

Cargill Scholars

Evaluation results

F E B R U A R Y 2 0 0 9

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Prepared by:

Laura Martell Kelly and Cheryl Holm-Hansen

Wilder Research

451 Lexington Parkway North

Saint Paul, Minnesota 55104

651-280-2700

www.wilderresearch.org

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Summary

Cargill Scholars was a comprehensive, five-year program that aimed to improve students' scholastic performance by raising academic expectations, preventing high-risk behavior, and improving life skills. The program served 50 socio-economically-disadvantaged children who attended school in Minneapolis or its northern and western suburbs. The program provided an array of services, such as academic tutoring, off-site opportunities, participation in organized group and individual out-of-school activities and musical instruction, parental exposure to ways of being involved with education, and positive relationships with mentors and program coaches.

In July 2006, the Cargill Scholars transitioned to Destination 2010, a college incentive program sponsored by the Minneapolis Foundation. This program also aims to help students graduate on time and attend post-secondary education. While Cargill Scholars offered individualized services to scholars, Destination 2010 hosts activities that will help a large number of students and families take advantage of opportunities available through their partner agencies. Scholars now access opportunities offered by Destination 2010, as well as receiving services from the Cargill Scholars academic coaches.

This report summarizes the evaluation results collected for Cargill Scholars in the summer of 2008, following their sophomore year of high school. (An evaluation of the Destination 2010 initiative is conducted separately.) All 39 of the active Cargill Scholars completed a survey focusing on their preparation to graduate and their plans for attending school after high school. The coaches also completed a survey about each student to share their perspective of the scholars' readiness for graduation and post-secondary education. Additional information was provided by the Minneapolis school district for the 22 scholars who attend school in Minneapolis and 16 students who were part of the initial matched comparison group for Cargill Scholars.

Half of the current Cargill Scholars are male, the majority are 16 years old and most families speak English at home. Four out of 10 scholars identified themselves as African American; others were identified as African immigrant, Caucasian, Hmong, Native American, and Somali. Eighteen percent were Hispanic.

In 2007-08, scholars attended 20 different high schools, seven of which are in Minneapolis. According to district data, all of the comparison group students, but only 82 percent of the scholars, remained in one school through the entire academic year. One-quarter of the scholars (23%) enrolled in Minneapolis are eligible for gifted education services and two scholars are enrolled in special education. Cargill coaches reported that the three scholars

identified by their district as needing special education services are receiving them. They suggested that two other scholars should qualify for services.

Key findings

Academic performance

Academic results were mixed. While some scholars are excelling academically, a significant percentage of the students continue to struggle with their coursework and performance on standardized tests. Based on Minneapolis district data, which includes 22 of the Cargill Scholars, and coach reports:

- Approximately one-quarter of the scholars had not yet passed tenth grade English, biology, and social studies. Four in ten had not passed geometry. Half of the scholars (51%) were behind on their elective credits.
- According to Minneapolis School District data, one-third of the scholars (32%) failed at least one math course in 2007-08.
- Of the scholars enrolled in the Minneapolis schools, 43 percent had a grade point average of 2.0 or lower.
- While most scholars in the Minneapolis public schools (91%) have passed the Graduation-Required Assessment for Diploma (GRAD) writing test (after their second attempt), only 41 percent have passed the reading test.
- More than half of the Cargill Scholars in Minneapolis schools (55%) have not met the proficiency standards on the Minnesota Comprehensive Assessment reading test.
- Five to forty percent of the scholars in Minneapolis met the “college ready benchmarks” in the areas of math, reading, and science on the PLAN, a college-readiness assessment.

Based on the combination of their standardized test scores and credits earned, the Minneapolis School District considers only one-third of the scholars to be “on track for graduation.” In contrast, all of the scholars said they would (85%) or might (15%) graduate on time. Coaches felt that 69 percent of the scholars were likely to graduate on time, with another 23 percent expected to graduate by 2012.

Preparation for post-secondary enrollment

Despite their academic challenges, coaches and scholars remain optimistic about post-secondary enrollment. Coaches predicted that most scholars would (62%) or might (36%) enroll in school after high school. All of the scholars said they would attend (92%) or might attend (8%) school after high school.

Scholars felt knowledgeable about some, but not all, aspects of college preparation. Over 80 percent of the scholars said they know “a lot” or “a little” about preparing for college entrance exams and classes or activities required for college admission. Fewer scholars (71% to 75%) had the same level of knowledge of college preparation programs, tests required for college admission, and how to choose the right school.

Scholars varied in the steps they were taking to prepare for post-secondary education. Seventy-two percent of the scholars said they are taking classes that will prepare them to attend school after college. Fifty-six percent of the scholars said they had an academic plan and 68 percent said the plan will help them attend college. One-third of the scholars were involved in a college preparation program.

Many scholars (61%) will need financial aid to attend post-secondary school; however, their awareness of financial aid is limited. Most scholars know “a lot” or “a little” about the scholarship offered by Destination 2010 or from individual schools. They reported much less knowledge about scholarships from private sources, public and private loans, government grants, financial aid applications, or college savings accounts.

Many scholars have positive role models and support for attending post-secondary education. Over 80 percent of the scholars said their coaches, parents, program staff, other family members, and teachers encourage them to further their education. Scholars felt that at least some of their friends would go to college or another school after high school.

When asked about the scholars’ self-care, social, and academic assets that might prepare them for college, the coaches rated three-quarters of the assets significantly lower than the scholars did. The assets rated highest by scholars and coaches include the ability to compete fairly and the desire to attend school after high school. In addition, at least 97 percent of the scholars “agreed” or “strongly agreed” that they try to do well in their personal life, attend class prepared, have goals for their education, set goals for their personal life, and have a family that supports their school success.

Feedback about the program

The scholars have been helped by, and continue to draw support from, the program. They mentioned specific program elements, such as practice for the ACT or SAT, visits to college campuses, tutoring, and activities. They also mentioned the support of the coaches as they have provided motivation, monitored grades, and helped the scholars through tough times. Scholars said the coaches' continued support and encouragement, as well as tutoring and assistance preparing for post-secondary education would be beneficial during their last years of high school.

During the summer of 2008, eight scholars attended the PEOPLE Program, a pre-college program at the University of Wisconsin-Madison designed to help students acquire the skills to succeed in college and give them a glimpse of campus life. The program offers summer programming to students following their first three years of high school. An eight-week session follows senior year for those students who are admitted to and elect to attend the University of Wisconsin-Madison. Students participating in this program were asked to provide some feedback about their experiences.

All of the scholars said it was a good decision to attend the program and three-quarters plan to return after their junior year. The scholars said the program gave them exposure to college and other future opportunities and increased their independence. Most said that it helped them make friends, decide which high school classes to take, and understand what they need to accomplish to go to college. While scholars were positive about their experiences, some suggested changes such as allowing more free time, reducing class time, adding more international students, being more organized, and employing more responsible staff. One scholar suggested continuing the program services until after the participants graduate from college.

Recommendations

The Cargill Scholars and staff remain optimistic that the majority of scholars will graduate from high school in 2010 and that they will continue their education beyond high school. However, many of the scholars may not yet have the skills and resources to apply for and attend post-secondary education. The following recommendations will help the Cargill Scholars staff prepare for the scholars' final high school years.

- Help scholars develop an accurate understanding of the skills and assets they need to succeed in high school and post-secondary education. Provide opportunities for them to develop these skills.

- Help scholars' increase the likelihood of achieving their graduation expectations by identifying the resources they need to complete classes and credits and pass standardized tests. Continue to support and encourage scholars and provide access to resources such as tutoring and academic advising as appropriate.
- Provide assistance for scholars to complete their "My Life Plan" or another comparable plan to map their high school and post-high school years. Use this to help students identify, enroll, and pass the classes they need to graduate on time.
- Assist scholars with the process of choosing and applying to appropriate schools or programs, including preparing and signing up for entrance exams (i.e., SAT, ACT), researching academic programs, and completing essays for applications.
- Provide scholars with information about the availability of financial aid. Help guide them through the application process as necessary.

Introduction

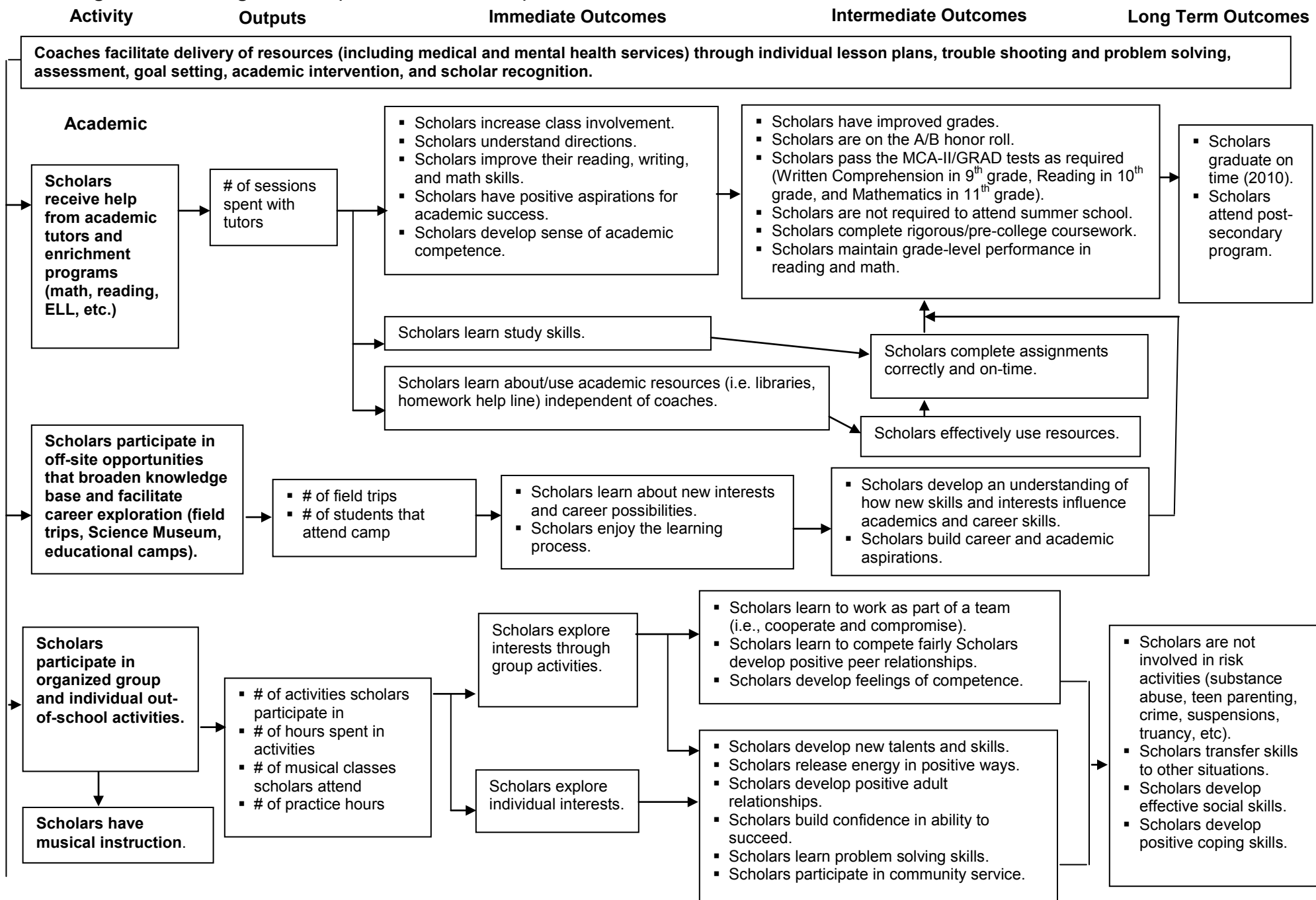
Description of the Cargill Scholars program

