N=49	N=112
Yes	47%	57%	44%
Scholarships awarded	N=79	N=28	N=49
1	44%	39%	49%
2	27%	29%	25%
3-4	23%	29%	20%
5 or more	6%	4%	6%
Average	2.2	2.2	2.1
Range	1-7	1-5	1-7
Student attendance at kickoff	N=20	N=8	N=12
Yes	75%	50%	92%
Student attendance at Service Day	N=38	N=15	N=23
Yes	92%	87%	96%
Student attendance at End of Year Celebration	N=43	N=13	N=30
Yes	93%	85%	97%

43. Senior year outcome results—by race

	African American	Hmong	White
College admission rates	N=44	N=53	N=17
Accepted to a college	93%	98%	94%
Applied for FAFSA	N=44	N=53	N=17
Yes	93%	79%	77%
Scholarships applied for	N=40	N=42	N=14
1-2	28%	29%	36%
3-4	35%	7%	36%
5-8	25%	21%	14%
9 or more	13%	43%	14%
Average	5.2	8.2	4.1
Range	1-25	1-36	1-10
Awarded a scholarship	N=44	N=53	N=17
Yes	52%	45%	35%
Scholarships awarded	N=23	N=24	N=6
1	39%	42%	100%
2	22%	29%	-
3-4	35%	25%	-
5 or more	4%	4%	-
Average	5.2	2.2	1.0
Range	1-7	1-6	1
Student attendance at kickoff	N=7	N=7	N=3
Yes	57%	86%	100%
Student attendance at Service Day	N=7	N=17	N=5
Yes	57%	100%	100%
Student attendance at End of Year Celebration	N=9	N=23	N=5
Yes	67%	100%	100%

44. Senior year outcome results—by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
College admission rates	N=31	N=9	N=11	N=11	N=15	N=11	N=26	N=28	N=25
Accepted to a college	100%	100%	91%	100%	100%	91%	100%	89%	92%
Applied for FAFSA	N=31	N=9	N=11	N=11	N=15	N=11	N=26	N=28	N=25
	100%	11%	73%	91%	93%	73%	87%	93%	68%
Scholarships applied for	N=25	N=9	N=10	N=8	N=12	N=11	N=24	N=23	N=20
1-2	40%	22%	40%	38%	25%	36%	8%	39%	45%
3-4	40%	-	10%	25%	8%	46%	4%	26%	30%
5-8	20%	11%	30%	25%	25%	9%	29%	17%	15%
9 or more	-	67%	20%	13%	42%	9%	58%	17%	10%
Average	3.4	9.1	5.5	4.0	9.3	3.5	11.0	4.6	3.9
Range	1-8	1-25	1-17	1-10	2-36	1-10	1-21	1-17	1-13
Awarded a scholarship	N=31	N=9	N=11	N=0	N=15	N=11	N=26	N=28	N=25
Yes	65%	33%	27%	-	47%	64%	69%	29%	52%
Scholarships awarded	N=20	N=3	N=3	N=0	N=7	N=7	N=18	N=8	N=13
1	50%	67%	33%	-	29%	43%	39%	50%	46%
2	25%	-	-	-	14%	43%	22%	50%	31%
3-4	25%	33%	33%	-	57%	14%	22%	-	15%
5 or more	-	-	33%	-	-	-	17%	-	8%
Average	2.0	2.0	3.3	-	2.7	1.9	2.7	1.5	1.9
Range	1-4	1-4	1-6	-	1-4	1-4	1-7	1-2	1-5

44. Senior year outcome results—by school (continued)

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Student attendance at kickoff	N=0	N=6	N=0	N=9	N=0	N=5	N=0	N=0	N=0
Yes	-	100%	-	100%	-	0%	-	-	-
Student attendance at Service Day	N=4	N=5	N=0	N=3	N=4	N=4	N=12	N=0	N=6
Yes	100%	80%	-	100%	100%	50%	100%	-	100%
Student attendance at End of Year Celebration	N=2	N=7	N=0	N=7	N=1	N=6	N=18	N=0	N=2
Yes	100%	86%	-	100%	100%	67%	100%	-	100%

