

Cargill Scholars

Annual results summary

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Summary

Cargill Scholars is a comprehensive, five-year program that aims to improve students' scholastic performance by raising academic expectations, preventing high-risk behavior, and improving life skills. The program serves 50 socio-economically-disadvantaged children who attend school in Minneapolis or its northern and western suburbs. The program provides the following services: (1) facilitation of services; (2) academic tutoring; (3) off-site opportunities; (4) participation in organized group and individual out-of-school activities and musical instruction; (5) parental exposure to ways of being involved with education; and (6) participation in positive relationships with mentors and program coaches. This report summarizes the evaluation results collected during the program's fifth year (2005-06).

Overview of evaluation design

The evaluation of Cargill Scholars includes an examination of three issues: outcomes for scholars and their families; program implementation; and stakeholder satisfaction. This document summarizes results obtained over the course of the fifth year of the program through the following strategies:

- Telephone interviews with 45 scholars (90%) between August and October, 2006.
- Telephone interviews with 43 parents (86%) between August and October, 2006.
- Information provided by program staff.
- Standardized test results provided by Change of Mind, the company providing tutoring services.
- Scholars' report cards.
- Academic data provided by the Minneapolis Public Schools.

Description of clients served

Cargill Scholars served a diverse group of 50 students. Just under half of the scholars (48%) were male. Forty-four percent of the participants were African American. Other ethnic groups represented included Asian Pacific Islander (16%), Latino (12%), American Indian/Alaskan Native (8%), Caucasian (8%), African Immigrant (8%), and Multiracial (4%).

Scholars were also described using the Wilder Client Characteristics Checklist, which is a 60-item instrument developed by Wilder Research. This checklist contains a list of child and family characteristics, each of which is rated by the program coaches as being either “observed” or “not observed.” Eighty-seven percent of the scholars were described as exhibiting four or fewer characteristics, suggesting that they are generally at low risk for a variety of problem behaviors. Half of the scholars (51%) lived in families headed by a single parent. Just over one-third of the scholars (35%) exhibited chronic economic distress, while approximately one in five exhibited a history of low academic performance and parental divorce or separation.

Description of services received

Scholars were selected for the program when they were in third grade, and received services between fourth grade and eighth grade. The Cargill Scholars program facilitates service delivery of a wide array of services, including tutoring, music lessons, individual and group activities, program activities, family activities, mentoring, and meetings with coaches. The services provided to the scholars in 2005-06 can be summarized as follows:

- The amount of tutoring provided to scholars increased over the first four years of the initiative, peaking at an average of 83 hours per scholar in 2004-05. Tutoring was reduced in 2005-06, with scholars receiving an average of 40 hours of service.
- Scholars were offered the opportunity to receive music lessons. Participation increased over the first several years, with four in five scholars receiving lessons in 2003-04. Participation levels declined in the last two years of the initiative.
- A variety of individual and group activities were provided by, or coordinated through, the Cargill Scholars program. Academic activities were most common, with scholars participating in an average of 50 to 60 hours of activities during each of the last three years. Many scholars also participated in sports. Fewer received music or arts programming.

- Each year, Cargill Scholars sponsored a number of activities, such as the end-of-year trips, theater productions, and academic field trips. Scholars attended an average of three or four activities each year.
- The Cargill Scholars program also provided family activities, such as educational sessions for parents, family gatherings, and end of year celebration events. Parents attended an average of one or two activities each year.
- The two program coaches had frequent progress meetings with each scholar. On average, coaches had at least 20 meetings per scholar in each of the last three years.
- Over the course of the fifth program year, the number of scholars with active Big Brothers/Big Sisters decreased from 49 to 32.

Outcome evaluation results

Social competency

While social skills were generally high when scholars entered the program, skills still improved significantly over time. According to the Social Skills Rating Scale (SSRS), most scholars entered the program with social skills that were average or better than others their age. Over the course of their five years in Cargill Scholars, scholars' social skills remained high. In summer/fall 2006, parents rated most of the scholars (75% to 90%) as having average or better skills in the areas of responsibility, cooperation, self-control, and assertion. Over time, scores on the cooperation and responsibility scales, as well as the total problem score, improved significantly.

In addition to measuring social skills, the Social Skills Rating Scale also assesses behavior problems. Relatively few scholars were described as exhibiting significant behavior problems. In summer/fall 2006, 87 to 100 percent of the scholars were rated as having “average” or “fewer” internalizing problems and externalizing problems. Over the five years of the program, parents' ratings of scholars on the overall problem scale have declined (improved) significantly.

Most scholars have positive relationships with family and peers, with scholars and parents reporting improvements over time. In 2006, most parents (at least 75%) rated their scholars as “good” or better in each of the social areas assessed, especially getting along with peers at school and getting along with parents. The percentage of scholars rated by parents as “good” or better increased for all items between 2005 and 2006, with the largest increases reported for getting along with peers at school (from 82% to 98%), getting along with parents/caregivers (78% to 92%), and showing self-control when frustrated or angry (from 67% to 81%).

All scholars said that they get along with their parents, other family members, and kids at school at least “sometimes.” There have been significant increases in scholars’ ratings of the extent to which they get along with other kids at school and in the neighborhood.

Most parents know at least some of their child’s friends and felt comfortable talking to scholars about issues. In 2006, almost all parents (95%) said that they were “very comfortable” talking to students about issues such as friends, school, peer pressure, or risky behavior; the remaining few parents felt “somewhat comfortable.” While almost one-quarter of the parents (23%) said that they know all of their child’s friends; most (67%) knew some of their friends. The percentage of parents who felt that Cargill Scholars helped students learn to make good decisions about friends increased from 88 percent in 2005 to 98 percent in 2006.

Most parents and scholars felt that the program helped youth develop positive social relationships and behaviors. Almost all parents (at least 95%) said Cargill Scholars had helped scholars improve relationships with peers, be more responsible, increase self-confidence, learn to compete fairly, and work as part of a team at least “a little.” Slightly fewer parents (86%) said that the program helped scholars improve relationships at home. Similarly, most scholars (91% to 98%) said that the program helped them with friendships, working as part of a team, responsibility, and fair play at least “sometimes.”

While the percentage of scholars who feel safe at school has increased, some experience bullying. Ninety-one percent of the scholars said that they did not bully or pick on other kids at school or in the neighborhood; the remaining 9 percent said that they bully other kids sometimes. Similarly, 9 percent of the scholars said that they are sometimes bullied or picked on by other kids. All scholars (100%) feel safe at school at least sometimes, with most (82%) saying that they feel safe “all or most of the time.” The percentage of scholars who feel safe at school increased significantly in 2006.

Parental involvement in academics

Many parents help scholars with schoolwork, though they have become less likely over time to help with homework. In 2006, 90 percent of the parents said that it was “not too difficult” or “not difficult at all” to help the scholar with schoolwork or talking about school-related matters (compared to 69% the previous year). Ninety-five percent of the parents found it “not too difficult” or “not difficult at all” to attend activities at school, such as meetings with teachers or attending a school play (compared to 76% the previous year). Two-thirds of the parents (67%) reported spending between one and six hours a week directly involved in their child’s education, doing things like discussing school activities or helping with homework. The frequency with which parents checked

the scholars' homework increased significantly in the first few years of the initiative, but declined between 2004 and 2006.

Two-thirds of the parents felt as though their level of school involvement has increased since their child began participating in Cargill Scholars. In 2006, 67 percent of parents felt that their level of involvement had increased either slightly or significantly since beginning the program, an increase from 58 percent the previous year. Thirty percent said that there was no change in their level of involvement.

Most parents attended some school events, with increased attendance over time. In summer 2006, parents were most likely to report that they have attended parent-teacher conferences, with almost all parents (98%) attending at least once in the previous three months of school. Most parents (72% to 88%) also attended meetings with the child's teacher or principal, an open house at school, and their child's extracurricular event at school. For four items (attending an open house at school, attending a parent-teacher conference, attending a meeting with the child's teacher or principal, and volunteering time at a school event), there was an overall trend towards increased involvement. Involvement varied, however, with declines seen in the first several years of the initiative.

Most parents learned about resources to help scholars with school; fewer learned about parenting resources. In 2006, two-thirds of the parents (66%) said that they had learned about school- or community-based resources to help their children with school, such as tutoring, after-school programs, and libraries. This percentage has increased steadily since 2002, when 31 percent of the parents said that they learned about resources. The percentage of parents who said that they used these resources has increased steadily from 48 percent in 2003 to 89 percent in 2006. Fewer parents (26%) said that they had learned about services to help them with parenting issues.

Positive relationships with unrelated adults

Almost of the scholars were matched with a mentor through Big Brothers/Big Sisters while they were involved in Cargill Scholars. One goal of the Cargill Scholars program is to provide scholars with Big Brother/Big Sister mentors. Almost all scholars (96%) had been matched with a mentor by the summer of 2005. In 2006, the percentage of scholars with a mentor decreased significantly.

Scholars had positive relationships with their mentors. At the conclusion of the fifth program year, most parents (90%) said that scholars had a "very positive" relationship with their mentors; another 7 percent described the relationship as "somewhat positive." Most scholars enjoyed the time spent with their mentor (97%) and felt as though their mentor listened to them (91%). Most parents (89%) and scholars (74%) felt that the mentor had made a difference in the scholar's life, such as exposing them to new

activities or experiences or being a positive role model. Some scholars wished that they could spend more time with their mentors.

Almost all scholars had positive relationships with adults and felt that the program had helped them improve these relationships. In 2006, almost all scholars (98%) said they had adults, other than their parents, that they can depend on (an increase from 82% at the beginning of the program). These adults included other relatives (such as aunts, uncles, cousins, grandparents, and siblings) and unrelated adults (such as parents of friends, mentors, and Cargill Scholars staff). Almost all parents (98%) and scholars (97%) felt that Cargill Scholars helped scholars improve their relationships with unrelated adults at least “somewhat.”

Scholars enjoyed the time spent with the program coaches and felt that the coaches listened to them. At the conclusion of the program, almost all scholars said that they enjoyed the time spent with the coach (98%) and felt that the coach listened to them (96%). Over time, scholars became more comfortable talking to coaches, with the percentage who said that they talk about their feelings at least “sometimes” increasing from 52 percent in 2003 to 84 percent in 2006. Many scholars said that coaches helped them increase their academic skills or performance, while others said that they listened to their issues and provided support.

School involvement and success

Approximately three-quarters of the parents said that the program helped scholars improve school attendance. Seventy-nine percent of the parents in 2006 felt that the program had helped the scholars improve their school attendance at least a little. Almost all scholars (98%) were rated by parents as having “good” or better school attendance.

Scholars tended to rate themselves positively in terms of their school behavior, especially trying their best in school, following school rules, and following directions in class. For all items, at least 93 percent of scholars said either “sometimes” or “yes.” There have been significant increases in scholars’ ratings of themselves as handing in homework on time and completing schoolwork without mistakes. Average ratings for participating in the classroom, liking school, liking to learn new things, and asking for help when they do not understand something have decreased over time.

Over time, scholars have needed to use resources other than their parents for homework help. The percentage of scholars who ask their parents for help with schoolwork decreased significantly from 76 percent in winter 2002 to 29 percent in 2005, before increasing slightly to 36 percent in 2006. When asked to identify resources that they use for help with homework, many scholars still said that they turned to their family for support. Other scholars identified school staff, tutors, and after-school programs.

Increases were seen in scholars' expressive and receptive language, though many scholars remained below average for their age. The Peabody Picture Vocabulary Test (PPVT) was administered each fall since 2001. At the beginning of their involvement with the Cargill Scholars program, most scholars demonstrated fairly low language skills. Steady improvements have been seen in scholars' percentile rank for both expressive language (from 20 in 2001 to 35 in 2005) and receptive language (from 20 in 2001 to 42 in 2005). The percentage scoring at or above chronological range increased from 6 percent in 2003 to 29 percent in 2005 for expressive language and from 21 percent in 2002 to 46 percent in 2005 for receptive language.

WRAT test results typically showed improvement over the course of each school year. A relatively consistent pattern has emerged in the Wide Range Achievement Test, Revision 3 (WRAT III) administered in the fall and spring each year. With the exception of math in the 2004-05 academic year, the percentage of scholars with scores meeting or exceeding their academic grade level increased between fall and spring. Declines were seen between the spring of each academic year and the fall of the following year, due to the increased grade level expectation. Improvement across the 2005-06 academic year cannot be examined, since only spring scores were available. In spring 2006, 79 percent of the scholars performed at or above their grade level in reading. Fewer (59%) performed at or above their grade level in arithmetic.

There were no statistically significant differences between the Cargill Scholars and a matched comparison group on standardized academic tests. Data from the Minneapolis Public Schools were collected annually to compare the academic status of Cargill Scholars to a matched comparison group. For the first few years of the initiative, Northwest Achievement Levels Test (NALT) reading and math scores were available. In eighth grade, students completed the EXPLORE test of English, mathematics, reading, and science. There were no statistically significant differences between the results for the scholars and those for the comparison group on either test.

Parents and scholars felt that the program helped students make academic improvements. Almost all parents (95% to 98%) felt that Cargill Scholars had helped youth improve academically at least "a little" including school grades, school attendance, class involvement, understanding directions, math skills, reading skills, writing skills, study skills, completion of assignments on time, and enjoyment of learning. Over time, parents became increasingly likely to say that the program helped scholars improve their skills in math, reading, and writing. Scholars were also asked to rate the perceived impact of the Cargill Scholars program on a variety of academic outcomes. Scholars were most likely to say that the program helped them enjoy learning new things (87% saying "yes") and improve their study skills (80% saying "yes").

Parents and scholars are optimistic that scholars will attend college, though they will require financial support. Throughout the five years of the Cargill Scholars program, parents and scholars felt that it was at least “somewhat likely” that scholars would attend some form of postsecondary education. Seventy-eight percent of the parents, and 96 percent of the scholars, said that they would definitely attend. Many parents felt that scholars would need financial assistance or support in order to attend, though most (85%) said that the program helped them learn about ways to pay for college. Other parents said that scholars needed academic assistance and encouragement of support from family and others in order to attend.

The Cargill Scholars program helped youth develop new ideas about their future careers. Most scholars can identify a specific career goal, such as medical professionals, professional athletes, and cosmetologists. The percentage of parents who said that scholars had talked about new ideas regarding possible careers increased steadily and significantly from 50 percent in winter 2003 to 93 percent in summer 2005, before declining to 81 percent in 2006. All of the parents (100%) said that the Cargill Scholars program had helped their child learn about possible career interests at least “a little.” Scholars had less positive ratings. In 2006, just over one-third of the scholars (38%) said that they learned about new careers because of Cargill Scholars, a significant decline from 63 percent the previous year.

Scholar pursuit of individual and group interests

Scholars were involved with a wide range of recreational programs. In summer 2006, two-thirds of the scholars (64%) were involved in activities outside of school, especially sports, religious activities, and arts/music programs. According to parents, most scholars (79%) have developed new skills, interests, or hobbies since becoming involved with Cargill Scholars.

Most scholars developed musical skills as a result of their involvement in the initiative. Most parents (93%) and scholars (91%) felt that Cargill Scholars helped scholars develop musical skills at least “a little.”

Other measures

About one-third of the parents have seen changes in their parenting behavior with the scholar. One-third of the parents (36%) said that they had seen changes in their parenting behaviors with the scholars, such as being more strict and giving them increased responsibility. About one in three parents also reported similar changes in their behavior with other children in the family.

Scholars reported more positive emotional well-being than other students their age.

Scholars were asked several questions from the Minnesota Student Survey about their mood and emotional well-being. Three-quarters of the scholars (73%) described their mood in the past 30 days as “very good” or “excellent.” Forty percent of the scholars said that they felt sad at least “a little of the time” in the past 30 days, while 47 percent felt nervous, worried, or upset. More than half of the scholars experienced at least “a little” stress. Compared to students completing the Minnesota Student Survey, students involved in Cargill Scholars reported more positive emotional well-being on all items.

One in five parents said that they had concerns about scholars’ behavior or emotional well-being.

In 2006, 21 percent of the parents said that they had concerns about scholars’ behavior or emotional well-being. When asked to describe these concerns, parents provided a range of comments such as relationships with family, emotional well-being, and low self-esteem.

Most scholars avoid risk behaviors and most parents felt that the program helped scholars make healthy lifestyle decisions.

Almost all scholars felt that they live a healthy lifestyle (96%) and know how to avoid risky behaviors (98%). Almost all parents (95%) felt that Cargill Scholars helped their child make healthy lifestyle decisions and avoid risk behaviors, such as drugs or alcohol, criminal behavior, or sexual activity. Scholars reported low levels of involvement in these activities. None of the scholars reported using alcohol or other drugs and almost all (93%) were not sexually active.

Most scholars and parents were not worried about scholars’ transition to high school, though some worried about peer relationships and academics.

One-third of the parents had concerns about their child entering ninth grade, including peer pressure and a lack of academic preparation. Many scholars said that they looked forward to meeting new friends and having different teachers. Some scholars expressed concerns about school work and grades. When asked what skills they need to develop as they move towards high school, most scholars said that they need to work on their academic skills, including developing study skills and organizational skills.

Most parents were not concerned about scholars’ transition into Destination 2010.

At the conclusion of the 2005-06 academic year, the Cargill Scholars transitioned into the Destination 2010 initiative administered by The Minneapolis Foundation. In anticipation of this transition, parents were asked if they had any concerns about their child moving into the Destination 2010 initiative. Twelve percent of the parents said that they had concerns, saying that they did not know much about the program or were concerned about decreases in services.

Parents and scholars hope to receive a range of academic supports from the guidance counselors. Many scholars (62%) and parents (71%) were aware of the guidance counselor services that would be available following the transition to Destination 2010. Almost all of these parents (95%) and most of the scholars (79%) said that they would use these services; most of the remaining parents and scholars said that they would “maybe” use the services. Parents and scholars each identified services and supports that they would like the guidance counselor to provide, especially academic assistance, help with college planning,

Process evaluation

Scholar removal from program

The first process issue was to explore and document the reasons why scholars were removed from the program. The program began in 2001-02 with 50 scholars. During the first two years of the initiative, four scholars left the program due to behavioral issues or moving out of the area. No scholars were removed from the program over the past three years, though the program did lose contact with two students in the final year.

Program accessibility

Parents were very satisfied with the accessibility of program services. At least 87 percent of the parents gave ratings of at least “good” to each element of program accessibility included in the survey, including ease of arranging meetings with coaches, their level of input in selecting activities for scholars, responsiveness of staff to phone calls, amount of information received from staff, and the convenience of activity times and locations.

Most parents felt that scholars received the right amount and the right kind of services. When asked to rate the overall amount of service received from the Cargill Scholars program, most parents (93%) said that it was at least “good.” Seventy percent rated the level of service received as either “very good” or “outstanding.” Most parents also said that scholars received the right amount (95%) and the right kinds (98%) of services to meet their needs and interests.

Cultural competence

Parents provided high ratings of the cultural competence of services. Four items related to the cultural competence of the program were included in the parent survey. For each item, 87 to 91 percent of the parents gave ratings of at least “good.”

Stakeholder satisfaction

Parent satisfaction

Parents were generally very satisfied with program activities. In 2006, all parents rated the following activities as “good” or better: end-of-year trip, music lessons, group activities, and time spent with Big Brothers/Big Sisters. For all other activities, more than 88 percent of the parents provided ratings of “good” or better.

Most parents found information presented at parent meetings useful. Almost all parents (95%) attended at least one parent meeting. The percentage of parents attending meetings increased significantly over time. Of those who attended, 78 percent said that they found the information “very useful,” while 15 percent found it “a little bit useful.” Many parents said that they learned about behavioral issues facing teenagers, such as alcohol, drugs, and sexual activity. Others said that they learned about strategies for communicating with their child. Many parents did not have any suggestions for future parent meetings, while others requested additional information about college and career planning, adolescent behavior, and schools, such as curricula and safety.

Parents provided positive feedback about program staff. For each survey item about program staff, at least 88 percent of parents gave ratings of “good” or better. Ninety-five percent of the parents gave ratings of at least “good” to the way that Renee responded to questions, the friendliness and hospitality of the Cargill Scholars staff, the knowledge and skills of the Cargill staff, and the coaches’ ability to listen to the child’s problems.