Cargill Scholars was a comprehensive, five-year program that aimed to improve students' scholastic performance by raising academic expectations, preventing high-risk behavior, and improving life skills. The program served 50 socio-economically-disadvantaged children who attended school in Minneapolis or its northern and western suburbs. It required active student involvement and parent support in an effort to enrich the lives of the entire family. The program began in the fall of 2001, when scholars were in the fourth grade, and continued through 2005-06, when scholars were in eighth grade.

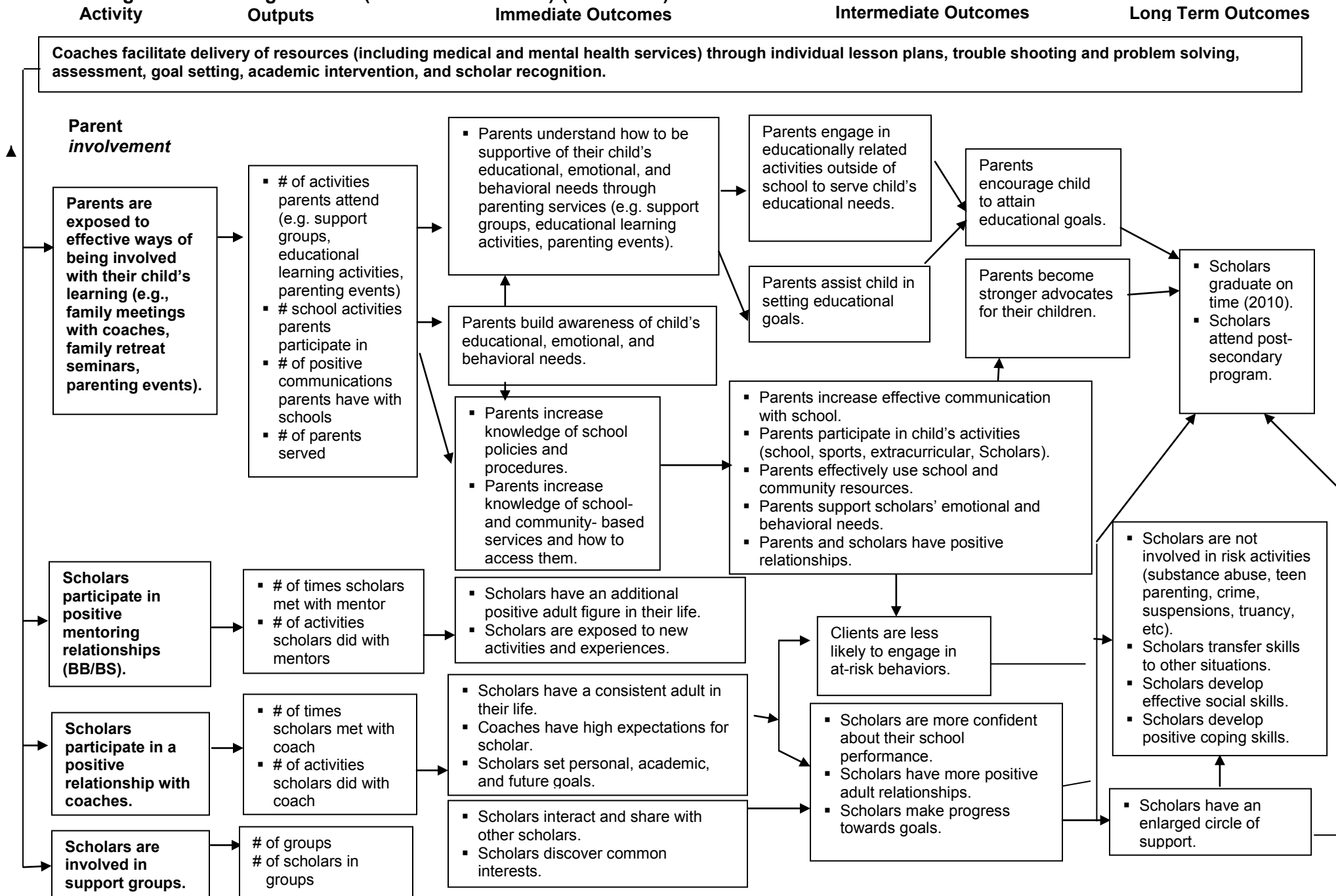
The alignment between program activities and outcomes for scholars was established through the creation of a logic model (Figure 1). This logic model was developed in 2001 and revised annually between 2004 and 2006. As seen in this model, Cargill Scholars provided the following categories of services to scholars:

- Facilitation of service delivery (including medical services) through individual lesson plans, trouble shooting and problem solving, assessment, goal setting, academic intervention, and scholar recognition.
- Help from academic tutors (math, reading, ELL, etc.).
- Off-site opportunities that broadened their knowledge base (e.g., field trips, Science Museum, educational camps).
- Participation in organized group and individual out-of-school activities and musical instruction.
- Parental exposure to effective ways of being involved with their child's learning (e.g., family meetings with coaches, family retreat seminars, parenting events).
- Participation in positive relationships with mentors (Big Brothers/Big Sisters), program coaches, and peers.

1. Cargill Scholars logic model (June 2006 revision)



1. Cargill Scholars logic model (June 2006 revision) (continued)



At the conclusion of the 2005-06 school year, scholars transitioned into Destination 2010, a college incentive program sponsored by the Minneapolis Foundation. Destination 2010 is a multi-year initiative designed to improve student achievement, increase high school graduation rates, and advance educational reform within the Minneapolis and St. Paul school districts. Similar to Cargill Scholars, Destination 2010 has a goal of helping students who were in fourth grade during the 2001-02 school year graduate in 2010. Additional goals include inspiring students, increasing parental involvement, and further motivating teachers.

While the two programs have similar long term goals, their approach to enrollment and services differ. Cargill Scholars limited enrollment to a select group of 50 students nominated by teachers and school staff, while Destination 2010 invited every third grader in seven struggling schools located in Minneapolis and St. Paul to join the initiative. Cargill Scholars continued to receive services regardless of where they went to school, and in some instances the program paid for them or secured scholarships for them to attend a private or parochial school. Participation in Destination 2010 is contingent on students staying enrolled in the Minneapolis or St. Paul school systems.

Students in the Cargill Scholars program received individual services and the program employed two part-time academic coaches to help them and their families access academic and other services during high school. While Destination 2010 does employ family liaisons and academic advisors (now that the students are in high school), the program offers participants fewer personalized services. Instead, the program plans activities such as camp fairs, computer instruction and give away seminars, or college visits and information fairs to help students and families take advantage of opportunities available through partnering agencies.

Destination 2010 offers a long-term incentive, a scholarship for post-secondary education, for the students continuously enrolled in a Minneapolis or St. Paul school. This scholarship extends to the Cargill Scholars entering Destination 2010 regardless of their school enrollment.

Research methods

The Cargill Scholars program has been evaluated since its inception. In previous years, the evaluation explored the outcomes for the scholars and their families, the processes of program implementation, and satisfaction of key stakeholders. Since the program has ended and the scholars have merged with those in Destination 2010, the evaluation design has changed. The current Cargill Scholars evaluation is designed to assess how scholars are progressing towards the long-term program goals, such as graduating on time and seeking post-secondary education. This evaluation will continue until scholars graduate from high school and enter post-secondary education. For the 2007-08 school year, when the scholars were in 10th grade, the evaluation focused on the scholars' preparation to graduate on time in the spring of 2010.

Data collection procedures

This report summarizes outcome evaluation results obtained through three strategies: self-administered surveys completed by scholars, self-administered surveys completed by Cargill Scholars coaches, and academic data provided by the Minneapolis Public Schools. Copies of the evaluation materials are found in the appendix.

Scholar surveys. During the summer of 2008, the two Cargill Scholars coaches met with each of the 39 active Cargill Scholars. During the meeting, the scholars were asked to complete a self administered survey and seal it in an attached envelope. All 39 students who completed the survey received a \$25 Target gift card. The eight scholars who are involved in the PEOPLE Program at the University of Wisconsin – Madison also completed a short survey about their experiences in the program.

Coach surveys. During the summer of 2008, the two Cargill Scholars coaches completed a survey about each of the active Cargill Scholars. Thirty-nine forms were completed.