Staff results

45. Staff ethic of service

	All
How important is it for you to be a part of making your community a better place?	N=44
Very	91%
Somewhat	9%
A little	-
Not at all	-
During the past year, have you ever performed volunteer or community service work (outside of Admission Possible events)?	N=44
Yes	82%
No	18%
If yes, how often did you do volunteer work/community service work during the past year?	N=36
About weekly	22%
About monthly	31%
A few times a year	36%
Once or twice a year	11%
How likely is it you will choose a career as a teacher or guidance counselor?	N=44
Very likely	39%
Somewhat likely	32%
Somewhat unlikely	14%
Very unlikely	16%

Junior year outcome results comparison

46. Junior outcome results —comparison by school

	Arlington	Central	Harding	Highland Park	Johnson	North	Patrick Henry	Roosevelt	Southwest
Number of ACT Prep classes Attended									
Males	N=6	N=4	N=12	N=5	N=9	N=5	N=10	N=7	N=5
Average	12.5	13.3	16.3	17.2	25.2	13.0	16.3	17.1	13.8
Females	N=37	N=32	N=24	N=19	N=12	N=2	N=15	N=33	N=18
Average	13.7	14.2	16.8	11.3	23.6	12.5	15.7	21.5	16.9
Hmong	N=28	N=22	N=30	N=16	N=15	N=2	N=16	N=6	N=0
Average	12.9	14.6	16.8	12.1	24.0	12.5	15.9	21.3	-
Baseline ACT score									
Females	N=37	N=32	N=24	N=19	N=12	N=2	N=15	N=33	N=18
Average	15.8	18.5	15.1	16.4	15.0	19.0	16.4	14.7	18.5
Hmong	N=28	N=23	N=30	N=16	N=15	N=2	N=16	N=6	N=0
Average	15.6	17.4	16.3	16.8	16.0	19.0	16.6	12.2	-
Final ACT score									
Females	N=29	N=32	N=14	N=19	N=11	N=2	N=14	N=28	N=13
Average	17.2	20.6	17.4	17.6	17.5	20.5	18.6	16.9	22.2
Hmong	N=21	N=23	N=17	N=15	N=14	N=2	N=15	N=6	N=0
Average	16.5	19.7	17.9	17.9	17.8	20.5	19.0	15.3	-
Percent improved on ACT									
Hmong	N=21	N=23	N=17	N=15	N=14	N=2	N=15	N=6	N=0
Average	9%	13%	17%	10%	14%	11%	15%	29%	-

- Johnson's males mean number of ACT prep classes attended is significantly higher than Arlington, Central, Harding, North, Patrick Henry, and Southwest. Highland Park's and Roosevelt's males have high enough average attendance not to be different from Johnson, but also aren't different than any of the other schools.
- Girls at Highland Park have low average attendance, significantly different from the four schools with the highest average attendance: Harding, Southwest, Johnson, and Roosevelt. Girls at Johnson and Roosevelt have significantly higher attendance than girls at other schools including Arlington, Central, Harding, Highland Park and Patrick Henry. Girls at Johnson also have significantly higher attendance than those at Southwest.
- Hmong at Johnson have significantly higher attendance than at Arlington, Central, Harding, Highland Park, North, Patrick Henry, or Southwest. Hmong at Roosevelt have significantly higher attendance than those at Arlington, Central and Highland Park. Hmong at Roosevelt and Johnson have similarly high attendance. Hmong at Harding have significantly higher attendance than at Arlington and Highland Park.
- Girls at Central's ACT baseline scores are significantly higher than Arlington, Harding, and Roosevelt. Girls at Southwest's ACT baseline score are significantly higher than Roosevelt.
- Hmong at Roosevelt have significantly lower baseline ACT scores than at Central, Harding, Highland Park, and Patrick Henry.
- Girls at Central's ACT scores are significantly higher than Arlington, Highland Park and Roosevelt. Girls at Southwest's ACT score are significantly higher than Arlington, Harding, Highland Park, Johnson, and Roosevelt.
- Hmong at Roosevelt have a significantly higher percentage improved on their ACT than at Highland Park or Arlington.
- Hmong at Central have significantly higher ACT scores than at Arlington or Roosevelt.