Almost all parents (98%) rated their overall satisfaction with the program as at least “good.” More than half (56%) rated their overall satisfaction with the program as “outstanding.” Sixty-three percent of the parents said their child has a very favorable response to the program; another 33 percent described their child’s response as favorable

Most parents identified the program activities, especially tutoring, as the most positive feature of the program. Many parents identified specific activities that the program had provided as the most positive feature of the program. More than half of the parents mentioned tutoring, while others mentioned the opportunities to travel, educational assistance, and writing and music classes. Other parents mentioned behavioral changes in the scholars and opportunities for family involvement as the positive features of the program. When asked to identify additional services that their child needed before transferring to high school, most parents requested continued tutoring support or additional emotional support, such as mentoring or counseling.

Most parents did not suggest program improvements, while others requested additional or longer-lasting services. Many parents said that they would not change anything or that the program is good the way it is. Others requested additional services or an expanded length of the program.

Scholar satisfaction

Almost all scholars enjoyed the program, especially the end-of-year trip. Almost all scholars (98%) said that they enjoy being in the program. When asked to rate each activity, the item with the highest satisfaction ratings was the end-of-year trip, with 94 percent of the scholars “agreeing” or “strongly agreeing” that they enjoyed it. Scholars were least likely to say that they enjoyed the tutoring sessions and the music lessons.

Scholars found the academic services, including tutoring and classes, to be the most important features of the program. When asked to identify the most important aspect of the program, most scholars mentioned the academic services (including tutoring and classes). Others mentioned the opportunities to learn new things and meet new people. Scholars were also asked how the program has helped them. Scholars most often mentioned the impact of the program on their academic skills, such as improved grades, the benefits of the tutoring, and the extra classes that they were offered. Other scholars mentioned changes in their behavior, such as being more responsible.

While some scholars had difficulty meeting the requirements of the Cargill Scholars initiative, many wished that they could remain in the program longer. Some scholars said that they had difficulty following the program requirements, scheduling and participating in so many activities, and getting along with other participants. Others felt pressure from the program to maintain positive grades and behavior. Despite these difficulties, most scholars said that they would not change anything about the program or that they did not know what they would change. Some scholars suggested extending the program through high school or increasing the trips.

Conclusions and recommendations

Cargill Scholars is a five-year initiative that ended at the conclusion of the 2005-06 academic year. The results collected to date suggest that Cargill Scholars has had a positive impact on scholars in each of the program's goal areas, including academic skills, social skills, parent involvement in education, relationships with unrelated adults, and involvement in community activities. Despite these improvements, it is difficult to predict whether the scholars will meet their eventual goals of successfully completing high school and enrolling in post-secondary education. Scholars remain similar to a matched comparison group, and some scholars and parents remain concerned about scholar's abilities to succeed academically.

The transition of the Cargill Scholars into the Destination 2010 initiative administered by The Minneapolis Foundation provides a unique opportunity to support the scholars as they move through high school. The Cargill Foundation will also continue to serve the scholars, by providing the services of guidance counselors to the students. Additional academic, emotional/behavioral, and recreational support will help to ensure the long-term success of the students.

Introduction

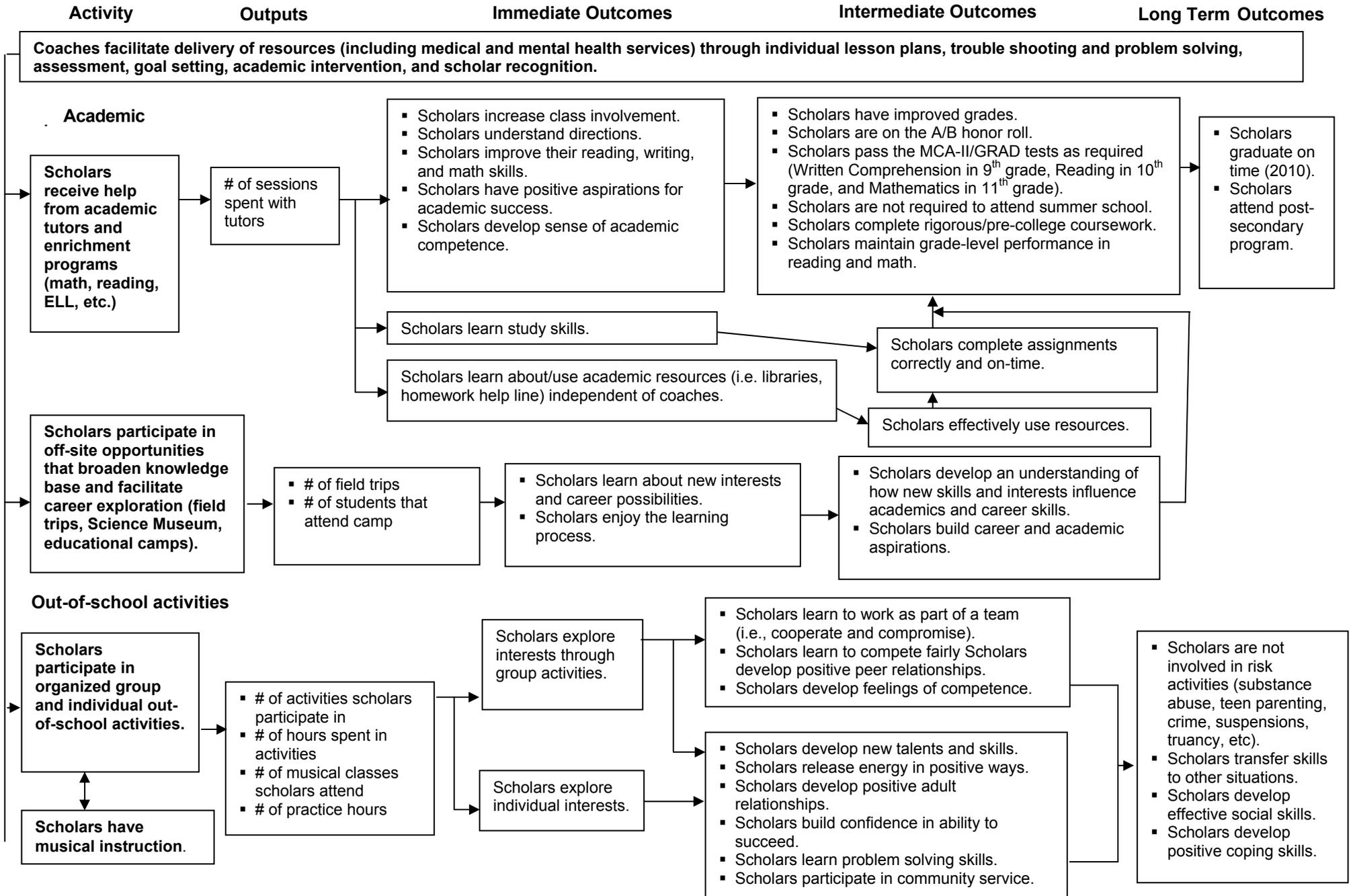
Description of the Cargill Scholars program

Cargill Scholars is a comprehensive, five-year program that aims to improve students' scholastic performance by raising academic expectations, preventing high-risk behavior, and improving life skills. The program serves 50 socio-economically-disadvantaged children who attend school in Minneapolis or its northern and western suburbs. It requires 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. This report summarizes the evaluation results at the end of the program's fifth year, the 2005-06 school year. At the conclusion of this school year, scholars transitioned into Destination 2010, a college incentive program sponsored by the Minneapolis Foundation.

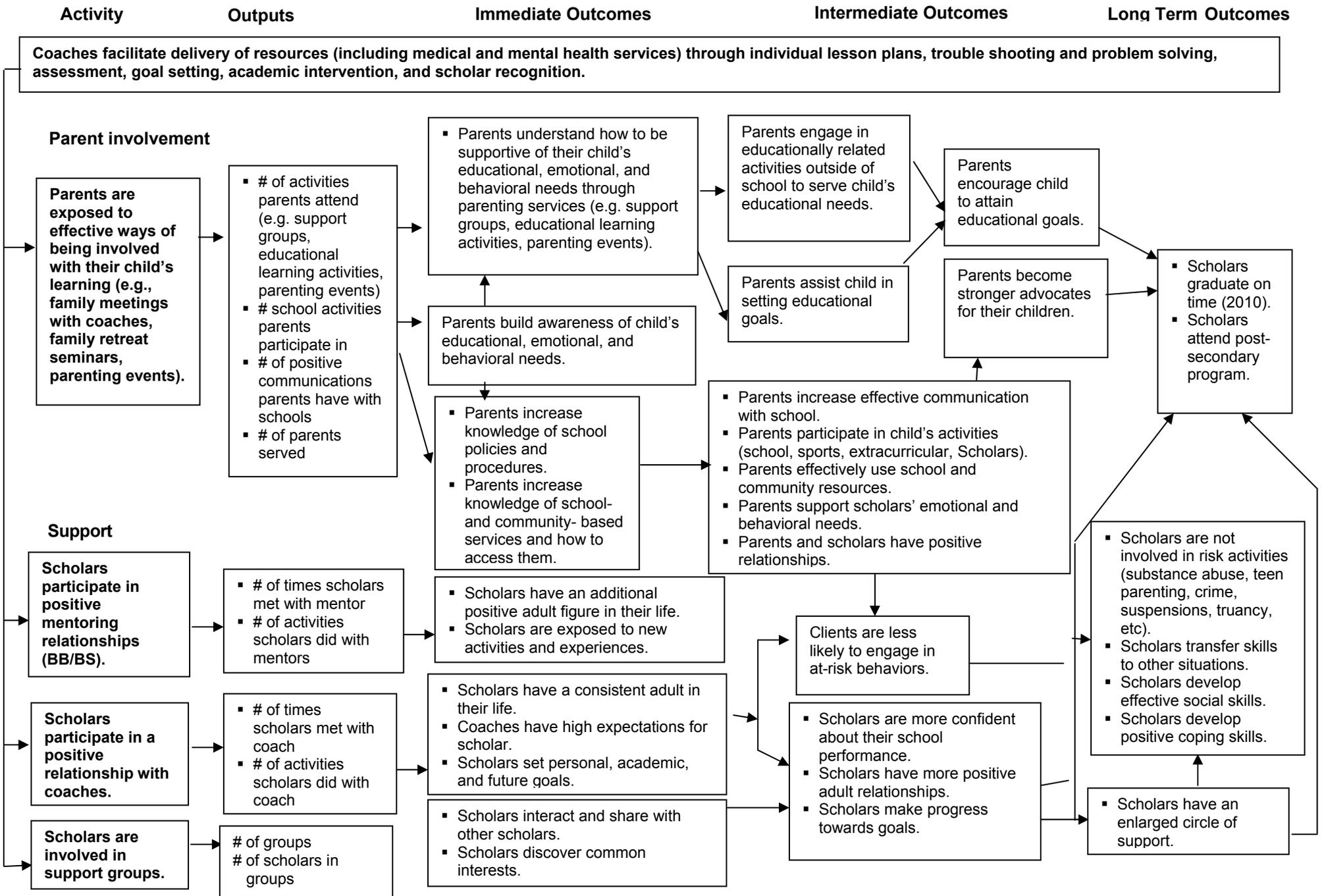
The alignment between program activities and outcomes for scholars was established through the creation of a logic model (Figure 1). This logic model was developed in 2001 and revised annually between 2004 and 2006. As seen in this model, Cargill Scholars provides the following categories of services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



Research methods

The evaluation of the Cargill Scholars program is designed to explore three general issues. These issues include: (1) the outcomes of the program for the scholars and their families; (2) the processes of program implementation; and (3) satisfaction of key stakeholders.

Outcome evaluation. The outcome evaluation is designed to explore the impact of the Cargill Scholars program on the scholars and their families. Five outcome goals are assessed: (1) scholars increase their social competency; (2) parents increase involvement in their child's academic development; (3) scholars develop positive relationships with unrelated adults; (4) scholars increase their school involvement and success; and (5) scholars pursue individual and group interests. There are specific indicators and measures that are assessed within each of these five areas. These indicators and measures are reviewed annually and modified as needed to ensure developmental appropriateness and to adapt to changes in the program. In addition to these primary outcomes, several other areas were assessed for descriptive purposes during the 2005-06 academic year, including scholars' level of involvement in problem behaviors and changes in parents' behaviors and relationships with family members.

Process evaluation. A process evaluation is being used to examine implementation of the Cargill Scholar program. This report addresses three process evaluation issues: (1) factors that contributed to scholars' removal from the program; (2) parents' perceptions of the program's accessibility; and (3) parents' perceptions of the program's cultural competence.

Satisfaction evaluation. The final component of the evaluation is an examination of stakeholder satisfaction with the program. Two satisfaction goals are assessed: (1) scholars will be satisfied with program services; and (2) parents will be satisfied with program services.

Data collection procedures

This report summarizes outcome evaluation results obtained through six strategies: telephone interviews with scholars, telephone interviews with parents, information provided by program staff, standardized test scores provided by Change of Mind, academic data provided by the Minneapolis Public Schools, and report cards. Copies of the evaluation materials are found in the appendix.

Scholar interviews. Telephone interviews were conducted with 45 of the scholars (90%) between August and October, 2006. The interview had two components. First, scholars completed the Cargill Scholars Scholar Survey, which was developed for the purposes of this evaluation, and includes items related to the outcomes, process, and satisfaction evaluation. Second, scholars completed the Self-Perception Profile for Adolescents (SPPA: Harter, 1989). The Self-Perception Profile for Adolescents is designed to assess individuals' perceptions of their adequacy or competence in a variety of domain areas. For this project, the following domain areas were included: scholastic competence, athletic competence, physical appearance, social acceptance, behavioral conduct, close friendship, and global self-worth. The full version also includes questions related to romantic appeal and job competence. These domains were eliminated due to the relatively young age of the scholars.

Parent interviews. Second, telephone interviews were conducted with parents or other relatives of Cargill Scholars. Between August and October, 2006, 43 parents (86%) were interviewed. Program staff selected one parent to be interviewed for each scholar. Interviews were most often conducted with mothers. The remaining interviews were conducted with fathers, grandmothers, or other relatives. Interviews were conducted in English, Hmong, or Spanish.

The parent interviews also consisted of two sections. First, parents completed the Social Skills Rating System (SSRS): Elementary Level Parent Form for Grades K-6 (Gresham & Elliott, 1990). The form is divided into two sections. The first section includes 38 questions related to children's social skills. For each item, parents rate how often the behavior is exhibited by their child and how important the behavior is for their child's development. The social behavior items are divided into four scales: cooperation, assertion, responsibility, and self-control. The second section includes 17 questions related to children's problem behaviors. For each, parents rate how often it occurs. Parents also completed the Cargill Scholars Parent Survey, which was developed for the purpose of this evaluation.

Information provided by program staff. Third, program staff provided several kinds of data. First, staff maintained program records on an ongoing basis using a computerized data system developed by Community TechKnowledge. These records included intake information related to the scholar and his/her family and service records.

In addition, staff completed the Wilder Client Characteristics Checklist. This instrument contains a list of 60 child and family characteristics, each of which is rated as “observed” or “not observed” by staff. The Checklist is designed to assess a variety of characteristics that have been found to predict problem behavior in children, adolescents, and adults.

Standardized test results. Fourth, standardized test results were provided by Change of Mind, the company providing tutoring services to the scholars. Tests were completed either one or two times during each year. Two tests were included: (1) the Peabody Picture Vocabulary Test, a norm-referenced achievement test of receptive vocabulary for standard English and screening test of verbal ability; and (2) the Wide Range Achievement Test, which provides tests of reading, spelling, and arithmetic. Test scores were provided to program staff, who entered them into the Cargill Scholars database.

Academic data provided by the Minneapolis Public Schools. Fifth, 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.

Report cards. Sixth, report cards were collected by the coaches from schools or parents. Coaches collected 20 report cards for 2005-06. About half of the report cards were for students enrolled in Minneapolis Public Schools. The other half of the report cards were from private, parochial, or suburban public schools.

Description of clients served

Demographic background

The Cargill Scholars program served a demographically diverse group of 50 students in the 2004-05 school year

Fifty clients were active in the Cargill Scholars program during its fifth year (2005-06). Twenty-four clients (48%) were male (Figure 2). Almost half of the participants were African American (44%). Other ethnic groups represented included Asian Pacific Islander (16%), Latino (12%), American Indian/Alaskan Native (8%), Caucasian (8%), African Immigrant (8%), and Multiracial (4%).

2. Demographic background of clients served

| Demographic characteristic | 2001-02 (N=50) | | 2002-03 (N=50) | | 2003-04 (N=50) | | 2004-05 (N=50) | | 2005-06 (N=50) | |
|--------------------------------|-------------------|-----|-------------------|-----|-------------------|-----|-------------------|-----|-------------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Gender | | | | | | | | | | |
| Male | 24 | 48% | 24 | 48% | 24 | 48% | 24 | 48% | 24 | 48% |
| Female | 26 | 52% | 26 | 52% | 26 | 52% | 26 | 52% | 26 | 52% |
| Ethnicity | | | | | | | | | | |
| African American | 24 | 48% | 23 | 46% | 22 | 44% | 22 | 44% | 22 | 44% |
| Asian/Pacific Islander | 8 | 16% | 8 | 16% | 8 | 16% | 8 | 16% | 8 | 16% |
| Latino | 6 | 12% | 6 | 12% | 6 | 12% | 6 | 12% | 6 | 12% |
| American Indian/Alaskan Native | 4 | 8% | 4 | 8% | 4 | 8% | 4 | 8% | 4 | 8% |
| Caucasian | 4 | 8% | 4 | 8% | 4 | 8% | 4 | 8% | 4 | 8% |
| African Immigrant | 3 | 6% | 3 | 6% | 4 | 8% | 4 | 8% | 4 | 8% |
| Multiracial | 1 | 2% | 2 | 4% | 2 | 4% | 2 | 4% | 2 | 4% |

Note: *Cargill Scholars is a long-term program for participants. However, several scholars left the program in the first few years, resulting in small shifts in gender and ethnicity across years.*

Wilder Client Characteristics Checklist

The Wilder Client Characteristics Checklist is a 60-item instrument developed by Wilder Research. This instrument contains a list of child and family characteristics, each of which is rated by staff as being either “observed” or “not observed.” The items were selected based on Jessor’s problem behavior theory and other empirical literature related to risk and resilience factors. The Checklist is designed to assess characteristics that have been found to predict problem behavior in children, adolescents, and adults. Each spring, the two Cargill Scholars program coaches completed a checklist for each of the scholars.

While single parent families, chronic economic distress, and low academic performance were relatively prevalent, few risk characteristics were reported for most scholars

Figure 3 summarizes the total number of characteristics exhibited by scholars (out of the total of 60 possible characteristics). Twenty-seven percent of the scholars were described as exhibiting no risk characteristics. Sixty percent of the scholars exhibited between one and four characteristics. The average number of characteristics exhibited by scholars was 2.2. These results suggest that the Cargill Scholars coaches perceive them as being at extremely low risk for a variety of problem behaviors.

3. Wilder Client Characteristics Checklist: Total number of characteristics exhibited

| Total number of observed characteristics | 2001-02 (N=50) | 2002-03 (N=50) | 2003-04 (N=47) | 2004-05 (N=48) | 2005-06 (N=49) |
|--|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 0 | 20% | 16% | 9% | 25% | 27% |
| 1-2 | 32% | 22% | 46% | 38% | 35% |
| 3-4 | 34% | 32% | 12% | 17% | 25% |
| 5-6 | 2% | 12% | 15% | 8% | 8% |
| 7-10 | 8% | 10% | 6% | 13% | 4% |
| More than 10 | 6% | 8% | 12% | 0% | 2% |
| Average total number of observed characteristics | 3.0 | 4.3 | 4.0 | 2.7 | 2.2 |

Figure 4 summarizes the percentage of scholars described as exhibiting each of the specific characteristics on the checklist. Just over half of the scholars (51%) lived in families headed by a single parent (an increase from 38% the previous year). Just over one-third (35%) exhibited chronic economic distress, while approximately one in five scholars exhibited a history of low academic performance (18%) and parental divorce or separation (22%). Compared to 2004-05, there were decreases in the percentage of

scholars described as being easily distractible or showing attentional deficits (from 23% to 8%), having frequent changes in residence (from 19% to 8%), and being the recipient of special education services (from 13% to 4%).