Academic data provided by the Minneapolis Public Schools. Third, data were provided by the Minneapolis Public Schools for students enrolled in the Cargill Scholars program and for a matched comparison group. This information included test score information and descriptive information about the students.

Client demographics

Cargill Scholars are ethnically diverse. According to information provided by coaches and scholars, half of the remaining Cargill Scholars are male, and the majority (89%) are 16 years old. Four out of 10 students identified themselves as African American. Other scholars were identified as African immigrant, Hmong, Caucasian, Native American, and Somali. Eighteen percent said they were Hispanic. Most families spoke English at home (Figure 2).

2. Coaches and Scholars Surveys: Client demographics

	Number and percentage responding yes			
	Coaches' response (N=38-39)		Scholars' response (N=36-39)	
	#	%	#	%
Gender				
Male	20	52%	20	53%
Female	19	49%	18	47%
Age				
15	0	0%	2	5%
16	35	89%	33	89%
17	4	10%	2	5%
What race/ethnicity is the student...^a				
African immigrant	3	8%	3	8%
Black/African American	15	39%	17	44%
Caucasian	4	10%	6	15%
Hmong	7	18%	7	18%
Native American	3	8%	4	10%
Somali	0	0%	1	3%
Other	7	18%	8	21%
Is this student of Hispanic origin?				
Yes	6	16%	7	18%
No	32	84%	31	82%
What language does this student and his or her family speak at home?				
English	24	62%	26	72%
Hmong	7	18%	5	14%
Somali	1	3%	1	3%
Spanish	5	13%	3	8%
Other	2	5%	1	3%

^a Respondents could check more than one category for this question. The 39 students provided 46 responses.

For 2007-08, district data were available for 22 Cargill Scholars and 16 members of the comparison group who were still enrolled in the Minneapolis Public Schools. Fewer comparison group students have remained enrolled in the district over time. While the original group was selected to reflect the demographic characteristics of the scholars, the comparison group now includes a disproportionate number of African American students (Figure 3). One of the comparison group students was in 9th grade in 2007-08. All other scholars and comparison group students enrolled in Minneapolis Public Schools were in 10th grade.

3. Minneapolis Public Schools data: Demographic data (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
Gender				
Female	11	50%	8	50%
Male	11	50%	8	50%
Racial/ethnic category				
American Indian	2	19%	2	13%
African American	8	36%	9	56%
Asian American	5	23%	1	6%
Hispanic	3	14%	3	19%
White	4	18%	1	6%
Home primary language				
English	14	64%	12	75%
Hmong	5	23%	1	6%
Spanish	3	14%	3	19%
Number and percentage receiving free or reduced lunch	23	77%	10	63%
English Language Learner (ELL) status	4	18%	2	13%

Academic enrollment status

Schools attended

Scholars attend a variety of schools. The Cargill Scholars reported that they attend 20 different high schools, seven of which are in Minneapolis. The highest percentage of students attended Patrick Henry High School (18%), followed by Roosevelt High School (13%) (Figure 4).

4. Open-ended question – Scholar Survey: What school do you attend?

	Percentage providing this response (N=39)
Patrick Henry High School	18%
Roosevelt High School	13%
Columbia Heights High School	5%
Edison High School	5%
Hmong Academy Charter School	5%
Hopkins High School	5%
Phoenix High School	5%
Southwest High School	5%
Washburn High School	5%
Wayland Academy	5%
Wayzata High School	5%
Anoka High School	3%
Armstrong High School	3%
Ascension Academy	3%
Blake School	3%
Caledonia High School	3%
Central High School	3%
Champlin High School	3%
Cretin Derham Hall	3%
Career and Technology Center	3%

Note: Attended school information was collected during the summer of 2008. Some students reported their school from the previous year and some reported the school they planned to attend in the fall.

Student mobility and enrollment status

According to district data, Cargill Scholars were more likely to attend more than one school during the course of the school year. All of the comparison group students, but only 82 percent of the scholars, remained in one school through the entire 2007-08 academic year. The remaining scholars attended two district schools during the year. At the conclusion of the school year, all but one scholar was described as still enrolled in the school (Figures 5-6).

5. Minneapolis Public Schools data: Number of schools attended during year (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
Number of schools attended during year				
1	18	82%	15	100%
2	4	18%	0	0%

Note: Chi-square not significant.

6. Minneapolis Public Schools data: Status at end of school year (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
Status at end of school year				
Enrolled at end of year	21	96%	15	94%
Transferred out of school district- no move	1	4%	0	0%
Missing	0	0%	1	6%

Note: Chi-square not significant.

Gifted and special education status

One in four scholars is eligible for gifted services. According to district data, 23 percent of the Cargill Scholars are eligible for gifted education opportunities (compared to 13% of the comparison group) (Figure 7).

7. Minneapolis Public Schools data: Gifted enrollment status (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
Number and percentage in gifted education	5	23%	2	13%

Note: *Chi-square not significant.*

Students in Minneapolis are identified as eligible for gifted services when they are in second grade.

A few Cargill Scholars are receiving special education services. According to district data, two scholars are enrolled in special education (Figure 8). Coaches reported that three scholars have been identified by their school district as needing special education, and that all three are receiving them. They suggested that two other scholars should qualify for special education services because of their diagnosis or their inability to focus, but also mentioned that the parents have been hesitant to have their child evaluated for services (Figures 9-10).

8. Minneapolis Public Schools data: Special education status (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
Number and percentage in special education	2	9%	2	13%

Note: *Chi-square not significant.*

9. Coach Survey: Scholars' need for special education services

	N	Number and percentage responding "yes"	
		#	%
Has the school determined that the student qualifies for special education services?	39	3	8%
Does the student receive special education services?	3	3	100%
For those students that do not receive special education services, do you think the student needs special education services?	33	2	6%

10. Open-ended question – Coach Survey: Why do you think the student needs special education services?

Why do you think the student needs special education services?

Scholar says it's hard to focus. He's changed schools often and doesn't work very hard so it's hard to determine.

He has difficulty with focus and also has a diagnosis that would qualify for special ed but mom has been unwilling to initiate the process for evaluation despite my encouragement to do so.

He's been tested for ADHD and is borderline, but it seems like he needs some support.

Scholar has trouble keeping on track. Mom threatens to have him tested but doesn't and passed up the opportunity to have the school do it.

Note: Two of these responses refer to students identified as needing special education services, another comment refers to a student the coach did "not know" whether the student needed services, the remaining comment referred to a child that the coach did not provide a status for.

Scholars' assets

Scholars rated themselves as having more assets than did their coaches. The scholars and coaches were each asked to express their opinions about the scholars' level of self-care, social, and academic assets. For all but 2 of the 28 assets listed, coaches rated the scholars' assets lower than the scholars rated them. Three-quarters of the assets were rated significantly lower by coaches than scholars. The coaches' average ratings were mostly clustered around "agree," while the average ratings from the scholars fell between "agree" and "strongly agree" (Figure 11).

The scholars most frequently said they try to do well in their personal life, compete fairly, attend class prepared, have goals for their education, set goals for their personal life, want to go to school after high school, and have a family that supports their school success. At least 97 percent of the scholars "agreed" or "strongly agreed" that they have those assets. They were least likely to "agree" or "strongly agree" that they eat healthy foods, study every school night, or know how to find a good place to study.

Between 92 and 100 percent of the coaches "agreed" or "strongly agreed" that scholars compete fairly, want to attend school after high school, and can plan and finish a project. They were least likely to "agree" or "strongly agree" that scholars eat healthy foods, are leaders among their peers, or study every school night. Studying every school night was the only asset rated higher by coaches than by scholars.

11. Coaches and Scholar Surveys: Ratings of scholars' assets

In my opinion, this student/I...		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
Set(s) goals for his or her personal life.	Coach	26%	51%	21%	3%	3.0***
	Scholars	39%	59%	3%	0%	3.4
Try(ies) to do well in his or her personal life.	Coach	26%	59%	10%	5%	3.1***
	Scholars	51%	49%	0%	0%	3.5
Make(s) good decisions.	Coach	5%	56%	21%	10%	2.7***
	Scholars	28%	67%	5%	0%	3.2
Eat(s) healthy foods.	Coach	0%	44%	56%	0%	2.4***
	Scholars	13%	62%	26%	0%	2.9
Is/Am active (either by exercising or being involved in sports).	Coach	15%	44%	39%	3%	2.7**
	Scholars	32%	47%	18%	3%	3.1

11. Coaches and Scholar Surveys: Ratings of scholars' assets (continued)

In my opinion, this student/I...		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
Avoid(s) risky behaviors.	Coach	18%	56%	15%	10%	2.8*
	Scholars	28%	64%	8%	0%	3.2
Is/Am a leader among his or her peers.	Coach	5%	39%	46%	10%	2.4***
	Scholars	34%	58%	5%	3%	3.2
Manage(s) my/his or her time well.	Coach	5%	56%	28%	10%	2.6
	Scholars	8%	71%	18%	3%	2.8
Take(s) responsibility for his or her actions.	Coach	10%	67%	21%	3%	2.9**
	Scholars	36%	56%	5%	3%	3.3
Compete(s) fairly.	Coach	8%	92%	0%	0%	3.1***
	Scholars	49%	51%	0%	0%	3.5
Is/Am organized.	Coach	8%	71%	18%	3%	2.8
	Scholars	29%	42%	29%	0%	3.0
Pays attention to details on projects.	Coach	5%	72%	18%	3%	2.8**
	Scholars	23%	72%	5%	0%	3.2
Can plan a project and finish it.	Coach	5%	87%	8%	0%	3.0***
	Scholars	36%	59%	5%	0%	3.3
Finish(es) his or her/my work on time.	Coach	8%	50%	42%	0%	2.7
	Scholars	10%	64%	23%	3%	2.8
Earn(s) good grades.	Coach	21%	34%	40%	5%	2.7
	Scholars	13%	67%	21%	0%	2.9
Come(s) to class prepared.	Coach	13%	45%	40%	3%	2.7***
	Scholars	36%	62%	3%	0%	3.3
Uses good problem solving skills.	Coach	13%	62%	26%	0%	2.9***
	Scholars	26%	69%	5%	0%	3.2
Use(s) good communication skills.	Coach	18%	64%	15%	3%	3.0**
	Scholars	23%	72%	5%	0%	3.2
Know(s) when he or she needs to ask for help.	Coach	15%	51%	33%	0%	2.8***
	Scholars	44%	51%	3%	3%	3.4
Ask(s) for help when he or she needs it.	Coach	13%	39%	49%	0%	2.6***
	Scholars	33%	51%	13%	3%	3.2