47. ACT comparison with attendance

Attendance	Percent improved	
	All youth	Females
Under 10	9%	10%
10 to 15	11%	11%
16 to 20	15%	14%
More than 20	18%	20%

- Those attending more than 20 sessions have significantly higher percentage increase than those attending less than 10 or between 10 to 15 sessions.
- Girls attending more than 20 sessions have significantly higher percentage increase than those attending less than 10 or between 10 to 15 sessions.

Appendix

Logic model Admission Possible Evaluation Plan

Logic model Admission Possible Evaluation Plan

Richard Chase and Laura McLain
October 2003

Background

Admission Possible's mission is to identify low-income young people with the motivation to go to college and help them attend college. The program focuses on SAT and ACT test preparation, guidance in applying to college, and help in obtaining needed financial resources.

Admission Possible has been in operation for a few years and is stable enough to start looking at the program's results.

Evaluation Purposes

The evaluation, designed by Wilder Research Center, will provide useful information for:

- defining and measuring the outcomes of the Admission Possible program;
- demonstrating how well the expected outcomes are being achieved;
- improving the program based on assessing program results and feedback from participants;
- developing understanding of staffing's impact on the program; and
- tracking useful program information for later use by program staff.

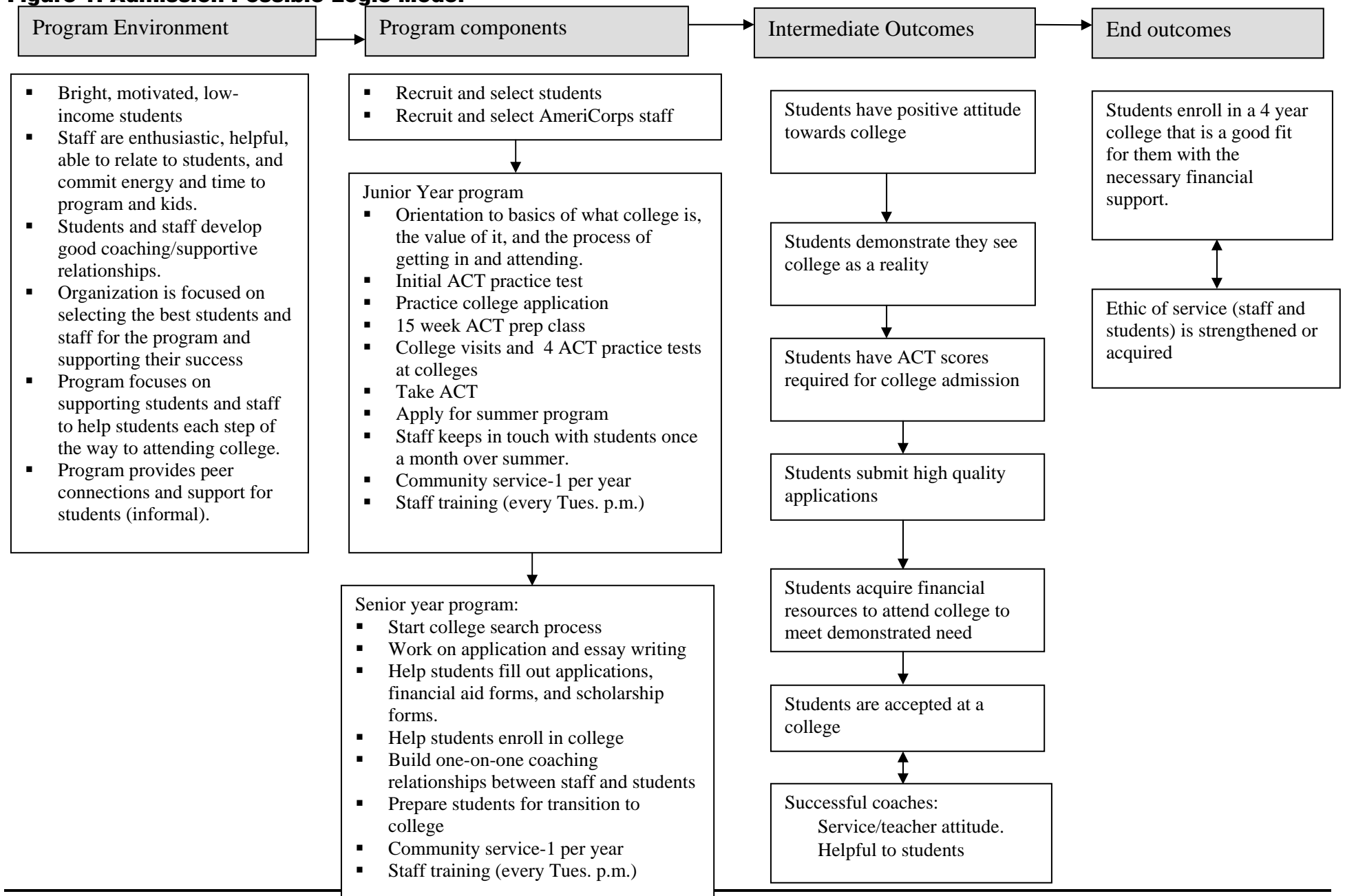
Program outcomes and goals

Based on discussion with Admission Possible staff, the two main program goals are:

- Students enroll in a 4 year college that is a good fit for them with the necessary financial support.
- Ethic of service (staff and students) is strengthened or acquired.

The logic model (Figure 1) describes the Admission Possible program environment, program components, and expected outcomes.

Figure 1: Admission Possible Logic Model



Methods and sources of data

The evaluation has three main components:

- Student surveys (baseline, end of Junior year, end of Senior year)
- Program data
- AmeriCorps staff evaluations

Student surveys are administered three times during their two years in the program: a pre-survey when they first begin the program followed by surveys at the end of each of the two program years. Staff also track student basic information and program participation during each of the two program years along with staff information. Student surveys, in combination with student tracking information, will be used to measure if the program is meeting its goals.