4. Wilder Client Characteristics Checklist: Frequency of specific characteristics

| Parent, child, and family characteristics | 2001-02 (N=50) | 2002-03 (N=50) | 2003-04 (N=47) | 2004-05 (N=48) | 2005-06 (N=49) |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Family is or has been headed by a single parent | 50% | 54% | 45% | 38% | 51% |
| Family has experienced chronic economic distress | 36% | 44% | 43% | 23% | 35% |
| Child has experienced parental divorce or separation | 46% | 34% | 36% | 19% | 22% |
| Child has a history of low academic performance (e.g., failing grades, repeated a grade) | 10% | 18% | 19% | 23% | 18% |
| Child is easily distractible or has attentional deficits | 18% | 24% | 26% | 23% | 8% |
| Family has had frequent changes in residence (3 or more times in previous 5 years) | 6% | 12% | 15% | 19% | 8% |
| Child has had multiple episodes of truancy | 0% | 0% | 6% | 10% | 8% |
| Child is often irritable | 4% | 10% | 4% | 8% | 8% |
| Biological or adoptive parents terminated rights on the child | 6% | 10% | 11% | 8% | 8% |
| Child is the recipient of special education services | 4% | 12% | 9% | 13% | 4% |
| Child exhibits pattern of impulsivity | 12% | 14% | 15% | 8% | 4% |
| Child has multiple suspensions and/or at least one expulsion/administrative transfer from the school or child care setting | 6% | 10% | 11% | 8% | 4% |
| Family exhibits chronic unresolved conflicts between parental figures | 4% | 14% | 6% | 4% | 4% |
| One or more parental figures has engaged in probable or adjudicated criminal activity | 6% | 8% | 4% | 2% | 4% |
| Child threatens or intimidates others | 6% | 6% | 9% | 0% | 4% |
| Family exhibits frequent unresolved conflicts between parental figure(s) and child | 2% | 10% | 4% | 0% | 4% |
| Child has experienced probable or documented sexual abuse | 0% | 2% | 2% | 0% | 4% |
| Child has been the recipient of one or more previous outpatient intervention efforts | 0% | 0% | 0% | 4% | 2% |
| Child is often hyperactive | 4% | 8% | 4% | 4% | 2% |
| Child has a history of temper tantrums | 6% | 4% | 2% | 2% | 2% |
| Child is assaultive or physically attacks others | 6% | 6% | 4% | 0% | 2% |
| Family has had serial changes in parental figures (e.g., foster placements, reunifications with parents, living with relatives, parental figures/partners moving in and out of household) | 6% | 4% | 6% | 2% | 2% |
| Child exhibits poor or insecure attachment to parents (e.g., indifference, avoidance, hostility) | 2% | 8% | 4% | 0% | 2% |

4. Wilder Client Characteristics Checklist: Frequency of specific characteristics (continued)

| Parent, child, and family characteristics | 2001-02 (N=50) | 2002-03 (N=50) | 2003-04 (N=47) | 2004-05 (N=48) | 2005-06 (N=49) |
|--|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Child has a history of isolative or withdrawn behavior | 6% | 14% | 0% | 2% | 2% |
| Child has dropped out or stopped attending school | 2% | 0% | 4% | 2% | 2% |
| Child has witnessed violence between parental figures | 0% | 0% | 0% | 0% | 2% |
| Child exhibits probable chemical abuse or has been diagnosed as chemically dependent | 2% | 0% | 0% | 0% | 2% |
| Child is an adjudicated delinquent | 0% | 0% | 0% | 0% | 2% |
| Parental figure or sibling has a chronic illness or handicap | 6% | 6% | 11% | 4% | 0% |
| Child has experienced probable neglect by current or previous caregivers | 2% | 6% | 6% | 4% | 0% |
| Child does not participate in organized social activities (e.g., sports, school or recreational activities, clubs, scouts) | 2% | 2% | 4% | 4% | 0% |
| Child exhibits unhealthy eating habits | 6% | 2% | 2% | 6% | 0% |
| Child exhibits separation anxiety | 6% | 6% | 6% | 8% | 0% |
| Child does not have strong connections to extended family (e.g., grandparents, aunts, uncles) | 0% | 0% | 0% | 2% | 0% |
| Family has a history of suicide (not client) | 0% | 0% | 0% | 2% | 0% |
| Child exhibits sedentary lifestyle or does not exercise regularly | 0% | 6% | 26% | 2% | 0% |
| Parents exhibit poor or inconsistent monitoring of child's behavior (e.g., children often unsupervised, inconsistent discipline) | 8% | 16% | 11% | 6% | 0% |
| Parental figure or sibling of child has died (not suicide) | 0% | 2% | 4% | 2% | 0% |
| Child experienced prenatal exposure to drugs or alcohol | 0% | 2% | 2% | 2% | 0% |
| Parental figures have been involved with social service agencies for two or more years | 4% | 14% | 2% | 2% | 0% |
| One or more parental figures has a history of chemical abuse or is currently exhibiting chemical abuse | 2% | 10% | 9% | 0% | 0% |
| One or more parental figures has less than a high school education | 0% | 8% | 9% | 0% | 0% |
| Mother was under 18 when child was born | 0% | 4% | 6% | 0% | 0% |
| Child has been in previous out-of-home placements | 2% | 8% | 2% | 0% | 0% |
| Child has chronic illness or health problems | 4% | 8% | 2% | 0% | 0% |
| Child's behavior endangers self or others (e.g., fast driving, playing with firearms, jumping from high places) | 0% | 0% | 2% | 0% | 0% |
| Child is preoccupied with and/or inappropriately plays with fire | 0% | 2% | 0% | 0% | 0% |
| Child does not participate in organized religious activities | 4% | 0% | 0% | 0% | 0% |
| Child has exhibited physical cruelty to animals | 4% | 0% | 0% | 0% | 0% |

4. Wilder Client Characteristics Checklist: Frequency of specific characteristics (continued)

| Parent, child, and family characteristics | 2001-02 (N=50) | 2002-03 (N=50) | 2003-04 (N=47) | 2004-05 (N=48) | 2005-06 (N=49) |
|--|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Child does not have strong positive relationships with any unrelated adults (e.g., mentors, counselors, neighbors) | 0% | 0% | 0% | 0% | 0% |
| Child has made a suicide attempt | 0% | 0% | 0% | 0% | 0% |
| Child has a history of self-injurious behavior (e.g., scratching, cutting, biting, hair pulling) | 2% | 0% | 0% | 0% | 0% |
| One or more parental figures has had previous mental illness treatment | 0% | 0% | 2% | 0% | 0% |
| Child has had multiple episodes of running away | 0% | 0% | 0% | 0% | 0% |
| Child has engaged in multiple acts of vandalism | 0% | 0% | 0% | 0% | 0% |
| Child was born prematurely | 0% | 0% | 0% | 0% | 0% |
| Child has had at least one pregnancy or has fathered a child | 0% | 0% | 0% | 0% | 0% |
| Child has a history of feeding and/or sleeping problems | 0% | 0% | 0% | 0% | 0% |
| Child smokes cigarettes | 0% | 0% | 0% | 0% | 0% |
| Child has experienced probable or documented physical abuse | 0% | 0% | 0% | 0% | 0% |

Description of services received

The Cargill Scholars program facilitates service delivery through individual lesson plans, trouble shooting and problem solving, assessment, goal setting, academic intervention, and scholar recognition. A wide array of specific services is provided, including tutoring, music lessons, individual and group activities, program activities, family activities, mentoring, and meetings with coaches. With the exception of mentoring, the amount of service provided in each of these categories was recorded by the program coaches and entered into the program's online record system. Formal mentoring service records were not maintained by Big Brothers/Big Sisters, though some generalizations can be made about level of service provision.

Tutoring

Tutoring was reduced in 2005-06, with scholars receiving an average of 40 hours of service

Figure 5 summarizes the hours of tutoring that scholars received between July and June of each program year. The level of tutoring was reduced in 2005-06, with almost one-third of the scholars (30%) receiving no tutoring services. The average number of hours of tutoring received by each scholar decreased from 83 in 2004-05 to 40 in 2005-06.

5. Hours of tutoring received

| Total hours of tutoring | 2001-02 (N=50) | 2002-03 (N=50) | 2003-04 (N=51) | 2004-05 (N=50) | 2005-06 (N=50) |
|--------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 0 | 2% | 2% | 4% | 0% | 30% |
| 1 – 20 | 2% | 8% | 4% | 2% | 10% |
| 21 – 40 | 6% | 6% | 16% | 6% | 8% |
| 41 – 60 | 86% | 40% | 21% | 20% | 30% |
| 61 – 80 | 4% | 42% | 8% | 12% | 12% |
| 81 – 100 | 0% | 2% | 18% | 24% | 2% |
| More than 100 hours | 0% | 0% | 29% | 36% | 8% |
| MEAN HOURS | 49 | 55 | 74 | 83 | 40 |

Music lessons

Participation in music lessons declined in 2005-06, with only 4 in 10 scholars receiving lessons

Figure 6 summarizes the number of music lessons received by scholars between July and June of each program year. The percentage of scholars who did not participate in lessons has increased steadily over the past several years, from 16 percent in 2003-04 to 58 percent in 2005-06. On average, scholars received eight hours of music lessons in 2005-06, a decrease from 13 hours the previous year.

6. Hours of music lessons received

| Total hours of music lessons | 2001-02 (N=50) | 2002-03 (N=50) | 2003-04 (N=51) | 2004-05 (N=50) | 2005-06 (N=50) |
|-------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 0 | 32% | 20% | 16% | 34% | 58% |
| 1 – 10 | 44% | 12% | 16% | 10% | 12% |
| 11 – 20 | 24% | 10% | 24% | 16% | 8% |
| 21 – 30 | 0% | 28% | 38% | 26% | 14% |
| 31 – 40 | 0% | 30% | 6% | 14% | 6% |
| 41 – 50 | 0% | 0% | 0% | 0% | 2% |
| MEAN HOURS | 5 | 20 | 16 | 13 | 8 |

Individual and group activities

Figure 7 summarizes the number of hours of programming received by scholars between July and June of each program year. A variety of individual and group activities are provided by, or coordinated through, the Cargill Scholars program. These activities fall into several categories: music (other than music lessons), arts, sports, academics (other than tutoring), and other. Within each of these categories, scholars could participate in individual activities, group activities, and camp activities. The two Cargill Scholars coaches recorded scholars' participation in these activities.

On average, scholars received 58 hours of academic activities and 44 hours of sports activities in the previous year; participation in art and music activities was relatively infrequent

Scholars were most likely to be involved in academic activities. On average, scholars spent 58 hours during the 2005-06 year in academic activities, not including tutoring. Two-thirds of the scholars (66%) received at least 60 hours of academic services. More

than half of the scholars (54%) participated in sports activities, with an average of 44 hours of service provided to each scholar.

7. Total hours of programming received by scholars

| Type of activity | N | Number of hours | | | | | | | | Mean hours |
|------------------|----|-----------------|------|-------|-------|-------|-------|-------|--------------|------------|
| | | 0 | 1-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 | More than 60 | |
| Sports | | | | | | | | | | |
| 2001-02 | 50 | 58% | 10% | 14% | 6% | 10% | 0% | 0% | 2% | 9 |
| 2002-03 | 50 | 40% | 26% | 8% | 6% | 6% | 0% | 2% | 12% | 19 |
| 2003-04 | 51 | 28% | 28% | 10% | 10% | 6% | 2% | 4% | 14% | 27 |
| 2004-05 | 50 | 38% | 10% | 6% | 6% | 2% | 4% | 4% | 30% | 48 |
| 2005-06 | 50 | 46% | 6% | 8% | 2% | 6% | 4% | 0% | 28% | 44 |
| Music | | | | | | | | | | |
| 2001-02 | 50 | 98% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | <1 |
| 2002-03 | 50 | 96% | 0% | 2% | 0% | 0% | 0% | 2% | 0% | 1 |
| 2003-04 | 51 | 54% | 42% | 6% | 0% | 0% | 0% | 0% | 0% | 1 |
| 2004-05 | 50 | 32% | 64% | 0% | 0% | 4% | 0% | 0% | 0% | 5 |
| 2005-06 | 50 | 92% | 0% | 0% | 8% | 0% | 0% | 0% | 0% | 2 |
| Arts | | | | | | | | | | |
| 2001-02 | 50 | 84% | 10% | 4% | 2% | 0% | 0% | 0% | 0% | 2 |
| 2002-03 | 50 | 64% | 16% | 8% | 4% | 6% | 2% | 0% | 0% | 6 |
| 2003-04 | 51 | 90% | 2% | 6% | 2% | 0% | 0% | 0% | 0% | 4 |
| 2004-05 | 50 | 90% | 6% | 2% | 0% | 2% | 0% | 0% | 0% | 2 |
| 2005-06 | 50 | 98% | 0% | 0% | 0% | 0% | 0% | 2% | 0% | 1 |
| Academic | | | | | | | | | | |
| 2001-02 | 50 | 12% | 4% | 4% | 28% | 52% | 0% | 0% | 0% | 27 |
| 2002-03 | 50 | 10% | 6% | 14% | 34% | 32% | 0% | 2% | 4% | 26 |
| 2003-04 | 51 | 4% | 0% | 4% | 8% | 26% | 16% | 20% | 24% | 49 |
| 2004-05 | 50 | 2% | 14% | 2% | 0% | 4% | 6% | 0% | 72% | 60 |
| 2005-06 | 50 | 2% | 6% | 6% | 12% | 2% | 2% | 4% | 66% | 58 |
| Other | | | | | | | | | | |
| 2001-02 | 50 | 84% | 10% | 0% | 0% | 6% | 0% | 0% | 0% | 2 |
| 2002-03 | 50 | 88% | 8% | 2% | 0% | 0% | 0% | 0% | 2% | 2 |
| 2003-04 | 51 | 88% | 6% | 4% | 0% | 0% | 0% | 0% | 2% | 2 |
| 2004-05 | 50 | 44% | 32% | 10% | 2% | 10% | 0% | 0% | 2% | 16 |
| 2005-06 | 50 | 60% | 32% | 6% | 0% | 0% | 2% | 0% | 0% | 4 |

Cargill Scholars activities

Most scholars attended at least one Cargill Scholars activity; more than half attended at least three

As seen in Figure 8, most scholars (86%) attended at least one Cargill Scholars activity in 2005-06 (a decline from 98% the previous year). More than half of the scholars (56%) attended at least three events. In 2005-06, these activities included the end-of-year trip, leadership training and retreat, a Children's Theater production, a trip to an observatory, and other activities.

8. Number of Cargill Scholars activities attended

| Total number of activities | 2001-02 (N=50) | 2002-03 (N=50) | 2003-04 (N=51) | 2004-05 (N=50) | 2005-06 (N=50) |
|-----------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 0 | 0% | 4% | 0% | 2% | 14% |
| 1 | 4% | 8% | 12% | 10% | 16% |
| 2 | 6% | 26% | 14% | 6% | 14% |
| 3 | 14% | 28% | 36% | 28% | 26% |
| 4 | 34% | 34% | 22% | 28% | 22% |
| 5 or more | 42% | 0% | 18% | 26% | 8% |
| MEAN | 4 | 3 | 3 | 4 | 4 |

Family activities

Most scholars' parents attended one family activity over the course of the 2005-06 program year

The Cargill Scholars program also provided family activities. During the fifth year of the program, several family activities were provided, including a variety of educational sessions for parents, a family day at Valley Fair, and an end of year recognition and celebration event. As seen in Figure 9, most scholars (70%) were documented as having family members attend one activity in 2005-06. None of the parents attended more than one activity.

9. Number of family activities attended

| Total number of activities | 2001-02 (N=50) | 2002-03 (N=50) | 2003-04 (N=51) | 2004-05 (N=50) | 2005-06 (N=50) |
|-----------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 0 | 12% | 10% | 14% | 14% | 30% |
| 1 | 76% | 26% | 41% | 48% | 70% |
| 2 | 12% | 16% | 39% | 38% | 0% |
| 3 | 0% | 46% | 4% | 0% | 0% |
| 4 | 0% | 2% | 2% | 0% | 0% |
| 5 or more | 0% | 0% | 0% | 0% | 0% |
| MEAN | 1 | 2 | 1 | 1 | 1 |

Meetings with coaches

Coaches had an average of 21 progress meetings for each scholar during 2005-06; few other meetings with coaches were reported

Coaches also recorded their other contacts with scholars and families. The frequency of these contacts is reported in Figure 10. First, meetings with the family were documented. No meetings have been recorded since the 2002-03 program year. Second, the coaches recorded the number of meetings that they had with scholars and their teachers and/or parents to discuss their academic progress or extra-curricular involvement. On average, coaches had 21 of these meetings with each scholar. Almost all scholars (96%) had at least 16 progress meetings. Third, coaches recorded the frequency with which they attended scholar events, such as sporting activities or music recitals. Coaches did not attend any events for 66 percent of the scholars in 2005-06.

10. Meetings with coaches

| Type of meetings | N | Number of meetings | | | | | | | | Mean |
|--|----|--------------------|-----|------|-------|-------|-------|-------|--------------|------|
| | | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 | |
| Family meetings with coaches | | | | | | | | | | |
| 2001-02 | 50 | 74% | 22% | 4% | 0% | 0% | 0% | 0% | 0% | 1 |
| 2002-03 | 50 | 96% | 4% | 0% | 0% | 0% | 0% | 0% | 0% | <1 |
| 2003-04 | 51 | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| 2004-05 | 50 | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| 2005-06 | 50 | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Progress meetings | | | | | | | | | | |
| 2001-02 | 50 | 0% | 6% | 28% | 60% | 6% | 0% | 0% | 0% | 12 |
| 2002-03 | 50 | 2% | 0% | 4% | 10% | 44% | 26% | 12% | 2% | 19 |
| 2003-04 | 51 | 0% | 0% | 6% | 4% | 24% | 23% | 20% | 23% | 25 |
| 2004-05 | 50 | 0% | 0% | 2% | 8% | 58% | 26% | 6% | 0% | 20 |
| 2005-06 | 50 | 0% | 4% | 0% | 0% | 12% | 82% | 2% | 0% | 21 |
| Coach attendance at scholar event | | | | | | | | | | |
| 2001-02 | 50 | 38% | 56% | 6% | 0% | 0% | 0% | 0% | 0% | 2 |
| 2002-03 | 50 | 16% | 82% | 2% | 0% | 0% | 0% | 0% | 0% | 2 |
| 2003-04 | 51 | 39% | 55% | 0% | 2% | 2% | 2% | 0% | 0% | 2 |
| 2004-05 | 50 | 70% | 22% | 8% | 0% | 0% | 0% | 0% | 0% | 1 |
| 2005-06 | 50 | 66% | 34% | 0% | 0% | 0% | 0% | 0% | 0% | 1 |

Big Brothers/Big Sisters mentoring

Over the course of the fifth program year, the number of active Big Brothers/Big Sisters matches declined from 49 to 32

At the beginning of the fifth year (July 2005), 49 scholars were matched with mentors through the Big Brothers/Big Sisters program. Over the course of the year, some matches were closed. At the end of the year (June 2006), 32 matches remained active. While no formal records of activities are kept, mentors and scholars are expected to meet on average twice a month.

Outcome evaluation results

As previously described, the outcome evaluation is designed to explore the impact of the Cargill Scholars program on the scholars and their families. Five outcome goal areas were assessed: scholars' social competency; parental involvement in their child's academic development; scholars' positive relationships with unrelated adults; scholars' school involvement and success; and scholars' pursuit of individual and group interests. The evaluation results are organized around these five goal areas.

Social competency

The first outcome goal is that scholars will increase their social competency. Among the specific components of this goal are social skills, problem behaviors, classroom behavior, social relationships, and confidence. The current measures related to this goal are obtained from the interviews with scholars and parents, as well as from the Social Skills Rating Scale (SSRS) and report cards. In addition, scholars' self-perceptions (as obtained using the Self-Perception Profile for Adolescents) are reported in this section.

Several outcome measures related to social competency are obtained from the parent version of the Social Skills Rating Scale. These outcome measures address two different areas: social skills and problem behaviors.

SSRS: Social skills ratings

Overall, the majority of the scholars (75%-90%) were rated by parents as having average or better social skills; ratings of responsibility and cooperation have improved significantly over time

In summer/fall 2006, parents rated 88 percent of the scholars as having average or better total social skills than other children. In addition to providing a total social skills rating, the parent version of the SSRS measures four specific social skills: cooperation, assertion, self-control, and responsibility. In the summer/fall of 2006, the percentage of youth rated as having average or better skills ranged from 75 percent for responsibility to 90 percent for cooperation and self-control (Figure 11).