11. Coaches and Scholar Surveys: Ratings of scholars' assets (continued)

In my opinion, this student/I...		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
Knows how to take notes in class/Take notes in class.	Coach	0%	80%	21%	0%	2.8***
	Scholars	36%	59%	3%	3%	3.3
Study(ies) every school night.	Coach	5%	42%	47%	5%	2.5
	Scholars	3%	31%	59%	8%	2.3
Know(s) how to find a good place to study.	Coach	3%	87%	10%	0%	2.9
	Scholars	26%	49%	18%	8%	2.9
Is/Am interested in his or her education.	Coach	34%	55%	11%	0%	3.2
	Scholars	51%	41%	8%	0%	3.4
Try(ies) to do well in school.	Coach	32%	54%	8%	5%	3.1***
	Scholars	56%	39%	5%	0%	3.5
Has/Have goals for his or her/my education.	Coach	32%	45%	21%	3%	3.1***
	Scholars	56%	41%	3%	0%	3.5
Has a family that/My family expects him or her to be successful in school.	Coach	26%	56%	13%	5%	3.0***
	Scholars	90%	10%	0%	0%	3.9
Want(s) to go to college or another school after high school.	Coach	42%	53%	5%	0%	3.4***
	Scholars	82%	15%	3%	0%	3.8

Note: Average ratings for the coaches were statistically significantly lower than the scholars' average ratings: * $p \leq .05$; ** $p \leq .01$; *** $p \leq .005$.

Academic attendance and suspensions

Scholars attended school 92 percent of the time. According to Minneapolis Public School data, the average attendance rate was comparable for the comparison group (94%). On average, scholars missed eight days of school during the year, due to excused (3.5 days) or unexcused absences (4.9 days). On average, Cargill Scholars had fewer suspensions (1.3) than their counterparts in the comparison group (2.0) (Figure 12).

12. Minneapolis Public Schools data: Attendance and suspensions (2007-08)

Item	Cargill Scholars (N=22)	Comparison group (N=16)
Average number of days enrolled in school	140.0	143.3
Average number of excused absences	3.5	3.1
Average number of unexcused absences	4.9	4.7
Average percentage of school days attended	92%	94%
Number of suspensions	1.3	2.0

Academic performance

Completion of required courses

Scholars were more likely to make progress in 9th grade classes than 10th. Progress on the scholars' academic achievements was assessed by the coaches. During the survey development phase of the evaluation, the coaches helped research staff create a list of classes Cargill Scholars should have completed by the end of their 10th grade year. They then identified the scholars' status in each of the listed classes.

By the end of 10th grade, the majority of the scholars had passed ninth grade English (87%), social studies (92%), and science (85%). About 6 out of 10 scholars had passed algebra. Scholars were less likely to have passed the required classes for tenth grade by the end of that academic year. About three-quarters of the scholars had passed tenth grade English (72%), biology (72%), and social studies (77%). Students were least likely to have passed geometry (59%). Forty-nine percent of the scholars had completed half of their elective credits and less than three-quarters had passed one semester of health (68%) and fine arts (74%) (Figure 13).

13. Coach Survey: Scholars' class completion (N=39)

	Passed	Did not pass	To be completed in after school credit make-up	To be completed using on-line credit make-up	To be completed in summer school 08	Other
9th grade classes						
English 9	87%	5%	0%	0%	5%	3%
Social Studies 9	92%	3%	3%	0%	0%	3%
Algebra	64%	15%	5%	0%	3%	13%
Science 9	85%	5%	0%	0%	3%	10%
10th grade classes						
English 10	72%	5%	0%	0%	13%	10%
Social Studies 10	77%	3%	3%	0%	13%	5%
Geometry	59%	5%	3%	3%	5%	26%
Biology	72%	8%	0%	0%	8%	13%
Other required classes						
Health (1 semester)	68%	5%	0%	3%	3%	21%
Fine arts (1 semester)	74%	3%	0%	0%	0%	24%
Half of the elective credits needed to meet their high school requirements	49%	13%	0%	0%	0%	39%

Note: Social Studies 9 includes: geography, Government or Government Economy, World History, and U.S. History

Social Studies 10 includes: World Studies or World History, U.S. History, Mixed History

One-third of the scholars failed at least one math course in 2007-08. In 2007-08, other academic indicators obtained from the Minneapolis Public Schools included passage of key courses over the course of the year and passage of advanced courses. One-third of the scholars (32%) had failed at least one math course in 2007-08; fewer (14%) had failed a course in English (Figure 14). Three scholars, and one comparison group student, have taken and passed one advanced course (Figure 15).

14. Minneapolis Public Schools data: Passage of math and English courses (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
Math course				
Fail	7	32%	2	13%
Pass	13	59%	10	63%
Missing	2	9%	4	25%
English course				
Fail	3	14%	3	19%
Pass	16	73%	10	63%
Missing	3	14%	3	19%

Note: Chi-square not significant. Students are designated by the district as having passed, if they passed all courses taken in the subject area that year. Students are designated as failing if they failed at least one course in the subject area that year.

15. Minneapolis Public Schools data: Passage of advanced courses (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
Student has taken and passed one advanced course ^a	3	14%	1	6%

^a Advanced courses included AP, IB, year 3 or higher World Language, or College in the School. No students completed more than one advanced course by the end of the year. Students will have additional opportunities to take advanced courses during 11th and 12th grade.

Standardized test performance

Most scholars have passed the GRAD writing test; fewer have passed reading. In Minnesota, students must pass three tests as part of the Graduation-Required Assessment for Diploma (GRAD) requirement. In 2007-08, students in ninth and tenth grade completed the GRAD tests of reading and writing. Most scholars (91%) and comparison group students (94%) have passed the writing test (after attempts in both ninth and tenth grade). Fewer have passed the reading test after their first attempt in tenth grade (41% of scholars; 25% of the comparison group). Beginning in eleventh grade, students will also be tested in math (Figure 16).

16. Minneapolis Public Schools data: GRAD writing and reading test results (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
GRAD Writing Test				
Pass	20	91%	15	94%
Not pass	1	4%	0	0%
Not taken	1	4%	1	6%
GRAD Reading Test				
Pass	9	41%	4	25%
Not pass	11	50%	9	56%
Not taken	2	9%	3	19%

Note: *Chi-square not significant.*

More than half of the scholars (55%) have not met the proficiency standards on the Minnesota Comprehensive Assessment reading test. Approximately one in three scholars (36%) and one in four comparison group students (25%) have met or exceeded the standards (Figure 17). According to coaches, all active scholars have met or exceeded the standard in writing, however (Figure 18).

17. Minneapolis Public Schools data: Minnesota Comprehensive Assessment test proficiency levels - reading (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
Reading				
Missing	2	9%	3	19%
Below the proficiency standards	12	55%	9	56%
Meet or exceed the proficiency standards	8	36%	4	25%

Note: *Chi-square not significant.*

18. Coach Survey: Scholars' Minnesota Comprehensive Assessment test achievement

How did the student do on the...	N	Exceeds standards	Meets standards	Partially meets standards	Does not meet standards
Minnesota Comprehensive Assessment in Writing	33	12%	88%	0%	0%

Most scholars fell below the benchmarks on the PLAN. The PLAN is a college-readiness assessment administered to district students in tenth grade. Scores on the PLAN are linked to ACT “college ready benchmarks.” Benchmarks are established in each academic area, and are associated with a 50 percent or better chance of getting at least a C in an equivalent credit-bearing college class. Four in ten scholars (40%) and two in ten comparison group students (20%) met the benchmark in English. Fewer scholars (5% to 16%) and comparison group students (0% to 10%) met the benchmarks in the areas of math, reading, and science (Figure 19).

19. Minneapolis Public Schools data: PLAN results for ACT “college ready” benchmarks (2007-08)

Item	Cargill Scholars (N=19-20)		Comparison group (N=10)	
	N	%	N	%
English				
Below the benchmark	12	60%	8	80%
Meet or exceed the benchmark	8	40%	2	20%
Math				
Below the benchmark	17	85%	9	90%
Meet or exceed the benchmark	3	16%	1	10%
Reading				
Below the benchmark	18	90%	10	100%
Meet or exceed the benchmark	2	10%	0	0%
Science				
Below the benchmark	18	95%	9	90%
Meet or exceed the benchmark	1	5%	1	10%

Note: Chi-square not significant. Scores for English ranged from 7 to 19; the benchmark is 15. Scores for math ranged from 5 to 19; the benchmark is 19. Scores for reading ranged from 7 to 19; the benchmark is 17. Scores for science ranged from 11 to 23; the benchmark is 21.

Grade point average

Average GPA of scholars was 2.29. Of the scholars enrolled in the Minneapolis schools, four in ten (43%) had a grade point average of 2.0 or lower; one in four had an average of 3.0 or higher (Figure 20).

20. Minneapolis Public Schools data: Grade point average (GPA) (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
1.00 or lower	1	5%	0	0%
1.01 to 1.50	3	14%	4	25%
1.51 to 2.00	5	23%	3	19%
2.01 to 2.50	2	9%	4	25%
2.51 to 3.00	6	27%	1	6%
3.01 to 3.50	3	14%	3	19%
3.51 to 4.00	2	9%	1	6%

Note: Chi-square not significant. The average GPA was 2.29 for scholars and 2.22 for the comparison group. The difference in average GPA for the two groups was not significant.