Staff evaluation forms will be used at the end of each program year. Admission Possible supervisory staff will rate the AmeriCorps staff. AmeriCorps staff will also complete forms rating their own job performance.

See Figure 2 for more detailed information.

Roles and responsibilities

Wilder Research Center staff is responsible for designing the evaluation process, forms, and Access database. Wilder Research Center will analyze the information collected from the forms and process and compile the information in yearly reports.

Admission Possible is responsible for printing, tracking and administering surveys and staff evaluation forms. Admission Possible is responsible for entering the survey and staff evaluation data in the Access system, and collecting other program data and entering it in the Access system. Admission Possible staff also is responsible for entering student and staff administrative information in the Access system. Staff will provide the data for analysis and reporting to Wilder.

Wilder will help set up the Access system, and then Admission Possible staff will maintain the system. Additional help from Wilder to maintain and develop the system can be negotiated.

Figure 2: Sources of outcome indicators

	Outcome	Indicator
Junior year	Students have positive attitudes toward college	Surveys show students: <ul style="list-style-type: none"> ▪ See rewards clearly ▪ Envision themselves in college ▪ Think it is ok to strive
	Students demonstrate they see college as a reality	Students complete practice application.
		Student complete baseline ACT
		Number of college visits.
	Students have ACT scores required for 4 year college admission	Number of ACT prep classes attended.
		Number of ACT practice tests.
		Students take ACT.
		Students improve on ACT from baseline test to real test (on average 15%).
Senior year	Students submit high quality application-	Staff assessment of final general application compared to baseline from standardized checklist.
		Students attribute quality to Admission Possible (based on survey).
	Students acquire financial resources to attend college	Students complete financial aid forms.
		Students apply for scholarships.
	Students are accepted into 4 year college	Acceptance letters (possible-still to be determined).
	Students enroll in college	College records (possible-still to be determined) Report from student.
	Ethic of service strengthened or acquired	Surveys show students and AmeriCorps staff are committed to serving their communities in the long-term (pre-post comparison).
		Surveys show staff are committed to teaching or guidance counseling.
	Effective coaching from staff	Student and staff surveys show improvement and effective coaching. Administrative records show improvement and effective job performance.