11. Parent SSRS: mean ratings and behavior levels on social skills scales

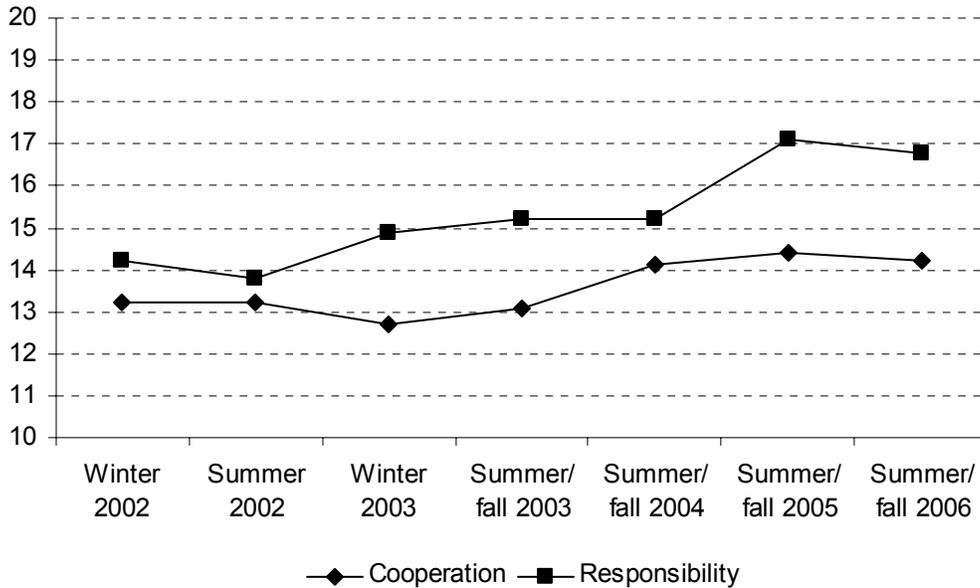
| Social skills ratings | N | Mean raw scores | Behavior levels (as compared to peers) | | |
|----------------------------|----|-----------------|---|---------------|-------------|
| | | | Fewer skills | Average skill | More skills |
| Total social skills | | | | | |
| Winter 2002 | 45 | 55.6 | 13% | 65% | 22% |
| Summer 2002 | 46 | 54.2 | 26% | 50% | 22% |
| Winter 2003 | 50 | 56.5 | 18% | 50% | 32% |
| Summer/fall 2003 | 46 | 57.2 | 15% | 55% | 30% |
| Summer/fall 2004 | 46 | 60.0 | 13% | 46% | 41% |
| Summer/fall 2005 | 44 | 61.9 | 7% | 57% | 36% |
| Summer/fall 2006 | 42 | 61.1 | 12% | 41% | 48% |
| Cooperation | | | | | |
| Winter 2002 | 49 | 12.9 | 14% | 61% | 25% |
| Summer 2002 | 46 | 12.9 | 17% | 65% | 17% |
| Winter 2003 | 50 | 12.8 | 14% | 66% | 20% |
| Summer/fall 2003 | 46 | 13.0 | 15% | 61% | 24% |
| Summer/fall 2004 | 46 | 14.1 | 13% | 50% | 37% |
| Summer/fall 2005 | 42 | 14.6 | 5% | 55% | 40% |
| Summer/fall 2006 | 41 | 14.3 | 10% | 54% | 37% |
| Responsibility | | | | | |
| Winter 2002 | 44 | 13.9 | 20% | 64% | 16% |
| Summer 2002 | 43 | 13.5 | 28% | 52% | 21% |
| Winter 2003 | 48 | 14.5 | 17% | 60% | 23% |
| Summer/fall 2003 | 46 | 14.7 | 9% | 65% | 26% |
| Summer/fall 2004 | 46 | 15.3 | 9% | 56% | 35% |
| Summer/fall 2005 | 43 | 16.9 | 16% | 51% | 33% |
| Summer/fall 2006 | 43 | 16.2 | 26% | 54% | 21% |

11. Parent SSRS: mean ratings and behavior levels on social skills scales (continued)

| Social skills ratings | N | Mean raw scores | Behavior levels (as compared to peers) | | |
|-----------------------|----|-----------------|---|---------------|-------------|
| | | | Fewer skills | Average skill | More skills |
| Assertion | | | | | |
| Winter 2002 | 46 | 15.3 | 24% | 74% | 2% |
| Summer 2002 | 46 | 14.9 | 33% | 61% | 7% |
| Winter 2003 | 47 | 15.8 | 21% | 72% | 6% |
| Summer/fall 2003 | 46 | 15.7 | 20% | 74% | 7% |
| Summer/fall 2004 | 46 | 15.9 | 24% | 59% | 17% |
| Summer/fall 2005 | 42 | 15.8 | 5% | 71% | 24% |
| Summer/fall 2006 | 42 | 15.3 | 17% | 64% | 17% |
| Self-control | | | | | |
| Winter 2002 | 45 | 13.5 | 4% | 76% | 20% |
| Summer 2002 | 42 | 13.2 | 10% | 69% | 21% |
| Winter 2003 | 49 | 13.9 | 10% | 61% | 29% |
| Summer/fall 2003 | 46 | 13.8 | 11% | 59% | 30% |
| Summer/fall 2004 | 46 | 14.8 | 0% | 69% | 31% |
| Summer/fall 2005 | 44 | 14.7 | 2% | 68% | 30% |
| Summer/fall 2006 | 41 | 14.7 | 10% | 59% | 32% |

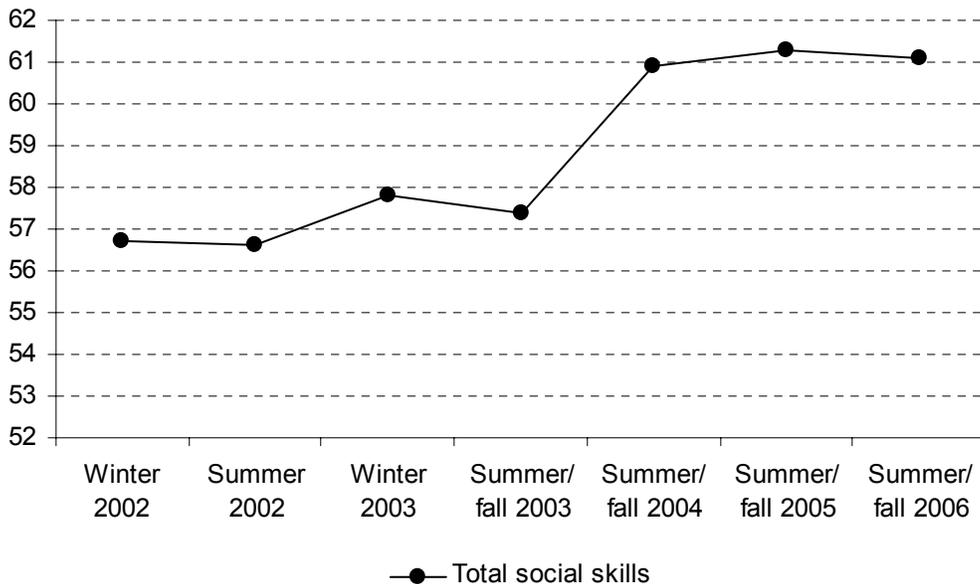
A trend analysis was performed to explore whether there have been any significant changes in parent SSRS results over time. There has been a significant trend towards increased scores on both the cooperation and responsibility scales, as well as the total social skills scale (see Figures 12-13).

12. Variation in average SSRS social skills scale ratings over time



Note: Cooperation $F=2.3^*$. Responsibility $F=8.6^{***}$. There were no significant trends over time related to assertion or self-control. Results based on 29 parents who completed all survey administrations

13. Variation in average SSRS total social skills rating over time



Note: $F=2.9^*$. Results based on 29 parents who completed all survey administrations.

SSRS: Problem behavior ratings

Most scholars were rated by parents as showing average or fewer behavior problems than others their age

In addition to measuring social skills, the parent version of the Social Skills Rating Scale also assesses behavior problems. Ninety-one percent of the scholars were rated by their parents as showing “average” or “fewer” total behavior problems. In summer/fall 2006, 87 to 100 percent of the scholars were rated as having “average” or “fewer” problems in the areas of internalizing problems and externalizing problems (Figure 14).

14. Parent SSRS: Mean ratings and behavior levels on problem behavior scales

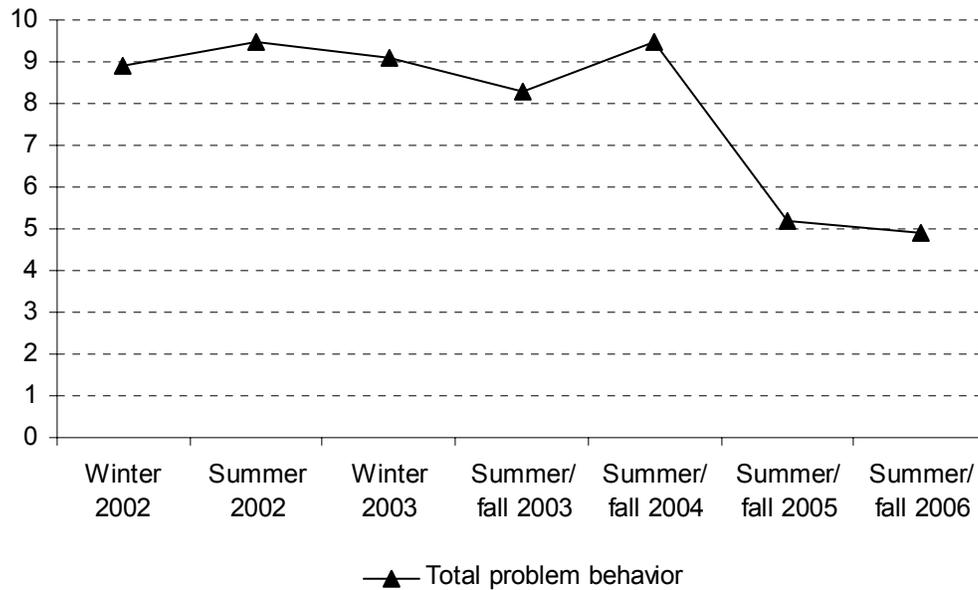
| | N | Mean raw score | Behavior levels | | |
|-------------------------------|----|----------------|-----------------|---------|------|
| | | | Fewer | Average | More |
| Total problem behavior | | | | | |
| Winter 2002 | 50 | 9.3 | 38% | 58% | 4% |
| Summer 2002 | 46 | 9.4 | 39% | 54% | 7% |
| Winter 2003 | 50 | 9.0 | 42% | 52% | 6% |
| Summer/fall 2003 | 46 | 8.6 | 43% | 48% | 9% |
| Summer/fall 2004 | 46 | 9.6 | 41% | 50% | 9% |
| Summer/fall 2005 | 44 | 4.7 | 45% | 50% | 5% |
| Summer/fall 2006 | 43 | 4.9 | 44% | 47% | 9% |
| Internalizing | | | | | |
| Winter 2002 | 49 | 3.4 | 16% | 78% | 6% |
| Summer 2002 | 46 | 3.0 | 22% | 76% | 2% |
| Winter 2003 | 50 | 3.0 | 24% | 74% | 2% |
| Summer/fall 2003 | 45 | 2.8 | 33% | 62% | 4% |
| Summer/fall 2004 | 46 | 3.4 | 15% | 85% | 0% |
| Summer/fall 2005 | 44 | 2.5 | 48% | 50% | 2% |
| Summer/fall 2006 | 43 | 2.4 | 49% | 51% | 0% |

14. Parent SSRS: Mean ratings and behavior levels on problem behavior scales (continued)

| | N | Mean raw score | Behavior levels | | |
|----------------------|----|----------------|-----------------|---------|------|
| | | | Fewer | Average | More |
| Externalizing | | | | | |
| Winter 2002 | 49 | 2.8 | 43% | 53% | 4% |
| Summer 2002 | 46 | 3.0 | 37% | 59% | 4% |
| Winter 2003 | 50 | 2.7 | 50% | 48% | 2% |
| Summer/fall 2003 | 46 | 2.9 | 48% | 44% | 9% |
| Summer/fall 2004 | 46 | 2.9 | 39% | 54% | 7% |
| Summer/fall 2005 | 45 | 2.3 | 29% | 71% | 0% |
| Summer/fall 2006 | 43 | 1.7 | 35% | 59% | 9% |
| Hyperactivity | | | | | |
| Winter 2002 | 50 | 3.2 | 34% | 60% | 6% |
| Summer 2002 | 46 | 3.3 | 39% | 57% | 4% |
| Winter 2003 | 50 | 3.3 | 40% | 48% | 12% |
| Summer/fall 2003 | 46 | 2.9 | 46% | 48% | 6% |
| Summer/fall 2004 | 46 | 3.4 | 41% | 46% | 13% |

A trend analysis was conducted to explore variation in average parent SSRS ratings of problem behaviors over time. There has been a significant decline (improvement) in ratings for the overall problem scale (Figure 15).

15. Variation in average SSRS total problem scale ratings over time



Note: $F=11.7$. *** Results based on 33 parents who completed all survey administrations.

Scholars' social relationships and behaviors

Most parents rated scholars as having “good” or better social behaviors and relationships; ratings were highest for getting along with parents and peers

Both parents and scholars rated the quality of the scholars' social relationships and behaviors. In summer/fall 2006 most parents (at least 75%) rated their scholars as “good” or better in each of the areas assessed. The most positive ratings emerged for getting along with peers at school and getting along with parents/caregivers. The percentage of scholars rated by parents as “good” or better increased for all items between 2005 and 2006. The largest increases were reported for getting along with peers at school (from 82% to 98%), getting along with parents/caregivers (78% to 92%), and showing self-control when frustrated or angry (from 67% to 81%) (Figure 16).

16. Parent survey: Ratings of scholar social behaviors

| When you think of [SCHOLAR's] behavior over the last three months, how would you rate him/her in the following areas? | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = OK | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Getting along with parents/caregivers | | | | | | | | |
| Winter 2002 | 50 | 0% | 0% | 10% | 30% | 22% | 38% | 4.9 |
| Summer 2002 | 46 | 0% | 2% | 9% | 35% | 28% | 26% | 4.7 |
| Winter 2003 | 50 | 0% | 0% | 16% | 24% | 34% | 26% | 4.7 |
| Summer/fall 2003 | 46 | 0% | 2% | 11% | 28% | 33% | 26% | 4.7 |
| Summer/fall 2004 | 47 | 0% | 0% | 13% | 32% | 38% | 17% | 4.6 |
| Summer/fall 2005 | 45 | 0% | 0% | 22% | 24% | 36% | 18% | 4.5 |
| Summer/fall 2006 | 42 | 2% | 0% | 5% | 33% | 33% | 26% | 4.7 |
| Getting along with other family members | | | | | | | | |
| Winter 2002 | 50 | 0% | 0% | 14% | 34% | 28% | 24% | 4.6 |
| Summer 2002 | 46 | 0% | 0% | 20% | 28% | 24% | 28% | 4.6 |
| Winter 2003 | 50 | 0% | 2% | 20% | 36% | 32% | 10% | 4.3 |
| Summer/fall 2003 | 46 | 0% | 0% | 20% | 33% | 20% | 28% | 4.6 |
| Summer/fall 2004 | 47 | 0% | 0% | 17% | 28% | 40% | 15% | 4.5 |
| Summer/fall 2005 | 44 | 0% | 0% | 25% | 27% | 30% | 18% | 4.4 |
| Summer/fall 2006 | 43 | 2% | 2% | 16% | 23% | 28% | 28% | 4.6 |
| Carrying out responsibilities at home | | | | | | | | |
| Winter 2002 | 50 | 0% | 6% | 20% | 42% | 16% | 16% | 4.2 |
| Summer 2002 | 45 | 0% | 11% | 20% | 33% | 22% | 13% | 4.1 |
| Winter 2003 | 50 | 0% | 6% | 24% | 28% | 30% | 12% | 4.2 |
| Summer/fall 2003 | 46 | 0% | 9% | 30% | 28% | 15% | 17% | 4.0 |
| Summer/fall 2004 | 47 | 0% | 2% | 21% | 34% | 28% | 15% | 4.3 |
| Summer/fall 2005 | 45 | 2% | 7% | 24% | 24% | 24% | 18% | 4.2 |
| Summer/fall 2006 | 43 | 2% | 2% | 19% | 28% | 30% | 19% | 4.4 |

16. Parent survey: Ratings of scholar social behaviors (continued)

| When you think of [SCHOLAR's] behavior over the last three months, how would you rate him/her in the following areas? | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = OK | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Showing self-control when frustrated or angry | | | | | | | | |
| Winter 2002 | 50 | 0% | 10% | 20% | 38% | 22% | 10% | 4.0 |
| Summer 2002 | 46 | 0% | 6% | 33% | 28% | 13% | 20% | 4.1 |
| Winter 2003 | 50 | 2% | 8% | 30% | 28% | 20% | 12% | 3.9 |
| Summer/fall 2003 | 46 | 0% | 11% | 22% | 39% | 9% | 20% | 4.0 |
| Summer/fall 2004 | 47 | 0% | 6% | 21% | 38% | 26% | 9% | 4.1 |
| Summer/fall 2005 | 45 | 2% | 7% | 24% | 27% | 24% | 16% | 4.1 |
| Summer/fall 2006 | 43 | 0% | 2% | 16% | 42% | 16% | 23% | 4.4 |
| Getting along with peers at school | | | | | | | | |
| Winter 2002 | 49 | 0% | 0% | 6% | 37% | 29% | 29% | 4.8 |
| Summer 2002 | 46 | 0% | 2% | 9% | 26% | 33% | 30% | 4.8 |
| Winter 2003 | 50 | 0% | 2% | 8% | 32% | 38% | 20% | 4.7 |
| Summer/fall 2003 | 46 | 0% | 0% | 7% | 26% | 37% | 30% | 4.9 |
| Summer/fall 2004 | 47 | 0% | 2% | 6% | 34% | 36% | 21% | 4.7 |
| Summer/fall 2005 | 45 | 0% | 0% | 18% | 31% | 38% | 13% | 4.5 |
| Summer/fall 2006 | 42 | 0% | 0% | 2% | 43% | 24% | 31% | 4.8 |

Almost all scholars said that they get along with their parents, other family members, and other kids, fewer talk to family members or friends about their feelings

Scholars also provided ratings of their own social behaviors (Figure 17). All scholars said that they get along with their parents/caregivers, other family members, and kids at school at least “sometimes.” Almost all scholars (93%) also said that they get along with kids in the neighborhood at least “sometimes.” While scholars generally reported that they get along with their families and other kids, approximately one-quarter (27%) said that they did not talk to their friends about their feelings and 18 percent said they did not talk to their parents/caregivers about their feelings.

Nine percent of scholars were sometimes bullied by other kids; 9 percent are also sometimes the bullies

Ninety-one percent of the scholars said that they did not bully or pick on other kids at school or in the neighborhood; the remaining 9 percent said that they bully other kids sometimes. Similarly, 9 percent of the scholars said that they are sometimes bullied or picked on by other kids. All scholars (100%) feel safe at school at least sometimes, with most (82%) saying that they feel safe “all or most of the time” (Figure 17).