Predicted graduation status

The Minneapolis School District considers one-third of the scholars as “on track for graduation.” The primary goal of the Cargill Scholars program is for the scholars to graduate from high school on time in 2010. According to Minneapolis School district data, which accounts for 22 of the 39 active Cargill Scholars, seven of the scholars (32%) are currently designated as being on track for graduation, due to their performance on the GRAD and/or the number of credits successfully earned (Figure 21).

21. Minneapolis Public Schools data: Designation by district as “on track for graduation” (2007-08)

Item	Cargill Scholars (N=22)		Comparison group (N=16)	
	N	%	N	%
On track to graduate	7	32%	5	31%
Not on track to graduate	15	68%	11	69%

Note: Chi-square not significant. Thirteen scholars, and 11 comparison group students, were designated as being not on track due to their performance on the GRAD. Six scholars, and six comparison group students, were designated as not on track due to the number of credits earned to date.

Scholars and coaches were more likely to report that scholars would graduate on time. Thirty-three of the 39 scholars (85%) surveyed prior to their junior year said they would graduate on time. The remaining 15 percent said they might graduate on time. Scholars said attending school, working hard, turning work in on time, focusing their efforts, maintaining their credits, and getting good grades will help them graduate on time. Those who reported they might graduate on time said they will need to work harder, pass their classes, attend school, and get extra help from teachers (Figures 22-23).

22. Scholar Survey: Scholars’ report of high school graduation expectations (N=39)

	N	Yes	Maybe	No
Do you think you will graduate from high school on time, in Spring 2010	39	85%	15%	0%

23. Open-ended question – Scholar Survey: What would make it possible for you to graduate on time?

Students who said they would graduate on time

Do all my work and achieve all my goals.

Do my work as best as I can. Be determined to get an education.

Get all my credits to graduate.

Get good grades.

Get my class credits made up.

Get my work done and turn it in on time. Get all my credits and do well.

Good grades.

Hard work effort, focus.

Have all my credits caught up on. Do good in school. Work hard.

Having all of my credits.

Keep going to school, getting to class on time. Getting all my credits.

Mom, grades, determination.

My classes.

Positive action, motivation, support.

Study hard, be positive, and look forward to college.

Studying and staying on track.

Turn all my work in on time every day and a good ACT score.

Students who responded they might graduate on time

Getting to school everyday. Turning homework in.

Get extra help from teachers.

If I get my act together and study harder and do my work when I have to.

Keep up my work/grades, check in with my teachers once in a while.

Pass my math class.

Passing all classes.

Coaches felt that 27 of the 39 scholars (69%) were likely to graduate on time and another 9 scholars (23%) will graduate by 2012. They predicted that three of the scholars will not graduate, two of whom are likely to pursue a graduate equivalency diploma (GED). When asked why they assigned scholars to a particular graduation status, coaches highlighted characteristics of the scholars. Coaches described the scholars they predict will graduate on time as being motivated, having strong academic skills, working hard, having family support, and being ambitious. The scholars who may graduate on time were described as needing to work on follow through, improve their attitude and

motivation, and make up credits. Coaches said scholars who may pursue a GED have truancy, mental health, and sobriety issues as well as poor attendance and non-functional families (Figures 24-25).

24. Coach Survey: Scholars' likely graduation status (N=39)

In your opinion (based on what you know about the student's abilities and situation), is this student...	Number and percentage responding yes	
	#	%
Likely to graduate in spring 2010	27	69%
Not likely to graduate on time, but will graduate before spring 2012	9	23%
Not likely to graduate	3	8%
For those students you think are not likely to graduate by spring 2012. Do you think this student would pursue a GED? ^a	2	100%

^a Coaches marked one scholar as a "do not know" in regard to whether they student would pursue a GED.

25. Open-ended question – Coach Survey: Why do you think this is an accurate portrayal of graduation status?

Scholar will graduate on time

Outstanding GPA. Very bright student who finds school easy.

Scholar has already made up her semester of English that she failed and is in summer school to make up geometry. She has a supportive family that values education.

Scholar has earned all of her credits and is doing well in school. She has great support of her family also.

Scholar has earned most of his required credits and will hopefully make up the rest in summer school. Scholar is a good basketball player so I believe his talent and guidance from coaches will keep him on track.

Scholar has not failed any classes and his school is finding support for him in the classes where he is struggling.

Scholar has passed all his classes and is doing well academically.

Scholar has passed most of her required courses and those that she has not she has arranged to make up in summer school.

Scholar is a bright student that is very motivated to succeed.

Scholar is a bright young man who has future educational goals and has passed all his classes.

Scholar is a bright, motivated student. (2 responses)

Scholar is a strong academic with little support. She has excelled for two years and is a very bright student.

Scholar is an incredibly bright, ambitious student who has earned all his credits.

25. Open-ended question – Coach Survey: Why do you think this is an accurate portrayal of graduation status? (continued)

Scholar will graduate on time (continued)

Scholar is attending a competitive prep school where they focus on the five core subjects. He's on track as long as he remains in Wisconsin.

Scholar is bright and works hard. She is behind one math credit but I am confident she will make that up.

Scholar is doing great academically.

Scholar is doing well academically and has a post-secondary plan.

Scholar is in AVID and earning the credits he needs to graduate.

Scholar is motivated and is passing most of her required classes.

Scholar is on track to graduate and has realistic goals and interests for college. She's a good student.

Scholar is on track to graduate and often talks about future plans.

Scholar is passing most classes and has a very supportive school and family.

Scholar is taking some advanced classes and holding his own. He has a solid GPA and is ahead in terms of credit.

Scholar is very bright and doing well academically. She's in the PEOPLE Program and has family support.

Scholar wants to go to college. It is a high priority for her mother to have her do well in school and she is very strict with her and will see that scholar stays on track by attending summer school and getting help.

Scholar wants to play college basketball and is very motivated to do so. She has 1.5 credits to make up and she can do that.

Scholar works hard and should graduate without any problems.

Scholar will likely graduate by spring 2012

Scholar has done much better this year but still struggles. He and his parents have difficulty with follow through and haven't allowed him to stay after school for credit make-up. He is behind in credits and seems to have no math ability.

Scholar has the ability but not the focus or determination to make academics a priority over sports.

Scholar is behind but it is possible to catch up if he stays at the alternative school and works.

Scholar is considering changing schools again next year. He's not attending summer school when he has four quarters to make up. Scholar would need to improve his attitude and effort considerably. Home situation is not good.

Scholar is falling farther behind in credits and if she continues at this pace will likely be too far behind to catch up.

Scholar is not at all motivated. If he would get to work he could graduate on time. It's entirely up to him.

Scholar is quite far behind in her credits and even if she passes all classes from now on, would still need to be in summer school.

25. Open-ended question – Coach Survey: Why do you think this is an accurate portrayal of graduation status? (continued)

Scholar will likely graduate by spring 2012 (continued)

Scholar is significantly behind in credits. She has had a different special education teacher every year which complicates her academics. Currently she would need to successfully complete summer school and independent study each year to graduate on time.

Scholar just stopped attending school this year. Truancy was filed twice. Her grades and attitude were awful. If she can turn it around, she could graduate.

Scholar is unlikely to graduate – will probably pursue a GED

Scholar has serious problems with truancy dating back to high school. He is not supported in his educational goals by his parents although he is very bright. His family is very non-functional and he misses school to help stabilize when things go wrong.

Scholar is so far behind in credits. She was in treatment for a month this spring and was kicked out of a sober school for using. Her attendance has been poor and parents are very enabling.

Scholar is unlikely to graduate – undetermined whether the student will pursue a GED

Scholar puts no effort into school work although he appears to have the ability. It's very hard to tell his ability when he doesn't try.

Coaches felt that some scholars would be able to graduate on time with additional support. Coaches were asked what additional supports would help students graduate on time. Of the 12 scholars coaches described as likely to graduate late or not at all, they said half (6) would be able to graduate on time with extra supports and four may be able to. They recommended extra support, including motivated teachers, tutoring, parent involvement in their scholar's education, and alternative school attendance (Figures 26-27).

26. Open-ended question – Coach Survey: Scholars' needs of extra assistance to graduate (N=12)

For those students you think are not likely to graduate by spring 2010, would it be possible for the student to graduate on time with additional resources or supports?	Number and percentage responding	
	#	%
Yes	6	50%
Maybe	4	33%
No	2	17%

27. Open-ended question – Coach Survey: What additional supports would the student need to graduate on time?

What additional supports would the student need to graduate on time?

A very well organized, motivating special education teacher that will monitor Scholar closely. Possibly other alternative options.

He needs to put forth a consistent effort and do work outside of class and tutoring on a regular basis. Leave the AVID program (which he's doing) so he will have less demanding subjects and an extra hour per day in which to schedule required courses. Continued tutoring.

If she could find an alternative school that has the flexibility to be creative in counting credits.

Scholar would need to make use of tutoring rather than skipping and would need to work hard to make up credit. Many teachers have tried to help but he's burned bridges with his attitude.

Scholar's parents would have to get on board with allowing (insisting) he take advantage of help offered and after school credit make-up.

Remain at the alternative school until he catches up. Tutoring when he returns to a regular setting and has homework, etc.

She would need to attend school and mom would need to insist on it. She would have to really work to make up failed required credits. A tutor would be provided if there was a shift in attendance and attitude.

She would need to find a support or alternative program that can closely monitor her daily progress to ensure no more fails.

Planning for post-secondary education

Classes and activities to prepare for college

One-third of the scholars do not know if they have an established education and career plan. The Cargill Scholars who attend school in Minneapolis are part of the first group of students required to have an academic plan called "My Life Plan." Students in St. Paul complete a "Six-Year Plan." When they were asked, 56 percent of the scholars said they had a plan and 68 percent said the plan will help them attend college. One-third of the scholars (36%) do not know if they have a plan (Figure 28).

Three in four scholars said they were taking classes to prepare for post-secondary education. All of the scholars were asked if they are taking classes that will prepare them to attend school after college. Seventy-two percent of the scholars replied "yes." The remaining scholars replied either "no" (13%) or "I do not know" (15%) (Figure 28).

28. Scholar Survey: Scholars' report of high school academic plans (N=39)

	N	Yes	No	I don't know
Do you have an academic plan that will guide you through high school and following graduation (such as "My life plan" or the "6 year plan")?	39	56%	8%	36%
If you follow the plan, will it prepare you to attend college or another school after high school?	38	68%	0%	32%
Are you taking classes that will prepare you for college or another school after high school?	39	72%	13%	15%

Scholars felt knowledgeable about some, but not all, aspects of college preparation.

Over 80 percent of the Cargill Scholars said they know "a lot" or "a little" about preparing for college entrance exams and classes or activities required for college admission. Fewer scholars had the same level of knowledge of college preparation programs, tests required for college admission, and how to choose the right school. Between 25 and 29 percent of the scholars said they knew "not much" or "nothing" about these activities (Figure 29).

29. Scholar Survey: Scholars' knowledge of preparing for college

How much do you know about...	N	A lot 4	A little 3	Not much 2	Nothing 1	Mean
College preparation programs such as Admission Possible, Educational Talent Search, Upward Bound, or YCAP?	38	16%	55%	16%	13%	2.7
Tests required for college admission?	39	36%	39%	23%	3%	3.1
Preparing for college entrance exams such as the ACT or the SAT?	39	41%	41%	15%	3%	3.2
Classes or activities required for college admission?	39	39%	49%	10%	3%	3.2
How to choose the right school?	39	31%	41%	21%	8%	3.0

College preparation programs

One-third of the scholars are involved in college preparation programs. Twelve of the 37 (32%) scholars who answered this question said they were involved in college preparation programs. Five students attended Admission Possible. Two students were involved in the PEOPLE Program and two others are involved with AVID. Educational Talent Search, YCAP, and ACT Prep are each attended by one scholar (Figures 30-31).

30. Scholar Survey: Scholars' involvement in college preparation programs

	N	Number and percentage responding "yes"	
		#	%
Are you involved in any college preparation programs such as Admission Possible, Educational Talent Search, Upward Bound, or YCAP?	37	12	32%

31. Open-ended question – Scholar Survey: Which college preparation programs have you been involved in?

Which college preparation programs have you been involved in?

ACT prep.

Admission Possible. (5 responses)

AVID program. (2 responses)

Educational Talent Search.

PEOPLE Program. (2 responses)

YCAP.

Financial assistance

Many scholars will need financial aid to attend post-secondary school. Six in ten scholars (61%) said they will need financial aid to attend school after high school. The remaining 39 percent said they had not thought about whether they will need financial aid (Figure 32).

32. Scholar Survey: Scholars perception of need for financial aid (N=36)

Will you need financial aid to attend college or other school after high school?	Number and percentage responding	
	#	%
Yes	22	61%
No	0	0%
I have not thought about it	14	39%

Awareness of financial aid is limited. The majority of the scholars (90%) know “a lot” or “a little” about the scholarship offered by Destination 2010 and 65 percent know “a lot” or “a little” about scholarships from individual schools. However, between 43 and 66 percent of the scholars said they know “not much” or “nothing” about scholarships from private sources, public and private loans, government grants, applying for financial aid, or college savings accounts (Figure 33).

33. Scholar Survey: knowledge of financial assistance for school after high school

How much do you know about...	N	A lot 4	A little 3	Not much 2	Nothing 1	Mean
Scholarships from individual schools?	39	21%	44%	31%	5%	2.8
Scholarships from private sources?	39	10%	39%	36%	15%	2.4
Public and private loans?	39	10%	46%	33%	10%	2.6
Government grants?	39	8%	46%	33%	13%	2.5
Applying for financial aid (i.e., completing the Free Application for Federal Student Aid)?	38	13%	40%	40%	8%	2.6
College savings accounts, also known as 529 accounts?	38	5%	29%	40%	26%	2.1
The scholarship offered by Destination 2010?	39	46%	44%	8%	3%	3.3

Predicted post-secondary education enrollment

Coaches and scholars predict a high percentage of scholars will attend school after high school. Coaches thought that 62 percent of the scholars would enroll in school after high school, while an additional 36 percent (14 scholars) may enroll. They predicted that one would not seek any post-high school education. Coaches added that some students may not attend post-secondary education because they have difficulties with maturity and focus, taking responsibility for education, setting and accomplishing educational goals, and maintaining a good GPA (Figures 34-35).

Ninety-two percent of the scholars said they would attend school after high school, and the remaining 8 percent said they may attend post-secondary education. Scholars said they need good grades and test scores, motivation, family support, extra-curricular activities, and high school graduation in order to go to school after high school (Figure 36-37).

34. Coach Survey: Prediction of post-secondary education enrollment (N=39)

	N	Yes	Maybe	No
In your opinion (based on what you know about the student's abilities and situation), this student will enroll in college or another school after high school	39	62%	3%	36%

35. Open-ended question – Coach Survey: Why do you think this student may not go to school after high school?

Why do you think this student may not go to school after high school?

Scholar will not likely attend post-secondary education

Unless Scholar makes some major changes – i.e., staying sober and taking responsibility for self, she will not graduate. Right now, I don't see an education as being her priority.

Scholars may not attend post-secondary education

He has a poor track record for staying with educational goals he really wants to achieve on some level.

He's very interested in film making but would have to improve his work ethic and GPA in the next year.

I believe Scholar has potential and if she matures and starts being academically responsible, she could be successful in post-secondary.

I think it will depend a lot on what her friends are doing after high school. I see Scholar as more of a follower.

If Scholar can stay on track and not fail any more classes, she is a bright girl with potential to be successful in post secondary.

If she is able to graduate she could attend post-secondary.

It would depend much on the decisions Scholar is currently making with friends (gang bangers), grades, and his basketball talent.

Scholar could absolutely succeed in college but her interest in pursuing post secondary is low.

Scholar has the ability but doesn't stay motivated for long. He could change that.

Scholar is interested in culinary arts so he could study this if he would graduate.

Scholar is interested in Dunwoody if he could get his GPA up enough to qualify.

Scholar is very interested in construction and technology and could do post secondary if he matures some and is able to complete high school.

Scholar may be successful going on to some type of trade or vo-tech.

Scholar struggles academically and has not expressed the interest in post secondary that I've seen from other students.

**36. Scholar Survey: Scholars' report of post-high school academic plans
(N=39)**

	N	Yes	Maybe	No
Do you think you will attend college or another school after high school?	39	92%	8%	0%

37. Open-ended question – Scholar Survey: What would you need to make it possible to attend school after high school?

What would you need to make it possible to attend school after high school?

Students who said they would graduate on time

A diploma.

Achieve good grades and participate in extracurricular activities.

Classes.

Don't know. I just want to attend college no matter what happens.

Earn good grades, do well on ACT test, play sports.

Get good grades.

Get my diploma, apply for college.

Good grades and GPA.

Graduate from high school first.

Graduate from high school, take all the right classes.

Higher GPA, colleges accepting me.

Look for good schools and get good grades.

Motivation, family support.

My grades need to go up a little more to get where I want to go.

Support from my family and good grades and test scores.

Support.

Scholars who said they might graduate on time

I need to graduate high school on time and take school more seriously.

I would need extra curricular activities.

Support for post-secondary enrollment

Influence from friends and family

Scholars have positive role models and support for attending school after high school. The people around the Cargill Scholars encourage them to attend school after high school. All of the scholars reported the Cargill Scholars coaches encourage them to further their education. Between 80 and 87 percent said parents, program staff, other family members, and teachers encourage them. Scholars expressed less support from friends, other school staff, and other adults from the community (Figure 38).

38. Scholar Survey: Scholars' report of support for attending school after high school (N=39)

Do the following people encourage you to go to college or another school after you finish high school?	Yes	Sometimes	No
Friends	67%	28%	5%
Parents	87%	8%	5%
Other family members	80%	18%	3%
Teachers	80%	21%	0%
Other school staff	74%	21%	5%
Staff from programs you participate in	87%	8%	5%
Other adults from your community (i.e., neighbors, people from church)	56%	23%	21%
Cargill Scholars coaches	100%	0%	0%

When they were asked about their friends' intentions to attend school after high school, 62 percent of the scholars said most of their friends will continue their education. One-third of the scholars said some of their friends would go to college or another school after high school (Figure 39).

39. Open-ended question – Scholar Survey: Scholars report of their friends' intentions for school after high school (N=39)

Do your friends intend to go to college or another school after high school?	Number and percentage responding	
	#	%
Most of them probably will go to college or another school.	24	62%
Some of them will probably go to college or another school.	12	31%
Most of them will not go to college or another school.	3	8%

Seventy-eight percent of the Cargill Scholars have an immediate family member who has attended post-secondary education. These scholars have parents, siblings, cousins, aunts, or uncles who have attended school after high school (Figures 40-41).

40. Scholar Survey: Family members' attendance at school after high school

	N	Number and percentage responding "yes"	
		#	%
Has anyone in your immediate family gone to college or another school after high school?	37	29	78%

41. Open-ended question – Scholar Survey: Which immediate family members have gone to school after high school?

Who in your immediate family has gone to college or another school after high school?

All my older siblings.

Aunties, cousins, uncles.

Brother. (3 respondents)

Brothers and sisters.

Cousin, aunt, mom.

Dad, brothers, uncle.

Dad.

Mom and dad.

Mom and grandma.

Mom, grandma, auntie.

Mother, older sister, uncles and aunts.

My dad.

My father, uncle, cousins, and mom.

My four sisters.

My mother.

My older sister to be an electrician.

My sister. (3 respondents)

My three brothers and one sister.

My uncles.

Older sister.

Two older sisters.

Uncle and my mom.

Uncle, mom, aunt.

Yes, my mom (MCTC), brother (N. Hennepin Tech).

I don't ask.

I'm not sure.

Support from Cargill Scholars

The scholars have been helped by, and continue to draw support from, the program.