17. Scholar survey: Ratings of scholars’ social behaviors

| | N | Percentage | | |
|--|----|-----------------------------------|------------------|-----------|
| | | 3 = All or most of the time | 2 = Sometimes | 1 = No |
| Do you get along well with your parents/caregivers? | | | | |
| Winter 2002 | 49 | 78% | 22% | 0% |
| Summer 2002 | 47 | 81% | 17% | 2% |
| Winter 2003 | 50 | 88% | 12% | 0% |
| Summer/fall 2003 | 46 | 87% | 13% | 0% |
| Summer/fall 2004 | 49 | 90% | 10% | 0% |
| Summer/fall 2005 | 49 | 80% | 20% | 0% |
| Summer/fall 2006 | 45 | 87% | 13% | 0% |
| Do you get along with other family members (i.e., sisters, brothers)? | | | | |
| Winter 2002 | 49 | 61% | 33% | 6% |
| Summer 2002 | 47 | 49% | 43% | 8% |
| Winter 2003 | 50 | 54% | 42% | 4% |
| Summer/fall 2003 | 46 | 50% | 48% | 2% |
| Summer/fall 2004 | 49 | 59% | 37% | 4% |
| Summer/fall 2005 | 49 | 41% | 57% | 2% |
| Summer/fall 2006 | 45 | 80% | 20% | 0% |
| Do you talk to your parents/caregivers about your feelings? | | | | |
| Winter 2002 | 49 | 59% | 27% | 14% |
| Summer 2002 | 47 | 40% | 38% | 21% |
| Winter 2003 | 50 | 38% | 46% | 16% |
| Summer/fall 2003 | 46 | 28% | 52% | 20% |
| Summer/fall 2004 | 49 | 39% | 35% | 27% |
| Summer/fall 2005 | 49 | 39% | 37% | 24% |
| Summer/fall 2006 | 45 | 33% | 49% | 18% |

17. Scholar survey: Ratings of scholars' social behaviors (continued)

| | N | Percentage | | |
|--|----|-----------------------------------|------------------|-----------|
| | | 3 = All or most of the time | 2 = Sometimes | 1 = No |
| Do you get along with the kids in your class/other kids at school?^b | | | | |
| Winter 2002 | 50 | 70% | 30% | 0% |
| Summer 2002 | 47 | 72% | 28% | 0% |
| Winter 2003 | 50 | 66% | 30% | 4% |
| Summer/fall 2003 | 46 | 70% | 30% | 0% |
| Summer/fall 2004 | 49 | 65% | 31% | 4% |
| Summer/fall 2005 | 49 | 55% | 45% | 0% |
| Summer/fall 2006 | 45 | 91% | 9% | 0% |
| Do you get along well with other kids in your neighborhood?^a | | | | |
| Summer/fall 2003 | 43 | 54% | 35% | 12% |
| Summer/fall 2004 | 45 | 67% | 29% | 4% |
| Summer/fall 2005 | 45 | 71% | 24% | 4% |
| Summer/fall 2006 | 44 | 75% | 18% | 7% |
| Do you talk to your friends about your feelings?^a | | | | |
| Summer/fall 2003 | 46 | 13% | 46% | 41% |
| Summer/fall 2004 | 49 | 22% | 43% | 35% |
| Summer/fall 2005 | 49 | 12% | 53% | 35% |
| Summer/fall 2006 | 45 | 38% | 36% | 27% |
| Are you bullied or picked on by other kids at school or in your neighborhood?^a | | | | |
| Summer/fall 2003 | 46 | 7% | 17% | 76% |
| Summer/fall 2004 | 49 | 4% | 14% | 82% |
| Summer/fall 2005 | 49 | 2% | 8% | 90% |
| Summer/fall 2006 | 45 | 0% | 9% | 91% |
| Do you bully or pick on other kids in your school or neighborhood?^a | | | | |
| Summer/fall 2003 | 46 | 0% | 11% | 89% |
| Summer/fall 2004 | 49 | 0% | 12% | 88% |
| Summer/fall 2005 | 49 | 0% | 6% | 94% |
| Summer/fall 2006 | 45 | 0% | 9% | 91% |
| Do you feel safe at school?^c | | | | |
| Summer/fall 2005 | 39 | 65% | 31% | 4% |
| Summer/fall 2006 | 45 | 82% | 18% | 0% |

^a Item was added to the scholar survey in summer 2003.

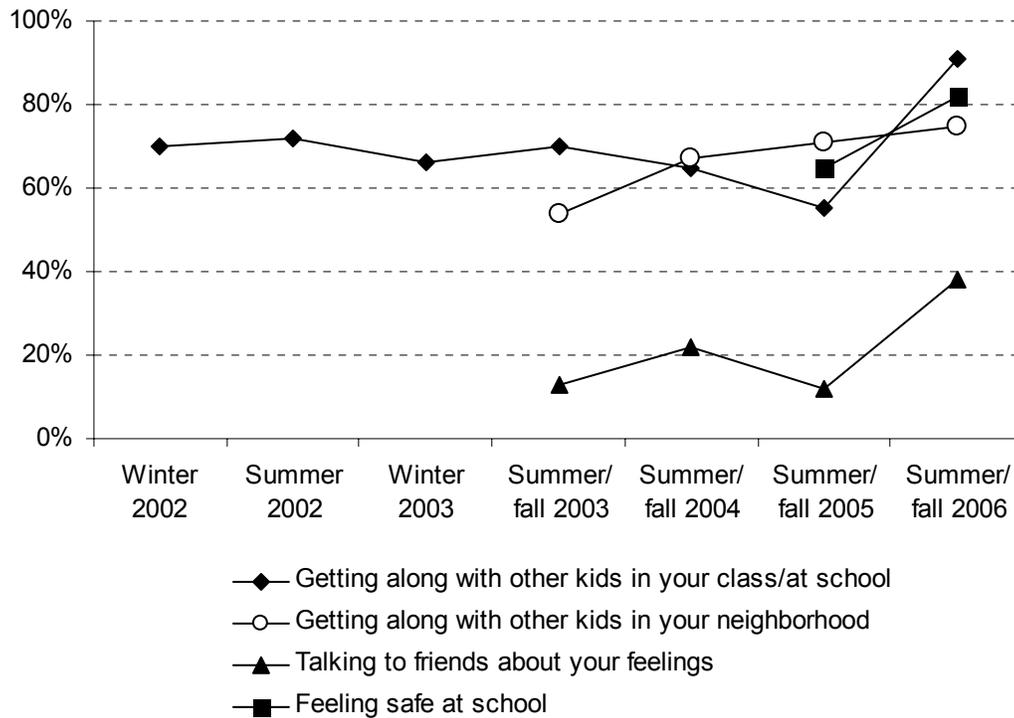
^b In summer 2003, this question was modified from "do you get along with other kids in your class" to "do you get along with other kids at school."

^c Item was added to the scholar survey in summer 2005.

Over time, scholars have become significantly more likely to say that they get along with other kids, talk to friends about their feelings, and feel safe at school

A trend analysis was conducted to determine whether there have been any significant changes in scholars' ratings for these items over time. As seen in Figure 18, there have been significant increases in scholars' ratings of the extent to which they get along with other kids at school and other kids in the neighborhood, talk to friends about feelings, and feel safe at school.

18. Variation in scholars' ratings of social behaviors over time



Note: Chart illustrates the percentage of scholars who said "all or most of the time." Scale was 1 = no; 2 = sometimes; 3 = all or most of the time. Changes in average scores were statistically significant. Getting along with other kids in class $F=2.5$.* Getting along with kids in neighborhood $F=3.5$.* Talking to friends about feelings $F=4.0$.** Feeling safe at school $F=7.1$.* Results based on 40 scholars who completed all survey administrations.

Most scholars (91%) reported that they had close friends that they can depend on

In the summer of 2006, 91 percent of the scholars said that they had close friends that they could depend on. This result has remained stable throughout the four years that this question has been asked (Figure 19).

19. Scholar survey: Existence of close friendships

| Do you have any close friends that you can depend on? | N | Percentage saying yes |
|--|----------|------------------------------|
| Summer/fall 2003 | 46 | 87% |
| Summer/fall 2004 | 49 | 89% |
| Summer/fall 2005 | 49 | 88% |
| Summer/fall 2006 | 45 | 91% |

Note: This question was not asked prior to summer 2003.

Most parents know at least some of their child’s friends and felt comfortable talking to scholars about issues

In 2006, new questions were added to the parent survey assessing their comfort talking to scholars about issues in their lives and the extent to which they know the scholars’ friends. Almost all parents (95%) said that they were “very comfortable” talking to students about issues such as friends, school, peer pressure, or risky behavior; the remaining few parents felt “somewhat comfortable.” While almost one-quarter of the parents (23%) said that they know all of their child’s friends; most (67%) knew some of their friends (Figures 20 and 21).

20. Parent survey: Parents’ comfort talking to their children

| How comfortable are you talking to your student about things in his/her life such as friends, school, peer pressure, or risky behaviors? | N | Percentage | | |
|---|----------|-----------------------------|---------------------------------|-----------------------------------|
| | | 3 = very comfortable | 2 = Somewhat comfortable | 1 = Not at all comfortable |
| Summer/fall 2006 | 43 | 95% | 5% | 0% |

21. Parent survey: Parent’s knowledge of their children’s friends

| Do you know your student’s friends? | N | Percentage | | |
|--|----------|---|--|---|
| | | 3 = I know all of my child’s friends | 2 = I know some of my child’s friends | 1 = I do not know my child’s friends |
| Summer/fall 2006 | 43 | 23% | 67% | 9% |

Perceived improvements in social relationships and behaviors

Almost all parents (98%) felt that Cargill Scholars helped scholars make good decisions about friends

In 2005, a new question was added to the parent survey assessing the impact of the program on scholars' ability to make good decisions about friends. The percentage of parents who felt that Cargill Scholars helped students learn to make good decisions about friends increased from 88 percent to 98 percent (Figure 22).

22. Parent survey: Impact of Cargill Scholars on scholars' ability to make good decisions about friends

| Do you think Cargill Scholars has helped your child learn to make good decisions about friends? | N | Percentage saying yes |
|--|----------|------------------------------|
| Summer/fall 2005 | 43 | 88% |
| Summer/fall 2006 | 42 | 98% |

Question was not asked prior to the summer/fall 2005 survey administration.

Most parents felt that Cargill Scholars helped their children develop positive social relationships and behaviors

The second set of measures assesses the percentage of parents who reported that Cargill Scholars has helped their child (either “a little” or “a lot”) in the areas of relationships with peers, relationships at home, responsibility, self-confidence, fair competition, and team work. As seen in Figure 23, at least 95 percent of the parents said that Cargill Scholars had helped scholars improve relationships with peers, be more responsible, increase self-confidence, learn to compete fairly, and work as part of a team at least “a little.” Slightly fewer parents (86%) said that the program had helped scholars improve relationships at home at least “a little.” Two-thirds to three-quarters of the parents said that the program had helped scholars “a lot” in each of these areas.

23. Parent survey: Ratings of impact of Cargill Scholars on scholar social behaviors

| Do you feel Cargill Scholars has helped your child... | N | Percentage | | |
|---|----|------------------|---------------------|-----------|
| | | 3 = Yes a lot | 2 = Yes a little | 1 = No |
| Improve relationships with peers | | | | |
| Summer 2002 | 45 | 58% | 35% | 7% |
| Winter 2003 | 46 | 61% | 33% | 6% |
| Summer/fall 2003 | 44 | 59% | 39% | 2% |
| Summer/fall 2004 | 47 | 77% | 19% | 4% |
| Summer/fall 2005 | 45 | 73% | 16% | 11% |
| Summer/fall 2006 | 43 | 79% | 14% | 7% |
| Improve relationships at home | | | | |
| Summer 2002 | 43 | 42% | 46% | 12% |
| Winter 2003 | 47 | 43% | 36% | 21% |
| Summer/fall 2003 | 45 | 42% | 42% | 16% |
| Summer/fall 2004 | 47 | 72% | 11% | 17% |
| Summer/fall 2005 | 45 | 58% | 20% | 22% |
| Summer/fall 2006 | 43 | 65% | 21% | 14% |
| Be more responsible | | | | |
| Summer 2002 | 46 | 54% | 39% | 7% |
| Winter 2003 | 47 | 51% | 38% | 11% |
| Summer/fall 2003 | 46 | 48% | 48% | 4% |
| Summer/fall 2004 | 47 | 68% | 26% | 6% |
| Summer/fall 2005 | 45 | 64% | 24% | 11% |
| Summer/fall 2006 | 43 | 65% | 30% | 5% |
| Increase his/her self-confidence | | | | |
| Summer 2002 | 44 | 61% | 32% | 7% |
| Winter 2003 | 47 | 70% | 28% | 2% |
| Summer/fall 2003 | 46 | 78% | 22% | 0% |
| Summer/fall 2004 | 47 | 85% | 11% | 4% |
| Summer/fall 2005 | 44 | 77% | 18% | 5% |
| Summer/fall 2006 | 42 | 71% | 26% | 2% |

Note: These questions were not asked in winter 2002.

23. Parent survey: Ratings of impact of Cargill Scholars on scholar social behaviors (continued)

| Do you feel Cargill Scholars has helped your child... | N | Percentage | | |
|---|----|------------------|---------------------|-----------|
| | | 3 = Yes a lot | 2 = Yes a little | 1 = No |
| Learn to compete fairly | | | | |
| Summer 2002 | 45 | 53% | 31% | 16% |
| Winter 2003 | 47 | 40% | 49% | 11% |
| Summer/fall 2003 | 43 | 47% | 42% | 12% |
| Summer/fall 2004 | 47 | 70% | 13% | 17% |
| Summer/fall 2005 | 43 | 79% | 9% | 12% |
| Summer/fall 2006 | 40 | 68% | 30% | 3% |
| Work as part of a team, such as cooperating and compromising | | | | |
| Summer 2002 | 44 | 59% | 36% | 5% |
| Winter 2003 | 47 | 53% | 38% | 9% |
| Summer/fall 2003 | 44 | 64% | 34% | 2% |
| Summer/fall 2004 | 47 | 72% | 28% | 0% |
| Summer/fall 2005 | 45 | 73% | 20% | 7% |
| Summer/fall 2006 | 43 | 77% | 19% | 5% |

Note: *These questions were not asked in winter 2002.*

A trend analysis was conducted to determine whether there had been significant changes in these ratings over time. There were no significant trends.

Most scholars felt that the program had helped them develop social skills and relationships

The second measure of social competency from the scholar survey is the percentage of scholars who report that Cargill Scholars has helped them with friendships, working as part of a team, responsibility, and fair play. As seen in Figure 24, 91 to 98 percent of the scholars said that the program had helped in each of these areas at least “sometimes.” More variability was seen in the percentage of scholars who said “yes,” ranging from 42 percent for improving friendships to 78 percent for being more responsible.

24. Scholar survey: Ratings of impact of Cargill Scholars on scholar social behaviors

| Do you feel Cargill Scholars has helped you... | N | Percentage | | |
|--|----|------------|------------------|-----------|
| | | 3 = Yes | 2 = Sometimes | 1 = No |
| Improve your friendships | | | | |
| Summer 2002 | 47 | 79% | 15% | 6% |
| Winter 2003 | 49 | 67% | 18% | 14% |
| Summer/fall 2003 | 46 | 54% | 35% | 11% |
| Summer/fall 2004 | 49 | 55% | 35% | 10% |
| Summer/fall 2005 | 49 | 49% | 35% | 16% |
| Summer/fall 2006 | 45 | 42% | 49% | 9% |
| Be more responsible | | | | |
| Summer 2002 | 47 | 72% | 23% | 4% |
| Winter 2003 | 50 | 74% | 16% | 10% |
| Summer/fall 2003 | 46 | 65% | 28% | 9% |
| Summer/fall 2004 | 48 | 67% | 31% | 2% |
| Summer/fall 2005 | 49 | 76% | 20% | 4% |
| Summer/fall 2006 | 45 | 78% | 18% | 4% |
| Work as part of a team | | | | |
| Summer 2002 | 47 | 85% | 11% | 4% |
| Winter 2003 | 50 | 78% | 18% | 4% |
| Summer/fall 2003 | 46 | 59% | 30% | 11% |
| Summer/fall 2004 | 49 | 80% | 16% | 4% |
| Summer/fall 2005 | 49 | 69% | 22% | 8% |
| Summer/fall 2006 | 45 | 71% | 27% | 2% |
| Learn to play fair | | | | |
| Summer 2002 | 47 | 81% | 11% | 8% |
| Winter 2003 | 50 | 80% | 12% | 8% |
| Summer/fall 2003 | 46 | 59% | 30% | 11% |
| Summer/fall 2004 | 49 | 76% | 20% | 4% |
| Summer/fall 2005 | 49 | 67% | 22% | 10% |
| Summer/fall 2006 | 45 | 62% | 29% | 9% |

Note: In Summer 2002, the rating scale was 1 = no; 2 = yes, a little; and 3 = yes, a lot. These questions were not included in the winter 2002 survey.

Perceived improvements in scholars' confidence in trying new things

Almost all parents (95%) said that the scholars' confidence in trying new things had increased slightly or significantly since they entered the Cargill Scholars program

The third social competency dimension assessed through the parent surveys is confidence in trying new things. As seen in Figure 25, 95 percent of parents said that their child's confidence in trying new things has increased (either "slightly" or "significantly") since they began participating in Cargill Scholars. The percentage who said that scholars' confidence had "increased significantly" decreased from 75 percent in 2005 to 58 percent in 2006.

25. Parent survey: Ratings of scholar confidence in trying new things

| Since [SCHOLAR] began participating in Cargill Scholars, has/her confidence in trying new things... | N | Percentage | | | | | Mean |
|---|----|-----------------------------|------------------------|-------------------------------------|------------------------|-----------------------------|------|
| | | 5 = Increased significantly | 4 = Increased slightly | 3 = Neither increased nor decreased | 2 = Decreased slightly | 1 = Decreased significantly | |
| Summer 2002 | 46 | 48% | 41% | 11% | 0% | 0% | 4.4 |
| Winter 2003 | 48 | 44% | 46% | 10% | 0% | 0% | 4.3 |
| Summer/fall 2003 | 46 | 56% | 33% | 11% | 0% | 0% | 4.5 |
| Summer/fall 2004 | 47 | 45% | 47% | 9% | 0% | 0% | 4.4 |
| Summer/fall 2005 | 44 | 75% | 14% | 9% | 2% | 0% | 4.6 |
| Summer/fall 2006 | 43 | 58% | 37% | 2% | 2% | 0% | 4.5 |

Self-Perception Profile for Adolescents

Scholars reported generally positive self-perceptions

The Self-Perception Profile for Adolescents (SPPA) was added during the summer 2003 survey administration. No formal goals have been established for this measure. This instrument was added to provide an assessment of scholar's perceptions of themselves in a variety of domain areas.

Figure 26 presents the average ratings for each area. Scores can range from one to four, with higher scores reflecting more positive self-perceptions. In summer 2005, scholars' average scores ranged from 2.9 to 3.3, suggesting that they have generally positive self-perceptions. Their self-perceptions were most positive in the areas of social competence,

general self-worth, close friendship, and physical appearance. There have been no significant trends in results over time.

26. Self-Perception Profile for Adolescents: Average subscale ratings

| Domain | Summer/ fall 2003 (N=46) | Summer/ fall 2004 (N=46) | Summer/ fall 2005 (N=49) | Summer/ fall 2006 (N=44) |
|-----------------------|---|---|---|---|
| General self-worth | 3.2 | 3.3 | 3.3 | 3.1 |
| Scholastic competence | 2.8 | 2.9 | 3.0 | 2.9 |
| Social competence | 3.0 | 3.0 | 3.2 | 3.3 |
| Athletic competence | 2.8 | 3.0 | 2.9 | 2.8 |
| Physical appearance | 3.2 | 3.1 | 3.2 | 3.1 |
| Behavioral conduct | 2.9 | 3.0 | 3.0 | 3.0 |
| Close friendship | 3.3 | 3.1 | 3.3 | 3.1 |

Note: *Subscale scores range from 1 to 4, with higher scores reflecting more positive self-perceptions. Trend analysis indicates no significant trends in results over time.*

Parental involvement in academics

The second outcome goal is that parents will increase their involvement in their child’s academic development. Among the specific components of this goal are parental encouragement of school success, involvement in school activities, attendance at school events, awareness and use of school and community resources, and knowledge of school policies and procedures. The measures related to this goal are obtained from the interviews with parents.

Parental involvement in school activities

Most parents said it is not too difficult to help scholars with schoolwork (90%) or to attend activities at the scholars’ schools (95%)

One measure of parental involvement is the percentage of parents who report that it is “not too difficult” or “not difficult at all” to help their child with schoolwork or talk about school-related matters or to attend activities at their child’s school. As seen in Figure 27, average ratings for both items fell between “not too difficult” or “not difficult at all.” In summer/fall 2006, 90 percent of the parents said that it was “not too difficult” or “not difficult at all” to help the scholar with schoolwork or talking about school-related matters (compared to 69% the previous year). Ninety-five percent of the parents found it “not too difficult” or “not difficult at all” to attend activities at school, such as meetings with teachers or attending a school play (compared to 76% the previous year).