The Cargill Scholars program and coaches have been a consistent and supportive part of the scholars' lives since they were in fourth grade. As the program is winding down, it is exploring what components have helped make the program successful and what would be useful to know if the program were to be replicated. To learn more, the scholars were asked what has been the most helpful part of the Cargill Scholars program. The scholars most frequently mentioned elements that have helped prepare them for college, such as practice for the ACT or SAT and visits to college campuses. They also mentioned support such as providing motivation, monitoring grades, and helping the scholars through tough times. They identified the tutors and activities as other beneficial components (Figure 42).

42. Open-ended question – Scholar Survey: What has been the most helpful part of the Cargill Scholars program?

What has been the most helpful part of the Cargill Scholars program?

Activities

All of the activities and other things that prepared us.

All the programs we have attended.

End of the year trips, support from coaches.

Going to classes with trips to open up what other places to go.

The programs, the counselors, the support in our education.

The programs.

The trips, seeing other colleges. The learning things at different trips.

Preparation for college

ACT/SAT practice.

College preparation experience, information, and resources.

Extra help on college classes and general information.

Getting to know the other kids and going to colleges around the world and staying in dorms and learning what it would be like as a college student.

Helping me get my education done and thinking about going to college. Helping with my school work and guiding me through high school.

I think the most helpful part of the program was when they dragged us on trips to different universities and giving us the coaches.

Learning new things and especially about really going to college.

Me going out and viewing what college can be like and having opportunities others will dream of.

Them taking us to colleges such as to the campus.

Visiting the colleges was by far the best part.

With college prep.

42. Open-ended question – Scholar Survey: What has been the most helpful part of the Cargill Scholars program? (continued)

What has been the most helpful part of the Cargill Scholars program?

Support

All of the opportunities and support I have received from the Cargill coaches. Also being able to do things I never thought I would have the chance to do.

All the help I've been getting and the support by coaches and tutors.

All the help they have been giving me.

Always being there, to help when I need help.

Helping me from beginning.

Helping out when you need help with anything.

Keeping me motivated and focused on school.

Offering me help in school.

Supporting me, even when I do bad, to do better.

The Cargill Scholars program has offered me and my family an academic coach that has been very helpful.

The constant monitoring of our grades.

The support and materials they provide me.

The support throughout my school years. It helped me get through.

Tutors

Tutor and sticking to my side.

Tutoring, checking in on me.

Tutors.

Other

Everything.

I don't know.

Nothing really now. It was better 3-8 grade.

They have been involved in everything and that's really good.

In addition to what has been helpful for them, the scholars identified ways the coaches can help them as they finish their last years of high school. Many of the scholars said they would like the program coaches to continue the support, encouragement, and motivation they provide. They also requested assistance preparing for post-secondary education, such as picking and applying to college, and exploring financial aid opportunities. Some also requested additional tutoring (Figure 43).

43. Open-ended question – Scholar Survey: As you complete your last years of high school, what types of support would you like from the Cargill Coaches?

As you complete your last years of high school, what types of support would you like from the Cargill Coaches?

Support/encouragement/motivation

A lot of support, helping higher my grades.

Any support that will guide me throughout my school years.

Calls or visits saying I can do it and keep trying to show me that they care.

I would like for them to nag me a tiny bit more to make sure I stay on the right track and help me learn more about how to pay for college.

Having someone visit me at school once a month.

I would like to be motivated and pushed to work hard in school.

Just keep encouraging me.

Motivation.

Support. The motivation to help me keep going.

Mental support. Help relieve stress.

The encouragement and support that we can make it far and the help whenever we need them.

The same as they always gave me.

The types of support I would like from the coaches are not giving up on me and push me harder so I can do better.

Their support.

They already give me enough support by encouraging me to do what I want and help me achieve my goals.

To believe that I can do it.

Preparing for post high school education

To help pick a good college.

Choosing college and careers and classes.

I think the support is good enough. It's just up to me. Also would like them to help me in finding the right school for me after high school.

I would like support in going to college and graduating.

To keep encouraging me to go to college.

Depends on where I'm accepted. SAT, ACT prep.

To help me stay on task.

43. Open-ended question – Scholar Survey: As you complete your last years of high school, what types of support would you like from the Cargill Coaches? (continued)

As you complete your last years of high school, what types of support would you like from the Cargill Coaches?

Financial aid

Financial aid.

Help in getting financial aid and scholarships.

To get as much scholarship as possible and grants more than loans.

In any way they can, specifically with other stuff to put on my college resume.

Information on scholarships and how to acquire financial assistance for college.

Stay on top of grades/Tutor

Help me stay on top of my grades.

Maybe a tutor.

Maybe I would like a tutor and the support is very good.

Tutor.

Other comments

Don't know.

I don't know yet but I'll let you know.

Less talk and more help.

I don't know.

PEOPLE program

The PEOPLE Program (Pre-College Enrichment Opportunity Program for Learning Excellence) is a pre-college program at the University of Wisconsin-Madison designed to help highly motivated students acquire the skills to succeed in college and give them a glimpse of campus life. Scholars attend for three summer weeks following their freshman and sophomore years. After their junior year, they complete a six-week internship. Students who are admitted to and elect to attend the University of Wisconsin-Madison will participate in an eight-week summer bridge program following high school graduation, where they will be further oriented to campus and begin taking courses to earn college credit.

During the summer of 2008, eight Cargill Scholars attended the PEOPLE Program. All of the scholars said it was a good decision to attend the program. They explained that it gave them exposure to college and other future opportunities and increased their independence (Figures 44-45).

44. PEOPLE Program Survey: Scholars' report of attending the PEOPLE Program

	N	Number and percentage responding yes	
		#	%
Was it a good decision to go to the PEOPLE Program at the University of Wisconsin at Madison this summer?	8	8	100%

45. Open-ended question – PEOPLE Program Survey: Why or why was it not a good decision to go to the PEOPLE Program at the University of Wisconsin at Madison this summer?

Why or why was it not a good decision to go to the PEOPLE Program at the University of Wisconsin at Madison this summer?

Because I know that it is a program that will affect my life forever. College is one of the most important things in my life and they are willing to help.

Because I learn to be independent and learn more about myself.

Because something that I can see how I want to do, what college I want to go, and the experience.

Because then I can come again next year for the internship.

I am better prepared for college. If I attend the UW I will have more experience of the campus and stuff.

I got to know the college life and somewhat how it's going to be.

It helped me learn many new things in school and life.

It was a good decision because I know I will go to college and do well in the future. The PEOPLE Program has helped me.

PEOPLE Program participants agreed that the program helped them in a variety of ways. Seven of the eight scholars said the program helped them make friends “a lot” (88%) and five of the eight scholars (63%) said the program helped them decide what classes to take in high school and understand what they need to accomplish in school to go to college. The scholars were least likely to say that the program helped them improve their academic or social skills (Figure 46).

46. PEOPLE Program Survey: Scholar’s report of the benefits of the PEOPLE Program

Has the PEOPLE Program helped you...	N	A lot 4	Yes, somewhat 3	Not really 2	Not at all 1	Mean
Make friends with other students?	8	88%	13%	0%	0%	3.8
Improve your academic skills?	8	50%	25%	25%	0%	3.3
Improve your social skills?	8	38%	38%	13%	13%	3.0
Decide what classes to take in high school?	8	63%	13%	13%	13%	3.3
Understand what you need to accomplish in school to go to college?	8	63%	38%	0%	0%	3.6
Meet people who can help you get to college?	8	50%	38%	13%	0%	3.4

Most of the Scholars plan to return to the PEOPLE Program. Six of the participants said they plan to continue with the PEOPLE Program in the summer between junior and senior year. They commented that they like the program and want to return to take advantage of internships and explore career opportunities. One of the scholars who said they may not return mentioned travel plans, the other mentioned the level of discomfort they had experienced (Figures 47-48).

47. PEOPLE Program Survey: Scholars' report of future participation in the PEOPLE Program (N=8)

Do you think you will continue with the PEOPLE Program next year?	Number and percentage responding	
	#	%
Yes	6	75%
Maybe	2	25%
No	0	0%

48. Open-ended question – PEOPLE Program Survey: Do you think you will continue with the PEOPLE Program next year? Why or why not?

Do you think you will continue with the People's Program next year? Why or why not?

Scholars who plan to attend

Because I have already come for year 1 and 2.

Because I want the program to impact my life even more. I want to set a good goal for my life and know they will help me accomplish it.

Because I want to be there for my last year and also have the experience of working and others.

I get to choose an internship career to help me decide if I really want to study that particular career.

I love it.

So I can go to college and have a great life in the future.

Scholars who may attend

Because there were times I wasn't comfortable.

Japan.

The scholars said the best part of the PEOPLE Program was being on the college campus and in the dormitories, meeting people and making friends, and participating in programming in fine arts and ACT prep. Half of the scholars said the classes were the

most important part of the program; others said the freedom and getting the support they need to get into college were key.

The scholars offered suggestions for program changes, such as allowing for more free time, starting classes later and ending earlier, adding more international students, being more organized, and employing more responsible staff. One scholar suggested continuing the program services until after the participants graduate from college (Figures 49-51).

49. Open-ended question – PEOPLE Program Survey: What was your favorite part of the PEOPLE Program?

What was your favorite part of the PEOPLE Program?

Being able to be at the college (university) I want to attend.

Dormitory, campus.

Friends.

Meeting new people that may be attending the U of W and walking to class alone.

Some of the classes and meeting new people.

The best part was ACT prep and fine arts.

The people there that I met. All of the people that I see and meet.

This year fine arts.

50. Open-ended question – PEOPLE Program Survey: In your opinion, what was the most important part of the PEOPLE Program?

In your opinion, what was the most important part of the PEOPLE Program?

Freedom, you are responsible for your own self, like getting to class, participating by your own decision.

The environment of Wisconsin and the campus.

Getting ready for the college life.

The advice we got on how to get admitted into the college and the support that we will get into the college.

The classes – even though it was long, early, and trying – was the most (important) part of it.

The classes I had to take to improve me for next year.

The classes.

The fine arts, going to classes, the experience.

51. Open-ended question – PEOPLE Program Survey: What could make the PEOPLE Program better?

What could make the PEOPLE Program better?

Classes not so early and more free time.

Coming back home for the 4th, maybe a little more organized. Others.

I think it's perfect the way it is but they could be more organized.

More college-based even though the program sort of based on high school classes to help better prepare for college.

More international students to make people more social.

More responsible and caring staff members. Understanding bigger situations instead of just quick punishments.

More time for our self. Shorter days.

The program helping us even after college, maybe helping us find jobs. But other than that the program is great.

Recommendations

The Cargill Scholars and staff remain optimistic that the majority of scholars will graduate from high school in 2010 and that they will continue their education beyond high school. However, many of the scholars may not yet have the skills and resources to apply for and attend post-secondary education. The following recommendations will help the Cargill Scholars staff prepare for the scholars' final high school years.

- Help scholars develop an accurate understanding of the skills and assets they need to succeed in high school and post-secondary education. Provide opportunities for them to develop these skills.
- Help scholars' increase the likelihood of achieving their graduation expectations by identifying resources they need to complete classes and credits and pass standardized tests. Continue to support and encourage scholars and provide access to resources, such as tutoring and academic advising as appropriate.
- Provide assistance for scholars to complete their "My Life Plan" or another comparable plan to map their high school and post-high school years. Use this to help students identify, enroll, and pass the classes they need to graduate on time.
- Assist scholars with the process of choosing and applying to appropriate schools or programs, including preparing and signing up for entrance exams (i.e., SAT, ACT), researching academic programs, and completing essays for applications.
- Provide scholars with information about the availability of financial aid. Help guide them through the application process as necessary.

Appendix

Data collection instruments

Coaches survey

Cargill Scholars Student Survey, Summer 2008

Data collection instruments

**2007-08 Cargill Scholars Evaluation
Coaches Survey**

Student Wilder ID #: _____

Date completed: _____

Student name: _____

Cargill Coach: _____

Please provide details of the Scholar's academic achievements

	Passed	Did not pass	To be completed in after school credit make-up	To be completed using on-line credit make-up	To be completed in summer school 08	Other (please explain in the space provided below)
1. English 9	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
2. English 10	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
3. Social Studies 9 (Please specify class: _____)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
4. Social Studies 10 (Please specify class: _____)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
5. Algebra	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
6. Geometry	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
7. Science 9	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶

	Passed	Did not pass	To be completed in after school credit make-up	To be completed using on-line credit make-up	To be completed in summer school 08	Other (please explain in the space provided below)
8. Biology	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
9. Health (1 semester)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
10. Fine arts (1 semester)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶
11. Half of the elective credits needed to meet their high school requirements	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁵	<input type="checkbox"/> ⁶

How did the student do on the . . .		Does not meet standards	Partially meets standards	Meets standards	Exceeds standards	Don't know	Not applicable
12.	Minnesota Comprehensive Assessment II in Reading?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁸	<input type="checkbox"/> ⁹
13.	Minnesota Comprehensive Assessment in Writing?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁸	<input type="checkbox"/> ⁹

14. Has the school determined that the student qualifies for special education services?

☐¹ Yes
↓

☐² No
↓

☐³ Unknown
↓

15a. Does the student receive special education services?

☐² No
↓

☐¹ Yes
(GO TO QUESTION 17a)

16a. Do you think the student needs special education services?

☐¹ Yes
↓

☐² No
(GO TO QUESTION 17a)

15b. Why not?

16b. Why?

17a. In your opinion (based on what you know about the student's abilities and situation), is this student:

☐¹ Likely to graduate in Spring 2010?

☐² Not likely to graduate on time, but will likely graduate before Spring 2012?

☐³ Not likely to graduate? → → → → → → →

17b. Do you think this student would pursue a GED?

☐¹ Yes

☐² No

17c. Why would you place the student in this category?

18a. If you currently do not think the student will graduate in Spring 2010, would it be possible for the student to graduate on time with additional resources or supports?

☐¹ Yes

☐² No (GO TO QUESTION 19a)

☐³ Maybe

18b. What additional supports?

19a. In your opinion (based on what you know about the student's abilities and situation), do you think this student will enroll in college or another school after high school?

☐¹ Yes (**GO TO QUESTION 20**)

☐² No

☐³ Maybe

19b. Why would you say this?

Please respond to the following comments.

In my opinion, this student...	Strongly agree	Agree	Disagree	Strongly disagree
20. Sets goals for his or her personal life.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
21. Tries to do well in his or her personal life.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
22. Makes good decisions.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
23. Eats healthy foods.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
24. Is active (either by exercising or being involved in sports).	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
25. Avoids risky behaviors.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
26. Is a leader among his or her peers.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
27. Manages his or her time well.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
28. Takes responsibility for his or her actions.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
29. Competes fairly.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
30. Is organized.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
31. Pays attention to details on projects.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
32. Can plan a project and finish it.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
33. Finishes his or her work on time.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
34. Earns good grades.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
35. Comes to class prepared.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
36. Uses good problem solving skills.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
37. Uses good communication skills.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
38. Knows when he or she needs to ask for help.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
39. Asks for help when he or she needs it.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
40. Knows how to take notes in class.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
41. Studies every school night.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

In my opinion, this student...	Strongly agree	Agree	Disagree	Strongly disagree
42. Knows how to find a good place to study.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
43. Is interested in his or her education.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
44. Tries to do well in school.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
45. Has goals for his or her education.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
46. Has a family that expects him or her to be successful in school.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
47. Wants to go to college or another school after high school.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

48. Is this student:
☐¹ Male ☐² Female

49. How old is this student? _____

50. What race/ethnicity is this student? (check all that apply)

<input type="checkbox"/> ¹ African immigrant	<input type="checkbox"/> ⁵ Native American
<input type="checkbox"/> ² Black/African American	<input type="checkbox"/> ⁶ Somali
<input type="checkbox"/> ³ Caucasian	<input type="checkbox"/> ⁷ Other (Please specify: _____)
<input type="checkbox"/> ⁴ Hmong	

51. Is this student of Hispanic origin?
☐¹ Yes ☐² No

52. What language does this student and his or her family speak at home?

<input type="checkbox"/> ¹ English	<input type="checkbox"/> ⁴ Spanish
<input type="checkbox"/> ² Hmong	<input type="checkbox"/> ⁵ Other (Please specify: _____)
<input type="checkbox"/> ³ Somali	



Cargill Scholars Student Survey Summer 2008

Client ID#: _____

Thank you for completing this survey for the Cargill Scholars program. As you prepare for your last few years of high school, we want to learn about your interest in continuing your education after high school. Please remember that your answers are important. Your answers will help the Cargill Scholars staff provide helpful services for the next few years.

Your answers will be kept confidential. No one from Cargill Scholars or your school will see your responses. Complete the survey and seal it in the attached envelope. When you are finished, Kim or Patricia will give you a \$25 gift card for Target.

Please circle the most accurate response	Strongly agree	Agree	Disagree	Strongly disagree
1. I set goals for my personal life.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
2. I try to do well in my personal life.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
3. I make good decisions.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
4. I eat healthy foods.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. I am active (either by exercising or being involved in sports).	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
6. I avoid risky behaviors.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
7. I am a leader among my peers.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
8. I manage my time well.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. I take responsibility for my actions.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
10. I compete fairly.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
11. I am organized.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
12. I pay attention to details on projects.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
13. I can plan a project and finish it.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
14. I finish my work on time.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
15. I earn good grades.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
16. I come to class prepared.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
17. I use good problem solving skills.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
18. I use good communication skills.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
19. I know when I need to ask for help.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
20. I ask for help when I need it.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
21. I take notes in class.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
22. I study every school night.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
23. I know how to find a good place to study.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
24. I am interested in my education.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

35. Do the following people encourage you to go to college or another school after you finish high school?

	Yes	Sometimes	No
a. Friends	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b. Parents	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
c. Other family members	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
d. Teachers	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
e. Other school staff	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
f. Staff from programs you participate in	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
g. Other adults from your community (i.e., neighbors, people from church)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
h. Cargill Scholars coaches	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

36a. Has anyone in your immediate family gone to college or another school after high school?

☐¹ Yes →→ 36b. Who? _____

☐² No

The next questions are about preparing for college or another school after high school.

How much do you know about...	A lot	A little	Not much	Nothing
37. College preparation programs such as Admission Possible, Educational Talent Search, Upward Bound, or YCAP?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
38. Tests required for college admission?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
39. Preparing for college entrance exams such as the ACT or the SAT?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
40. Classes or activities required for college admission?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
41. How to choose the right school?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

42a. Are you involved in any college preparation programs such as Admission Possible, Educational Talent Search, Upward Bound, or YCAP?

☐¹ Yes →→ 42b. Which programs? _____

☐² No



The next questions are about financial assistance for college or another school after high school.

How much do you know about...	A lot	A little	Not much	Nothing
43. Scholarships from individual schools?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
44. Scholarships from private sources?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
45. Public and private loans?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
46. Government grants?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
47. Applying for financial aid (i.e., completing the Free Application for Federal Student Aid)?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
48. College savings accounts, also known as 529 accounts?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
49. The scholarship offered by Destination 2010?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

50. Will you need financial aid to attend college or other school after high school?

☐¹ Yes ☐² No ☐³ I have not thought about it

51. As you complete your last years of high school, what types of support would you like from the Cargill Coaches?

52. What has been the most helpful part of the Cargill Scholars program?

The last questions are about you.

53. Are you:

☐¹ Male ☐² Female

54. How old are you? _____

55. What race/ethnicity do you consider yourself? (check all that apply)

☐¹ African immigrant ☐⁵ Native American
☐² Black/African American ☐⁶ Somali
☐³ Caucasian ☐⁷ Other (Please specify: _____)
☐⁴ Hmong

56. Are you of Hispanic origin?

☐¹ Yes ☐² No

57. What language do you and your family speak at home?

☐¹ English ☐⁴ Spanish
☐² Hmong ☐⁵ Other (Please specify: _____)
☐³ Somali

58. What school do you attend? _____