27. Parent survey: Ratings of difficulty related to parent involvement

| Item | N | Percentage | | | | Mean |
|--|----|--------------------------|----------------------------|-----------------------------|--------------------------------|------|
| | | 1 = Very difficult | 2 = Fairly difficult | 3 = Not too difficult | 4 = Not difficult at all | |
| When it comes to helping [SCHOLAR] with schoolwork or talking about school-related matters, do you find it... | | | | | | |
| Winter 2002 | 50 | 10% | 12% | 34% | 44% | 3.1 |
| Summer 2002 | 45 | 2% | 20% | 24% | 53% | 3.3 |
| Winter 2003 | 50 | 8% | 12% | 28% | 52% | 3.2 |
| Summer/fall 2003 | 46 | 9% | 17% | 30% | 44% | 3.1 |
| Summer/fall 2004 | 47 | 9% | 19% | 26% | 47% | 3.1 |
| Summer/fall 2005 | 44 | 16% | 16% | 21% | 48% | 3.0 |
| Summer/fall 2006 | 42 | 2% | 7% | 38% | 52% | 3.4 |
| How about activities at [SCHOLAR'S] school, such as meeting with teachers or attending a school play, do you find it... | | | | | | |
| Winter 2002 | 50 | 4% | 10% | 30% | 56% | 3.4 |
| Summer 2002 | 46 | 4% | 11% | 28% | 57% | 3.4 |
| Winter 2003 | 50 | 2% | 16% | 22% | 60% | 3.4 |
| Summer/fall 2003 | 46 | 4% | 7% | 26% | 63% | 3.5 |
| Summer/fall 2004 | 46 | 9% | 15% | 20% | 57% | 3.2 |
| Summer/fall 2005 | 45 | 7% | 18% | 29% | 47% | 3.2 |
| Summer/fall 2006 | 43 | 2% | 2% | 30% | 65% | 3.6 |

Trend analysis was used to explore changes in ratings over time. There were no significant changes in ratings to these items over the seven survey administrations.

Thirty percent of the parents spend more than seven hours per week involved in their child's education (a decrease from 46% in 2004)

In summer 2006, two-thirds of the parents (67%) reported spending between one and six hours a week directly involved in their child's education, doing things like discussing school activities or helping with homework. On average, parents reported spending between four and six hours a week directly involved in educational activities. While there have been no significant changes in these ratings over time, the percentage of parents who spend seven or more hours per week involved in education decreased from 46 percent in 2005 to 30 percent in 2006 (Figure 28).

28. Parent survey: Hours of involvement in scholars' education

| In an average week, about how many hours do you spend directly involved in [SCHOLAR'S] education – doing things like discussing school activities or helping with homework? | N | Percentage | | | | | Mean |
|---|----|--------------|------------------------|------------------------|-------------------------|-------------------------|------|
| | | 1 = Never | 2 = 1 to 3 hours | 3 = 4 to 6 hours | 4 = 7 to 10 hours | 5 = Over 10 hours | |
| Winter 2002 | 50 | 0% | 34% | 42% | 20% | 4% | 2.9 |
| Summer 2002 | 45 | 0% | 31% | 44% | 16% | 9% | 3.0 |
| Winter 2003 | 50 | 2% | 30% | 22% | 32% | 14% | 3.3 |
| Summer/fall 2003 | 46 | 2% | 41% | 26% | 13% | 17% | 3.0 |
| Summer/fall 2004 | 47 | 4% | 34% | 30% | 19% | 13% | 2.9 |
| Summer/fall 2005 | 44 | 2% | 27% | 25% | 25% | 21% | 3.3 |
| Summer/fall 2006 | 43 | 2% | 37% | 30% | 14% | 16% | 3.0 |

Parents were most likely to talk to their children about positive aspects of school and to check their child's homework; they were least likely to help their child with a writing assignment or talk about post-secondary education

When asked to report the frequency with which they were involved with a number of educational activities, parents most often said that they checked to see that their child completed homework and talked to their child about positive aspects of classes, teachers, or other school topics. The average frequency for both of these items fell between “2 or 3 times a week” and “every day or almost every day.” Parents were least likely to report talking to their child about postsecondary education or helping with a writing assignment, with an average rating of “once a week” or less (Figure 29).

29. Parent survey: Amount of time spent supporting education at home

| Item | N | Percentage | | | | | | Mean |
|---|----|--|----------------------------------|-----------------------|-----------------------------------|---|--------------|------|
| | | 6 = Every day or almost every day | 5 = 2 or 3 times a week | 4 = Once a week | 3 = 2 or 3 times a month | 2 = Less than 2 or 3 times a month | 1 = Never | |
| Reading to or with your child^b | | | | | | | | |
| Winter 2002 | 50 | 14% | 44% | 12% | 10% | 10% | 10% | 4.1 |
| Summer 2002 | 45 | 31% | 15% | 13% | 16% | 16% | 9% | 4.0 |
| Winter 2003 | 50 | 20% | 26% | 24% | 2% | 8% | 20% | 3.9 |
| Summer/fall 2003 | 46 | 15% | 24% | 13% | 11% | 11% | 26% | 3.4 |
| Summer/fall 2004 | 47 | 6% | 21% | 32% | 6% | 15% | 19% | 3.4 |
| Summer/fall 2005 | 45 | 16% | 20% | 16% | 7% | 9% | 33% | 3.3 |
| Helping your child with homework during the school year^a | | | | | | | | |
| Winter 2002 | 50 | 54% | 26% | 6% | 2% | 6% | 6% | 5.0 |
| Summer 2002 | 45 | 56% | 11% | 11% | 4% | 4% | 13% | 4.7 |
| Winter 2003 | 50 | 48% | 22% | 16% | 2% | 4% | 8% | 4.8 |
| Summer/fall 2003 | 46 | 50% | 22% | 4% | 7% | 4% | 13% | 4.7 |
| Summer/fall 2004 | 47 | 40% | 26% | 6% | 4% | 11% | 13% | 4.4 |
| Summer/fall 2005 | 44 | 34% | 34% | 7% | 5% | 5% | 16% | 4.4 |
| Summer/fall 2006 | 41 | 42% | 29% | 12% | 5% | 7% | 5% | 4.8 |
| Talking to your child about classes, teachers, or other school topics during the school year^{a,b} | | | | | | | | |
| Winter 2002 | 50 | 60% | 26% | 8% | 2% | 4% | 0% | 5.4 |
| Summer 2002 | 46 | 65% | 23% | 6% | 0% | 6% | 0% | 5.4 |
| Winter 2003 | 50 | 68% | 22% | 4% | 4% | 2% | 0% | 5.5 |
| Summer/fall 2003 | 46 | 72% | 17% | 4% | 7% | 0% | 0% | 5.5 |
| Summer/fall 2004 | 47 | 66% | 19% | 6% | 2% | 6% | 0% | 5.4 |
| Summer/fall 2005 | 45 | 73% | 11% | 13% | 0% | 0% | 2% | 5.5 |

^a "During the school year" was added to the question in the Summer/fall 2005 survey.

^b Question was not included in all years of the survey.

29. Parent survey: Amount of time spent supporting education at home (continued)

| Item | N | Percentage | | | | | | Mean |
|---|----|--|----------------------------------|-----------------------|-----------------------------------|---|--------------|------|
| | | 6 = Every day or almost every day | 5 = 2 or 3 times a week | 4 = Once a week | 3 = 2 or 3 times a month | 2 = Less than 2 or 3 times a month | 1 = Never | |
| Talking to your child about the positive aspects of classes, teachers, or other school topics during the school year^b | | | | | | | | |
| Summer/fall 2006 | 43 | 56% | 19% | 14% | 12% | 0% | 0% | 5.2 |
| Talking to your child about the negative aspects of classes, teachers, or other school topics during the school year^b | | | | | | | | |
| Summer/fall 2006 | 43 | 35% | 26% | 12% | 12% | 5% | 12% | 4.4 |
| Checking that your child completes homework | | | | | | | | |
| Winter 2002 | 50 | 66% | 18% | 14% | 0% | 0% | 2% | 5.4 |
| Summer 2002 | 45 | 67% | 13% | 4% | 4% | 9% | 2% | 5.2 |
| Winter 2003 | 50 | 72% | 18% | 6% | 2% | 0% | 2% | 5.5 |
| Summer/fall 2003 | 46 | 76% | 15% | 2% | 2% | 2% | 2% | 5.5 |
| Summer/fall 2004 | 47 | 94% | 2% | 2% | 0% | 2% | 0% | 5.8 |
| Summer/fall 2005 | 45 | 73% | 16% | 9% | 2% | 0% | 0% | 5.6 |
| Summer/fall 2006 | 43 | 61% | 23% | 9% | 2% | 2% | 2% | 5.3 |
| Helping your child with a writing assignment^b | | | | | | | | |
| Winter 2002 | 47 | 21% | 23% | 21% | 11% | 11% | 13% | 4.0 |
| Summer 2002 | 44 | 34% | 30% | 9% | 2% | 11% | 14% | 4.3 |
| Winter 2003 | 50 | 24% | 18% | 16% | 8% | 10% | 24% | 3.7 |
| Summer/fall 2003 | 45 | 22% | 24% | 9% | 9% | 9% | 27% | 3.6 |
| Summer/fall 2004 | 47 | 19% | 28% | 15% | 13% | 11% | 15% | 4.0 |
| Summer/fall 2005 | 44 | 25% | 21% | 16% | 11% | 11% | 16% | 3.9 |
| Summer/fall 2006 | 42 | 26% | 17% | 19% | 14% | 7% | 17% | 3.9 |

^a "During the school year" was added to the question in the Summer/fall 2005 survey.

^b Question was not included in all years of the survey.

29. Parent survey: Amount of time spent supporting education at home (continued)

| Item | N | Percentage | | | | | | Mean |
|--|----|--|----------------------------------|-----------------------|-----------------------------------|---|--------------|------|
| | | 6 = Every day or almost every day | 5 = 2 or 3 times a week | 4 = Once a week | 3 = 2 or 3 times a month | 2 = Less than 2 or 3 times a month | 1 = Never | |
| Taking your child to a library^b | | | | | | | | |
| Winter 2002 | 49 | 0% | 8% | 14% | 16% | 29% | 33% | 2.4 |
| Summer 2002 | 46 | 4% | 11% | 15% | 11% | 30% | 28% | 2.6 |
| Winter 2003 | 50 | 4% | 10% | 8% | 28% | 26% | 24% | 2.7 |
| Summer/fall 2003 | 46 | 9% | 9% | 9% | 20% | 24% | 30% | 2.7 |
| Summer/fall 2004 | 47 | 2% | 2% | 21% | 28% | 21% | 26% | 2.5 |
| Summer/fall 2005 | 45 | 2% | 40% | 13% | 16% | 13% | 16% | 3.6 |
| Talking to your child about college or post-secondary education^b | | | | | | | | |
| Summer/fall 2006 | 43 | 21% | 21% | 21% | 19% | 12% | 7% | 4.0 |

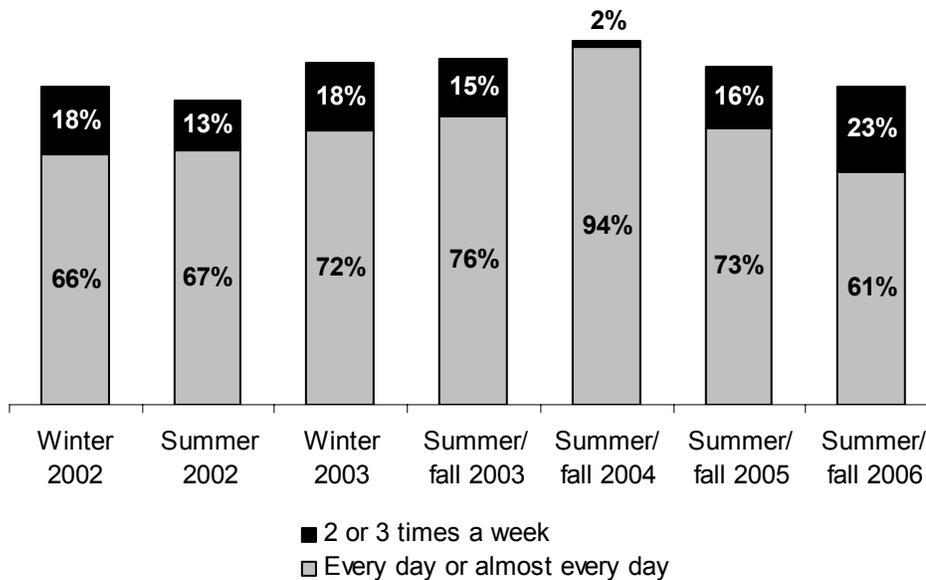
^a "During the school year" was added to the question in the Summer/fall 2005 survey.

^b Question was not included in all years of the survey.

The frequency with which parents check homework increased during the first few years of the initiative, before decreasing over the last several years

Figure 30 summarizes the results of a series of analyses of variance conducted to explore variation in responses to these items across the first seven survey administrations. The frequency with which parents checked the scholars' homework increased significantly between 2002 and 2004. Between 2004 and 2006, the frequency has declined.

30. Parent survey: Repeated measures analysis of variance for amount of time spent checking homework



Note: Ratings were made on the following scale: 1 = never; 2 = less than 2 or 3 times a month; 3 = 2 or 3 times a month; 4 = once a week; 5 = 2 or 3 times a week; and 6 = every day or almost every day. Variation in average score over time was statistically significant, $F=2.9^*$.

Sixty-seven percent of the parents felt as though their level of school involvement has increased since their child began participating in Cargill Scholars

In summer/fall 2006, 67 percent of parents felt that their level of involvement had increased either slightly or significantly since beginning the program, an increase from 58 percent the previous year (Figure 31). Thirty percent said that there was no change in their level of involvement.

31. Parent survey: Perceived changes in parental involvement

| Since [SCHOLAR] began participating in Cargill Scholars, has your involvement in his/her school... | N | Percentage | | | | | Mean |
|--|----|-----------------------------|------------------------|-------------------------------------|------------------------|-----------------------------|------|
| | | 5 = Increased significantly | 4 = Increased slightly | 3 = Neither increased nor decreased | 2 = Decreased slightly | 1 = Decreased significantly | |
| Summer 2002 | 46 | 33% | 24% | 41% | 2% | 0% | 3.9 |
| Winter 2003 | 47 | 21% | 32% | 45% | 2% | 0% | 3.7 |
| Summer/fall 2003 | 46 | 20% | 20% | 56% | 4% | 0% | 3.5 |
| Summer/fall 2004 | 47 | 30% | 26% | 38% | 6% | 0% | 3.8 |
| Summer/fall 2005 | 45 | 49% | 9% | 36% | 7% | 0% | 4.0 |
| Summer/fall 2006 | 43 | 37% | 30% | 30% | 2% | 0% | 4.0 |

Note: This question was not asked in winter 2002.

Attendance at school events

Most parents attended school open houses and meetings or conferences with the teacher, but they were unlikely to attend athletic events or to volunteer time at school or at a child's extracurricular activity

Parents were asked how often they have attended a variety of school and extracurricular events over the past three months. In summer/fall 2006, parents were most likely to report that they have attended parent-teacher conferences, with almost all parents (98%) attending at least once in the previous three months of school (Figure 32). Most parents (72% to 88%) also attended meetings with the child's teacher or principal, an open house at school, and their child's extracurricular event at school. Almost half of the parents (46%) had not attended any athletic events, while two-thirds (65% to 67%) had not volunteered with an extracurricular activity or school event.

32. Parent survey: Frequency of attending school events

| For each activity, please tell me whether this is something you have done several times, at least once, or not at all in the previous three months of school. | N | Percentage | | |
|---|----|-----------------------------|-------------------------|----------------------|
| | | 3 = Two or more times | 2 = At least once | 1 = Not at all |
| Attending an open house at school | | | | |
| Winter 2002 | 45 | 40% | 33% | 27% |
| Summer 2002 | 42 | 57% | 31% | 12% |
| Winter 2003 | 46 | 30% | 44% | 26% |
| Summer/fall 2003 | 45 | 29% | 51% | 20% |
| Summer/fall 2004 | 46 | 65% | 22% | 13% |
| Summer/fall 2005 | 45 | 80% | 20% | 0% |
| Summer/fall 2006 | 42 | 52% | 31% | 17% |
| Attending a parent-teacher conference | | | | |
| Winter 2002 | 48 | 48% | 42% | 10% |
| Summer 2002 | 44 | 66% | 30% | 4% |
| Winter 2003 | 47 | 49% | 40% | 11% |
| Summer/fall 2003 | 44 | 32% | 48% | 20% |
| Summer/fall 2004 | 46 | 76% | 43% | 11% |
| Summer/fall 2005 | 45 | 87% | 13% | 0% |
| Summer/fall 2006 | 42 | 62% | 36% | 2% |
| Attending an athletic event at school | | | | |
| Winter 2002 | 45 | 13% | 7% | 80% |
| Summer 2002 | 39 | 28% | 18% | 54% |
| Winter 2003 | 42 | 17% | 10% | 74% |
| Summer/fall 2003 | 40 | 23% | 7% | 70% |
| Summer/fall 2004 | 43 | 35% | 0% | 65% |
| Summer/fall 2005 | 45 | 36% | 9% | 56% |
| Summer/fall 2006 | 41 | 34% | 20% | 46% |
| Attending a meeting with your child's teacher or principal | | | | |
| Winter 2002 | 50 | 28% | 36% | 36% |
| Summer 2002 | 46 | 61% | 22% | 17% |
| Winter 2003 | 50 | 32% | 40% | 18% |
| Summer/fall 2003 | 45 | 38% | 33% | 29% |
| Summer/fall 2004 | 47 | 77% | 17% | 6% |
| Summer/fall 2005 | 45 | 71% | 20% | 9% |
| Summer/fall 2006 | 42 | 48% | 41% | 12% |

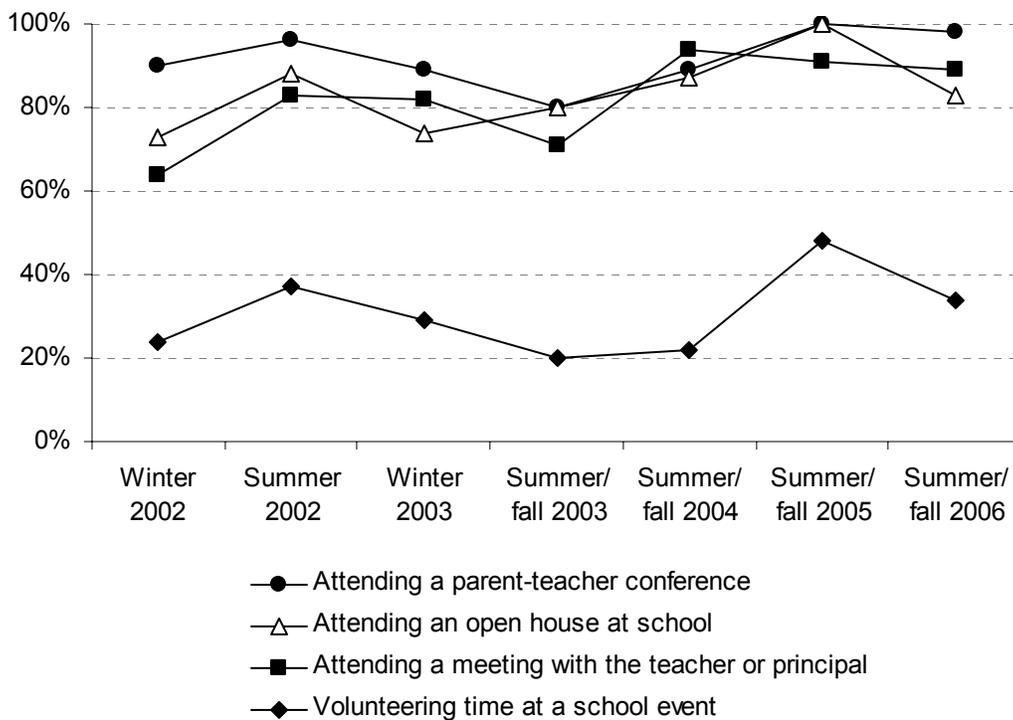
32. Parent survey: Frequency of attending school events (continued)

| For each activity, please tell me whether this is something you have done several times, at least once, or not at all in the previous three months of school. | N | Percentage | | |
|---|----|-----------------------------|-------------------------|----------------------|
| | | 3 = Two or more times | 2 = At least once | 1 = Not at all |
| Volunteering time at a school event | | | | |
| Winter 2002 | 50 | 12% | 12% | 76% |
| Summer 2002 | 46 | 11% | 26% | 63% |
| Winter 2003 | 48 | 10% | 19% | 71% |
| Summer/fall 2003 | 46 | 11% | 9% | 80% |
| Summer/fall 2004 | 47 | 13% | 9% | 79% |
| Summer/fall 2005 | 44 | 27% | 51% | 52% |
| Summer/fall 2006 | 42 | 24% | 10% | 67% |
| Attending your child's extracurricular event | | | | |
| Winter 2002 | 47 | 34% | 15% | 51% |
| Summer 2002 | 43 | 51% | 19% | 30% |
| Winter 2003 | 46 | 39% | 17% | 44% |
| Summer/fall 2003 | 45 | 44% | 20% | 36% |
| Summer/fall 2004 | 46 | 57% | 9% | 35% |
| Summer/fall 2005 | 44 | 39% | 27% | 34% |
| Summer/fall 2006 | 39 | 54% | 18% | 28% |
| Volunteering with a child's extracurricular activity | | | | |
| Winter 2002 | 47 | 17% | 13% | 70% |
| Summer 2002 | 42 | 26% | 12% | 62% |
| Winter 2003 | 47 | 11% | 15% | 74% |
| Summer/fall 2003 | 43 | 12% | 14% | 74% |
| Summer/fall 2004 | 46 | 17% | 11% | 72% |
| Summer/fall 2005 | 43 | 16% | 19% | 65% |
| Summer/fall 2006 | 40 | 23% | 13% | 65% |

While results have fluctuated over time, parents' ratings of their attendance at some school events has increased over the past several years

Figure 31 presents the results of a repeated measures analysis for these items. For four items (attending an open house at school, attending a parent-teacher conference, attending a meeting with the child's teacher or principal, and volunteering time at a school event), there was an overall trend towards increased involvement. Involvement varied, however, with declines seen in the first several years of the initiative.

33. Parent survey: Repeated measures analysis of variance for frequency of attending school events



Note: Figure provides the percentage of parents who have attended the event at least once in the previous three months of school. Ratings were made on the following scale: 1 = not at all; 2 = at least once; and 3 = two or more times. N = 27-37 parents who completed each of the six surveys. Variation in average ratings over time was statistically significant. Attending an open house at school: $F=7.9$.***. Attending a parent teacher conference: $F=6.6$.***. Attending a meeting with your child's teacher or principal: $F=11.1$.***. Volunteering time at a school event: $F=2.9$.*

Knowledge of school- or community-based resources

More than two-thirds of the parents (66%) said that they had learned about school or community based resources to help their child with school; the percentage of parents who used these resources has increased steadily to 89 percent

In summer/fall 2006, two-thirds of the parents (66%) said that they had learned about school- or community-based resources to help their children with school, such as tutoring, after-school programs, and libraries. This percentage has increased steadily since 2002, when 31 percent of the parents said that they learned about resources. The percentage of parents who said that they used these resources has increased steadily from 48 percent in 2003 to 89 percent in 2006 (Figures 34-36).

34. Parent survey: Increased familiarity with and use of school- or community-based resources to help child with school

| Item | N | Percentage saying yes |
|--|----|-----------------------|
| Since [SCHOLAR] became involved with Cargill Scholars, have you learned about any school- or community-based services to help your child with school?^a | | |
| Summer 2002 | 45 | 31% |
| Winter 2003 | 47 | 38% |
| Summer/fall 2003 | 45 | 53% |
| Summer/fall 2004 | 47 | 49% |
| Summer/fall 2005 | 43 | 56% |
| Summer/fall 2006 | 41 | 66% |
| Have you used these school- or community-based resources?^b | | |
| Summer 2002 | 14 | 86% |
| Winter 2003 | 18 | 56% |
| Summer/fall 2003 | 23 | 48% |
| Summer/fall 2004 | 23 | 61% |
| Summer/fall 2005 | 24 | 79% |
| Summer/fall 2006 | 27 | 89% |

Note: These questions were not asked in winter 2002.

^a The percentage saying "yes" has changed significantly over time; Cochran's Q= 15.8.***

^b The percentage saying "yes" has changed significantly over time; Cochran's Q= 15.2.*

35. Parent survey: Open-ended responses – What are these school- or community-based resources? (summer/fall 2006)

What are these school- or community-based resources?

Cultural organizations

Centro Cultural Chicano.

C.L.U.E.S. – Chicano Latino Unidos En Servicio.

Youth services/after school program

YMCA youth group.

Through the neighborhood youth center.

City park and recreation, football, soccer, volley ball, homework help, and other cultural activities there at the park.

1) Child and kids free check-ups. 2) Volunteer opportunities through the United Way.

YMCA.

Junior Achievement, after school program at Hardy Senior High.

After school activities.

Urban League.

Free music lessons, cooking classes, and art classes at the Inter-Media Arts Center in Minneapolis, and McPhail music program.

Community centers/libraries

Whittier Community Park.

Sabathani Community Center.

Libraries – they have tutors. Homework help-line.

Libraries. (3 respondents)

The public library.

They told us about different park boards, computer labs.

Tutoring/educational help

A tutor helping.

After school tutor.

After school tutoring sessions.

The tutoring. (2 respondents)

Tutoring – getting help with tutoring through the school.

Tutoring others at Salvation Army.

Sullivan Learning Center, and tutors.

Small learning programs.

35. Parent survey: Open-ended responses – What are these school- or community-based resources? (summer/fall 2006) (continued)

What are these school- or community-based resources?

Specific activities

Camping trips and outings; all educational.

Music resources.

College visits.

They have a writing class on Saturdays.

They have fundraisers at Urban League.

Museums.

Zoo.

Wilder internship program.

Post-secondary schooling with School District 197.

Other resources

College resources at the University of Minnesota Science Museum.

Pay attention to them and watch them making sure they don't get involved with bad people.

That you must encourage and teach your child about school and get involved in their education.

There were so many people who were resources to offer encouragement.

We went to a conference at the convention center to learn about how to prepare for college and how to seek financial aid.

I don't know because I have always used the resources through Cargill like the computer classes, tutoring, writing, etc.

The Neighborhood Involvement Program.

36. Parent survey: Open-ended responses – Why haven't you used these school- or community-based resources? (summer/fall 2006)

Why haven't you used these school- or community-based resources?

Because Cargill has enough to fill our needs.

My husband and I help him with most of his homework.

One-quarter of the parents (26%) learned about resources to assist them with parenting issues; 60 percent used these resources

Parents were also asked if they had learned about any school- or community-based services to help them with parenting issues. In summer/fall 2006, one-quarter of the parents (26%) said that they had learned about school- or community-based services to help them with parenting issues. These services included cultural programs, Cargill parent meetings, counseling, and other services. Sixty percent of the parents reported using these services; a few others said that they did not need the services (Figures 37-39).

37. Parent survey: Increased familiarity with school- or community-based resources to help with parenting issues

| | N | Percentage saying yes |
|---|----|-----------------------|
| Since [SCHOLAR] became involved with Cargill Scholars, have you learned about any school- or community-based services to help you with parenting issues? | | |
| Summer 2002 | 45 | 20% |
| Winter 2003 | 48 | 15% |
| Summer/fall 2003 | 46 | 22% |
| Summer/fall 2004 | 47 | 36% |
| Summer/fall 2005 | 43 | 33% |
| Summer/fall 2006 | 43 | 26% |
| Have you used these school- or community-based resources?^a | | |
| Summer 2002 | 9 | 56% |
| Winter 2003 | 7 | 14% |
| Summer/fall 2003 | 9 | 0% |
| Summer/fall 2004 | 17 | 53% |
| Summer/fall 2005 | 14 | 50% |
| Summer/fall 2006 | 10 | 60% |

Note: These questions were not asked in winter 2002.

^a The percentage of parents saying "yes" has changed significantly over time, chi-square = 11.9.*

38. Parent survey: Open-ended responses – What are these school- or community-based resources? (summer/fall 2006)

What are these school- or community-based resources?

Centro Cultural Chicano.

C.L.U.E.S. – Chicano Latino Unidos En Servicio.

Child and teen check-ups through the county.

Curriculum designing for students and teachers.

Cargill parent meetings.

Parent meetings with Cargill.

Counseling. They would pay for it. We were having problems.

To be a role model for him and teach him not to get involved with gangs at school.

Urban League – self-sufficiency to help me find employment.

I didn't actually use them but I learned about resources such as phone numbers, pamphlets, and events.

Don't use them, don't know names.

I don't remember.

39. Parent survey: Open-ended responses – Why haven't you used these school- or community-based resources? (summer/fall 2006)

Why haven't you used these school- or community-based resources?

Because I use Cargill only.

I don't think I needed them.

I have not had the need to yet.

Running my own program, doing it my way.

Understanding of school policies and procedures

Seventy-four percent of the parents felt that the program helped increase their understanding of school policies and procedures

The last measure related to parental involvement in education obtained from the parent survey is the percentage of parents who reported that the Cargill Scholars program has helped them gain a better understanding of school policies and procedures. As seen in Figure 40, 74 percent of parents said that they had gained a better understanding of school policies and procedures. These results have improved significantly over time.

40. Parent survey: Increased understanding of school policies and procedures

| Has the Cargill Scholars program helped you gain a better understanding of school policies and procedures? | N | Percentage saying yes |
|--|----|-----------------------|
| Summer 2002 | 44 | 61% |
| Winter 2003 | 47 | 55% |
| Summer/fall 2003 | 46 | 61% |
| Summer/fall 2004 | 46 | 67% |
| Summer/fall 2005 | 44 | 75% |
| Summer/fall 2006 | 43 | 74% |

Note: This question was not asked in winter 2002. Cochran's Q=12.5*.

Positive relationships with unrelated adults

The third outcome goal is that scholars will develop positive relationships with unrelated adults, such as the Cargill Scholars coaches and Big Brothers/Big Sisters. The measures related to this goal are obtained from the interviews with parents and with scholars.

Perceived improvement in relationships with unrelated adults

Almost all parents (98%) and scholars (97%) felt that Cargill Scholars helped them improve their relationships with unrelated adults at least somewhat

As seen in Figure 41, 97 percent of parents felt that the Cargill Scholars program had helped their child improve relationships with unrelated adults either “a lot” or “a little.” The results were similar for scholars, 98 percent of whom felt that the program had helped them improve relationships with other adults at least “sometimes” (Figure 42). There have been no significant trends in these ratings over time for either parents or scholars.

41. Parent survey: Perceived improvements in relationships with unrelated adults

| Do you feel Cargill Scholars has helped your child improve relationships with unrelated adults? | N | Percentage | | |
|---|----|-------------------|----------------------|-----------|
| | | 3 = Yes, a lot | 2 = Yes, a little | 1 = No |
| Summer 2002 | 45 | 58% | 31% | 11% |
| Winter 2003 | 47 | 49% | 38% | 13% |
| Summer/fall 2003 | 46 | 60% | 31% | 9% |
| Summer/fall 2004 | 47 | 70% | 26% | 4% |
| Summer/fall 2005 | 44 | 68% | 30% | 2% |
| Summer/fall 2006 | 42 | 71% | 26% | 2% |

Note: This question was not asked in winter 2002.

42. Scholar survey: Perceived improvements in relationships with unrelated adults

| Do you feel that being Cargill Scholars has helped you improve relationships with other adults? | N | Percentage | | |
|---|----|------------|---------------|--------|
| | | 3 = Yes | 2 = Sometimes | 1 = No |
| Summer 2002 | 45 | 76% | 18% | 6% |
| Winter 2003 | 49 | 74% | 12% | 14% |
| Summer/fall 2003 | 46 | 54% | 37% | 9% |
| Summer/fall 2004 | 49 | 61% | 31% | 8% |
| Summer/fall 2005 | 49 | 59% | 27% | 14% |
| Summer/fall 2006 | 45 | 56% | 42% | 2% |

Note: Response choices in Summer 2002 were 1= no; 2 = yes, a little; and 3 = yes, a lot. This question was not asked in winter 2002.

Relationships with mentors

All of the scholars were matched with a mentor through Big Brothers/Big Sisters while they were involved in Cargill Scholars; the number of active matches has declined in the last year

One goal of the Cargill Scholars program is to provide scholars with Big Brother/Big Sister mentors. According to parents and scholars, almost all scholars (96%) had been matched with a mentor by the summer/fall of 2005. In the summer/fall of 2006, the percentage of scholars with a mentor decreased significantly (to 69% according to parents and 81% according to scholars) (Figures 43 and 44).

43. Parent survey: Presence of Big Brother/Big Sister mentor

| Is your child currently matched with a mentor through Big Brothers/Big Sisters? ^a | N | Percentage saying yes |
|--|----|-----------------------|
| Winter 2003 | 38 | 67% |
| Summer/fall 2003 | 46 | 59% |
| Summer/fall 2004 | 47 | 100% |
| Summer/fall 2005 | 44 | 96% |
| Summer/fall 2006 | 42 | 69% |

Note: This question was not asked in winter 2002 or summer 2002. Cochran's Q = 32.4***.

^a Prior to 2006, this question was asked, "Has your child been matched with a mentor through Big Brothers/Big Sisters yet?"

44. Scholar survey: Presence of Big Brother/Big Sister mentor

| Do you have a Big Brother/Big Sister mentor? | N | Percentage saying yes |
|--|----|-----------------------|
| Summer 2002 | 47 | 47% |
| Winter 2003 | 50 | 60% |
| Summer/fall 2003 | 46 | 59% |
| Summer/fall 2004 | 49 | 94% |
| Summer/fall 2005 | 48 | 96% |
| Summer/fall 2006 | 43 | 81% |

Note: This question was not asked in winter 2002. Cochran's Q = 50.2***.

Almost all parents said that scholars had at least a somewhat positive relationship with the mentor; 90 percent said it was very positive

Those parents who said that their child had a mentor were asked to rate the quality of the relationship between the child and the mentor. As seen in Figure 45, almost all parents (97%) said that the relationship was either “somewhat positive” or “very positive.” Most (90%) said that the relationship was very positive. These results have not changed significantly over time.

45. Parent survey: Ratings of relationship with Big Brother/Big Sister

| How would you describe your child's relationship with the mentor? | N | Percentage | | | | | Mean |
|---|----|-------------------|-----------------------|-----------------------------------|-----------------------|-------------------|------|
| | | 5 = Very positive | 4 = Somewhat positive | 3 = Neither positive nor negative | 2 = Somewhat negative | 1 = Very negative | |
| Winter 2003 | 32 | 94% | 3% | 3% | 0% | 0% | 4.9 |
| Summer/fall 2003 | 27 | 89% | 11% | 0% | 0% | 0% | 4.9 |
| Summer/fall 2004 | 47 | 79% | 17% | 4% | 0% | 0% | 4.7 |
| Summer/fall 2005 | 42 | 76% | 19% | 2% | 0% | 2% | 4.7 |
| Summer/fall 2006 | 29 | 90% | 7% | 3% | 0% | 0% | 4.9 |

Note: This question was not asked in winter 2002 or summer 2002.

While all scholars enjoy time with mentors and feel that their mentors listen to them, fewer talked to their mentors about their feelings

Those scholars who had a mentor were also asked several questions regarding their relationship. As seen in Figure 46, most scholars said that they enjoyed the time spent with their mentor (97%) and felt as though their mentor listens to them (91%); the remaining scholars said “sometimes” for both items. Three-quarters of the scholars (74%) said that they spent as much time as they would like with their mentor at least “sometimes.”

The lowest ratings emerged related to scholars talking to their mentor about their feelings. The percentage of the scholars who said that they had talked to mentors about their feelings decreased from 50 percent in summer 2002 to 11 percent in summer 2005, but increased to 29 percent in 2006.

46. Scholar survey: Scholars’ relationships with their mentors

| Since you were paired with a Big Brother/Big Sister through Cargill Scholars, have you | N | Percentage | | |
|--|----|-----------------------------------|------------------|-----------|
| | | 3 = All or most of the time | 2 = Sometimes | 1 = No |
| Been able to talk to your mentor about your feelings^a | | | | |
| Summer 2002 | 22 | 50% | 9% | 41% |
| Winter 2003 | 30 | 33% | 40% | 27% |
| Summer/fall 2003 | 27 | 26% | 37% | 37% |
| Summer/fall 2004 | 46 | 22% | 41% | 37% |
| Summer/fall 2005 | 45 | 11% | 58% | 31% |
| Summer/fall 2006 | 35 | 29% | 37% | 34% |
| Spent as much time as you would like with your Big Brother/Big Sister^a | | | | |
| Summer 2002 | 22 | 68% | 14% | 18% |
| Winter 2003 | 30 | 70% | 23% | 7% |
| Summer/fall 2003 | 27 | 59% | 30% | 11% |
| Summer/fall 2004 | 46 | 72% | 22% | 7% |
| Summer/fall 2005 | 45 | 47% | 40% | 13% |
| Summer/fall 2006 | 35 | 54% | 20% | 26% |

46. Scholar survey: Scholars' relationships with their mentors (continued)

| Since you were paired with a Big Brother/Big Sister through Cargill Scholars, have you | N | Percentage | | |
|--|----|-----------------------------------|------------------|-----------|
| | | 3 = All or most of the time | 2 = Sometimes | 1 = No |
| Enjoyed the time you spent with your Big Brother/Big Sister^a | | | | |
| Summer 2002 | 22 | 96% | 4% | 0% |
| Winter 2003 | 30 | 97% | 3% | 0% |
| Summer/fall 2003 | 46 | 100% | 0% | 0% |
| Summer/fall 2004 | 45 | 96% | 4% | 0% |
| Summer/fall 2005 | 46 | 96% | 4% | 0% |
| Summer/fall 2006 | 35 | 97% | 3% | 0% |
| Felt like your Big Brother/Big Sister listens to you?^b | | | | |
| Summer/fall 2003 | 27 | 93% | 7% | 0% |
| Summer/fall 2004 | 46 | 94% | 7% | 0% |
| Summer/fall 2005 | 46 | 100% | 0% | 0% |
| Summer/fall 2006 | 35 | 91% | 9% | 0% |

^a This question was not asked in winter 2002.

^b This question was not asked in winter 2002, summer 2002, or winter 2003.

Most scholars and parents felt that Big Brothers/Big Sisters had made a difference in the scholar's life, including attending activities and developing positive relationships

As seen in Figure 47, 89 percent of the parents felt that the Big Brother/Big Sister mentor had made a difference in the scholar's life. When asked how they had made a difference, some parents said that the mentors had exposed to scholars to new activities or experiences. Others said that the mentors were positive role models for their children. Some highlighted the benefits for the scholars, including increased confidence and respectfulness. A full list of comments is provided in Figure 48.

47. Parent survey: Impact of Big Brothers/Big Sisters

| Has your child's relationship with the mentor made a difference in his/her life? | N | Percentage saying yes |
|---|----------|------------------------------|
| Winter 2003 | 28 | 89% |
| Summer/fall 2003 | 26 | 81% |
| Summer/fall 2004 | 45 | 84% |
| Summer/fall 2005 | 39 | 82% |
| Summer/fall 2006 | 28 | 89% |

Note: This question was not asked in winter 2002 or summer 2002.

48. Parent survey: Open-ended responses – How has the relationship with the mentor made a difference in his/her life? (summer/fall 2006)

How has the relationship with the mentor made a difference in his/her life?

Learning about different lifestyles and activities

Because their lives are so different. The Big Sister, has a way different lifestyle so scholar likes that in a positive way.

He learns a lot. He does things he never did before like cooking.

She's part of the family, the Big Sister. Scholar is interested in more activities, the arts, sports because of her Big Sister.

She learned lots new things in school and reading more often and join more sports at school. Big Brother/Sister took her to many places that she has never been to before.

To try different things like experience.

Wonderful now. She had a good job and showed that you can have a good life.

The mentor is very educated. He takes him to Twin's games and has spare time to spend with him while I am working.

Role model

Good for her to go out with an older person, someone older to hang with.

He doesn't have his father around and Big Brother has been a father figure to him.

I think she just has a very positive role model for her besides the parents.

She always wanted a Big Sister. My daughter is the oldest. They can talk about anything and go many places together.

The mentor is a very positive influence on my son.

Just to have another adult in her life. They're really good friends. They go shopping, bike riding, nursing home visits. She has learned about a positive/different lifestyle.

48. Parent survey: Open-ended responses – How has the relationship with the mentor made a difference in his/her life? (summer/fall 2006) (continued)

How has the relationship with the mentor made a difference in his/her life?

Relationship

She's taught scholar how to focus on school. To pick the right friends. She gives a lot of time and positive feedback.

When she needs help she could call her mentors and they would take her to work on the project. She had a couple different mentors.

He gets along with the mentor real well and listens to him.

She was a very good person who she (the daughter) liked a lot. The mentor took my daughter just to spend time with her. It was so great because my daughter really liked her mentor.

He talks to him about life. Scholar really takes his input seriously. His big brother listens. He knows what hard work is.

Changes in student

He feels more secure, more sure of himself. It has also helped him become more independent.

He has become more open to being around people, has made him friendlier.

The mentor helped him very much about changing the way we talk and have respect to other people and his family members.

It makes him care more about school and be more interested in school and think more about his future education.

More creative, outspoken, and makes decisions.

She uses polite words to her siblings.

Taught her how to respect and make her goal most important and get something for parents as a gift is education.

As seen in Figure 49, 74 percent of the scholars felt that their Big Brother/Big Sister had made a difference in their lives in summer/fall 2006. Those scholars who said that the mentor had made a difference were asked to describe this difference. As seen in Figure 50, some scholars mentioned new activities that they had tried or things that they had learned.

49. Scholar survey: Has Big Brother/Big sister made a difference

| Has your Big Brother/Big Sister made a difference in your life? | N | Percentage saying yes |
|--|----------|------------------------------|
| Winter 2003 | 29 | 76% |
| Summer/fall 2003 | 27 | 82% |
| Summer/fall 2004 | 45 | 71% |
| Summer/fall 2005 | 46 | 70% |
| Summer/fall 2006 | 35 | 74% |

Note: This question was not asked in winter 2002 or summer 2002.

50. Scholar survey: Open-ended responses – How have they made a difference? (summer/fall 2006)

How have they made a difference?

New experiences

He's shown me different places and has taken me to do things I have never done.

She gave me the experiences I have never had before because I have been to places I never been to before.

She's taken me to new experiences that I probably wouldn't have done.

Taking me places that I haven't been able to go to and spending time with me.

Support

Because now I have someone else, an adult to help me out with my problems.

He helped me with my school project. He's like a father figure to me.

I don't have any brothers and my dad isn't around a lot so it's nice to have a Big Brother mentor.

If I was pressured to make bad choices I know can talk to them or go to them for help and support.

Mostly understanding me.

Learning

We talked about new stuff. They taught me new things such as rules for driving, keep any balance in the bank update.

They helped me do my homework so I know how to do it.

They taught me how to stand up for myself and try my best for everything I do.

Helping me to know what kind of things that can help me in the future.

Learning from older people is helpful.

She taught me how to stay out of trouble.

He gave me tips on how to play American football so he helped me physically, mentally, and education wise.

He tells me a lot of things about pharmacy and his family. His brother is a pharmacist.

They are there for me. They give me books.

Activities

I go out more than I used to before.

Well when I'm with her I am doing interesting activities instead of doing nothing.

When she takes me places and we do things together its fun.

By just being able to get out of the house.

When we go out I am busy. It's like when I'm with her I can just be myself and laid back.

Other

Been in my life a lot.

He helped me become more outgoing.

Showing me what I could have by getting a good education.

Scholars’ enjoyed spending time with their mentors and identified a number of positive characteristics of mentors

Scholars answered two open-ended questions. The first asked scholars what they liked best about their Big Brother/Big Sister. Many scholars identified a number of positive characteristics of the mentors, such as being fun to be with or taking them to activities. A full list of scholars’ responses is found in Figure 51.

51. Scholar survey: Open-ended comments – What have you liked best about your Big Brother/Big Sister? (summer/fall 2006)

What have you liked best about your Big Brother/Big Sister?

Activities

Things that we all did together. Example; playing cards, golf, and going out to eat.

Time spent together.

When we have girls night out/like go out to eat, go to the movies, tubing, get together with other girls and their mentors.

The place they take me and stuff like that.

The places she takes me and when she comes to my basketball games.

She’s taken me places that I have never been so I can have new experiences.

Taking me to science places or museums because I like science.

Talking to her and doing activities.

Play games.

Takes time out of her busy day to do stuff.

Personal characteristics

They’re fun to go out with. They’re good people.

He was fun to hang out with.

How she’s really fun and fun to hang out with.

She makes me laugh. We talk about a lot of things.

That she’s really nice. She tries to make me happy.

They are kind, patient, care and make me feel comfortable around.

He’s funny and he wants to talk.

He’s nice.

The fact that she is young and go new places. She is very energetic and funny like me.

She’s nice.

She was very good and very friendly.

She’s funny.

She travels a lot, she’s exciting.

51. Scholar survey: Open-ended comments – What have you liked best about your Big Brother/Big Sister? (summer/fall 2006) (continued)

What have you liked best about your Big Brother/Big Sister?

He is outgoing and willing to do things.

Her personality and that she has traveled to a lot of places.

Understanding/listens/helps with problems

The way she understands where I'm coming from or how I'm feeling. She listens to me and my feelings.

They always help with or talk to me how I feel about my parents and how to accept them.

That he could relate to me and put up with me.

She listens to me.

She always listens.

Big Brother is in Bulgaria for about a year ago he left. That he was always understanding and he is not that old so he knows me as a teenager. Also he talked to me at my level.

Connection

Having a Big Brother because I don't have any big brother.

He treats me like family, like his younger brother. He likes to try new things and he's friendly.

That we have a lot of things in common like sports.

That we talk about what guys talk about. Mostly like sports, music, things that my mm won't understand or know about.

Other

She asks me what do I want to do and we do it.

That he can take time to watch me play sports.

They helped me do my homework.

He's Korean.

Scholars were also asked what they liked least about their Big Brother/Big Sister. As seen in Figure 52, most scholars said that there was not anything that they did not like. A few provided comments, saying that their mentor was not available as much as they would like to see them.

52. Scholar survey: Open-ended comments – What have you liked least about your Big Brother/Big Sister? (summer/fall 2006)

What have you liked least about your Big Brother/Big Sister?

Travels/travels for work

He goes out of town a lot.

That he has to travel a lot for his job.

That he left to go to Bulgaria.

That he travels so much.

Too much traveling for work.

Working.

Not enough contact

The fact that we don't spend much time together.

They don't call me as much.

Other

Nothing really. But one time when we were at Washington D.C. she tweaked (yelled) at us.

Nothing/don't know

Can't think of anything. (2 respondents)

Nothing. (22 respondents)

I don't know. (2 respondents)

Presence of supportive unrelated adults

In summer/fall 2006, almost all scholars (98%) said that they had unrelated adults that they could depend on, including relatives, teachers, friends' parents, and neighbors

The first measure of this goal is the percentage of scholars who report that they have adults that they can depend on. As seen in Figure 53, in summer/fall 2006, 98 percent of scholars said they had adults, other than their parents, that they can depend on (an increase from 90% the previous year and 82% at the first survey administration).

53. Scholar survey: Presence of supportive unrelated adults

| Besides your parents, do you have other adults you can depend on? | N | Percentage saying yes |
|--|----------|------------------------------|
| Winter 2002 | 49 | 82% |
| Summer 2002 | 47 | 89% |
| Winter 2003 | 49 | 82% |
| Summer/fall 2003 | 46 | 83% |
| Summer/fall 2004 | 49 | 92% |
| Summer/fall 2005 | 48 | 90% |
| Summer/fall 2006 | 45 | 98% |

Those scholars who said that they did have other adults that they could talk to or depend on were asked to identify these other adults. Their responses are listed in Figure 54.

Responses have been coded into categories and are not verbatim responses. Most scholars identified other relatives, such as aunts, uncles, cousins, grandparents, and siblings. Some mentioned unrelated adults, such as parents of friends, mentors, and Cargill Scholars staff.

54. Scholar survey: Open-ended comments – besides parents, who are some of the other adults you talk to or depend on? (summer/fall 2006)

Besides parents, who are some of the other adults you talk to or depend on?

Family

Aunts/uncles. (25 respondents)

Cousins. (8 respondents)

Brother/sister. (10 respondents)

Grandmother/grandfather. (10 respondents)

Brother-in-law. (2 respondents)

Friends/friend's family

My best friend.

Friend's dad.

My best friend's mom.

My friend's mother.

My friend's parents. (3 respondents)

School staff

Teachers. (4 respondents)

My principal.

**54. Scholar survey: Open-ended comments – besides parents, who are some of the other adults you talk to or depend on? (summer/fall 2006)
(continued)**

Besides parents, who are some of the other adults you talk to or depend on?

Big Brother/Big Sister Program

My Big Brother.

My Big Brother through the Big Brother program.

My Big Brother/Sister. They're adults and I depend on them.

My Big Sister from the program.

My Big Sister.

Big Sister in Cargill programs.

Cargill Scholar staff

People from Cargill Scholars.

The people from Cargill Scholars.

Sam and Laverne. (2 respondents)

Terry O'Donnell and Laverne Pargo.

Sam. (2 respondents)

Other people or staff who work for Cargill.

Neighbors/family friends

My neighbors. (2 respondents)

My godfather.

Family friends.

Other

I know a woman at the park. I can tell her anything.

My tutor.

My coach.

My pastor at my dad's church, my pastor at my mom's church, my mentor, the pastor's wife.

When faced with an important decision, most scholars would talk to family members (especially parents), who they thought would give advice, help them make a choice, talk to them, and offer encouragement

Several questions were included in the scholar survey to assess the availability of supportive individuals. First, scholars were asked who they would talk to if they had an important decision to make. As seen in Figure 55, many of the scholars said that they would talk to one or both of their parents and their friends. Some also mentioned other

family members. When asked how this person would help them, scholars said that they would give them advice or help them make decisions (Figure 56).

55. Scholar survey: Open-ended comments – Who would you talk to if you have an important decision to make? (summer/fall 2006)

Who would you talk to if you have an important decision to make?

Family/family friends

Grandma. (4 respondents)

Maybe one or two close friends of the family.

My family. (2 respondents)

One of my cousins.

My cousin. (2 respondents)

I talked to my older sister and brother-in-law.

My older brother.

My brothers.

Uncle.

My sister/s. (4 respondents)

My older sister.

My mom, depends on the decision.

I talk to my mother.

My mom. (15 respondents)

My parents. (my mom).

My parents and family.

My parents. (3 respondents)

Parents. (2 respondents)

My father.

My dad.

Friends

My best friend probably.

One of my closest friends.

Probably my best friend.

My two best friends.

My best friend. (3 respondents)

My friends. (2 respondents)

Friends.

Other

Laverne Pargo (Cargill Scholars' Coach).

My coach.

Nobody.

56. Scholar survey: Open-ended comments – How would this person help you? (summer/fall 2006)

How would this person help you?

Give advice

Give me like a ton of advice.

Giving me advice and his opinion.

Good advice.

She gives me advice and tells me how she would handle the situation.

She would give me good advice or tell me what's best for me.

She would give me some advice.

They gave me their opinions and advice for me what to do.

They would give me advice and all that other stuff.

They would give me advice as to what is best for me.

They would give me advice.

They would give me good advice.

They would give me their opinion.

She would give me advice or something.

By giving some advice.

Tell me what to do/give choices or options

She will give me some options to pick from.

She would tell me to do what I think is right.

She would tell me what I should do.

She would tell me what's right and wrong and tell me what to do.

Talk to me, have a long conversation, and tell me what I should do.

Tell me what's right.

By giving me choices.

They tell me what to do best for me.

They will tell me the right thing to do.

They would state their opinion if it's a good or bad idea.

They would tell me or help me to do the right thing.

They would tell me to do whatever I think is best for myself.

They'll help me make the right choice.

They'll try to give me the best decision for me.

She gives me decisions on how to decide.

She would try to help me decide and she would show me what's good and what's bad about it.

56. Scholar survey: Open-ended comments – How would this person help you? (summer/fall 2006) (continued)

How would this person help you?

Tell me what to do/give choices or options (continued)

Talk to me and give me the best choices for me.

She would help decide on the best answer.

She would point out the positive and negative aspects of the decision.

Tell me what I should do.

He would tell me the best thing to do, the best way.

He would tell me the right thing to do.

They would tell me what to do.

She helped me know which is useful the most and important for me to do.

By showing both sides of the situation.

Helping me to make the right decisions.

Other

By guiding me the right way.

They have a lot of experience so they should know how to help.

She's my age and she understands.

She would tell me to think ahead.

She will listen to me.

Nobody.

He has a good head on his shoulders and he can figure things out that I could not.

I don't know. (3 respondents)

Relationship with coaches

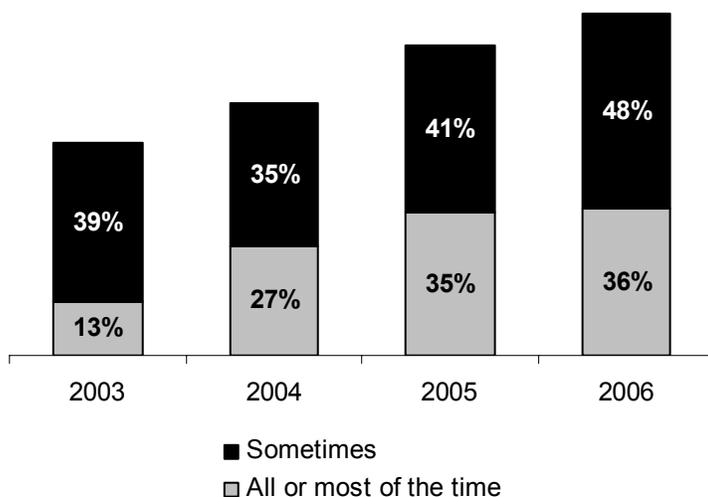
Scholars enjoyed the time spent with coaches and felt that the coaches listened to them; the percentage who talked to coaches about their feelings has increased

Scholars were asked several questions about their relationships with the program coaches. As seen in Figure 57, almost all scholars said that they enjoyed the time spent with the coach (98%) and felt that the coach listened to them (96%); the remaining scholars agreed with these items “sometimes.” These results have remained stable over the past several years. The percentage who said that they had not been able to talk to coaches about their feelings decreased from 48 percent in summer/fall 2003 to 16 percent in summer/fall 2006.

57. Scholar survey: Rating of scholars' relationships with their coaches

| | N | Percentage | | |
|--|----|-----------------------------------|------------------|-----------|
| | | 3 = All or most of the time | 2 = Sometimes | 1 = No |
| Been able to talk to your coach about your feelings^a | | | | |
| Summer/fall 2003 | 46 | 13% | 39% | 48% |
| Summer/fall 2004 | 49 | 27% | 35% | 39% |
| Summer/fall 2005 | 39 | 35% | 41% | 24% |
| Summer/fall 2006 | 44 | 36% | 48% | 16% |
| Enjoyed the time spent with your coach? | | | | |
| Summer/fall 2004 | 49 | 86% | 14% | 0% |
| Summer/fall 2005 | 49 | 86% | 14% | 0% |
| Summer/fall 2006 | 45 | 98% | 2% | 0% |
| Feel like your coach listens to you? | | | | |
| Summer/fall 2003 | 46 | 87% | 7% | 7% |
| Summer/fall 2004 | 49 | 92% | 6% | 2% |
| Summer/fall 2005 | 39 | 84% | 14% | 2% |
| Summer/fall 2006 | 45 | 96% | 4% | 0% |

58. Scholar survey: Percentage of scholars who talk to coaches about their feelings



Note: Scale was 3 = all or most of the time; 2 = sometimes; 1 = no. The average rating has changed significantly over time, $F=7.2^{***}$.

Scholars were also asked to identify ways in which the coaches had helped them during the fifth program year. The responses to this open-ended item are found in Figure 59. Scholars provided a range of responses to this item. Many scholars focused on academics, saying that the coaches helped them increase their academic skills or performance. Others said that the coaches helped them by listening to their issues and providing support.

59. Scholar survey: Open-ended item – How has Sam or Laverne helped you this year? (summer/fall 2006)

How has Sam or Laverne helped you this year?

School-related

A lot – schoolwork.

Help with school supplies and summer school information.

I have not spoken to them for a long time. Before that they would help me with school work.

Improving my grades by helping me with a tutor.

Staying on me about my school.

Laverne helped me with school.

Math and writing, reading.

Keep my grades up and push me to higher levels.

Sam has helped me academically.

Sam helped me get help with my homework and not to be afraid to talk to the English teacher.

Sam helped me to stay in check with my school work. He hooked me up with tutors. Lavern I really did not talk to.

The tutors for math and reading.

Pushing me to work on things I needed to work on. For example: science.

They also helped me get into a private school.

They help me, taught me how to get better grades, and walk away from troublemakers.

They helped me do better in school. They encouraged me to never give up.

They helped me improve my grades. They told me I could do it.

They helped me prepare for school like taught me how to study.

They helped me to pick out schools.

They helped me to talk to my teachers. They always figured out how to do my schoolwork.

They helped me turn in my school work on time and to do extra-credit work.

They helped me with my study skills and how to stay organized and to transition to the 8th grade.

They talked to me about picking up my low grades. They got me a tutor and called and checked up on me all the time.

They woke me up because I was doing bad in school and they got me to do good and be somebody.

59. Scholar survey: Open-ended item – How has Sam or Laverne helped you this year? (summer/fall 2006) (continued)

How has Sam or Laverne helped you this year?

School-related (continued)

To turn in my homework on time.

They would give me tutoring and if I needed something they helped me.

They've been there for me and they helped me with my school subjects and activities.

They gave me their time with homework.

With math and music.

With schoolwork, how to participate more.

Change behavior

They helped get along with people, how to be nice to others.

They helped me understand things. You have to grow up more, how to avoid conflicts.

They helped with knowing what activities going to happen next and understanding what an activity would be like.

With my behavior.

Sam put me on the track I needed to be on and every time I fell off he helped me back up.

Sam taught me how to be more friendly and sociable and not so threatening.

She made me feel better to make decisions freely. She gave encouragement.

They give me encouragement to keep going. They "push me." They tell me I can do stuff.

Just by getting stuff together so I can do activities.

Laverne helped me to be myself.

They helped me be more outgoing, to talk to people more.

Understanding/listens

Just by understanding and helping me out.

Listen to me.

They would listen if I needed someone to talk to.

Through the hard times. They take us out to have fun. They build up my energy and confidence.

Other

When I need anything such as going out to play.

By making me reach my goal.

They got sports equipment for me and they talked with my teachers.

They have taken me to play basketball. They paid for me to go places like the trip to Florida.

Don't know

Don't know.

Can't remember.

School involvement and success

The fourth goal of the Cargill Scholars program is that scholars will increase their school involvement and success. In addition to improving grades, this goal is defined in multiple ways, including asking for help, following directions, completing assignments on time, working independently of coaches, enjoying the learning process, setting academic goals, attending school, and demonstrating study skills. The measures related to this goal are obtained from the teacher SSRS and from interviews with parents and scholars.

School attendance

Almost all scholars (98%) were rated by parents as having “good” or better school attendance

As seen in Figure 60, in summer/fall 2006, 98 percent of scholars were rated by parents as having “good” or better school attendance (average rating between “very good” and “outstanding”). While overall there has been a significant trend in ratings, the average rating for this item has remained relatively stable between 2003 and 2006.

60. Parent survey: Parent ratings of scholars’ school attendance

| When you think of [SCHOLAR’S] behavior over the last three months of school, how would you rate him/her in the following areas? | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = OK | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Attending school | | | | | | | | |
| Winter 2002 | 50 | 0% | 0% | 0% | 12% | 16% | 72% | 5.6 |
| Summer 2002 | 46 | 0% | 0% | 0% | 15% | 17% | 67% | 5.5 |
| Winter 2003 | 50 | 0% | 0% | 4% | 12% | 32% | 52% | 5.3 |
| Summer/fall 2003 | 46 | 0% | 0% | 2% | 13% | 30% | 54% | 5.4 |
| Summer/fall 2004 | 47 | 0% | 0% | 4% | 11% | 32% | 53% | 5.3 |
| Summer/fall 2005 | 44 | 0% | 0% | 5% | 11% | 36% | 48% | 5.3 |
| Summer/fall 2006 | 42 | 0% | 0% | 2% | 17% | 26% | 55% | 5.3 |

In summer/fall 2006, 78 percent of the parents said that the program helped the scholar improve their school attendance; these ratings have increased significantly over the past several years

Seventy-nine percent of the parents in summer/fall 2006 felt that the program had helped the scholars improve their school attendance at least a little (similar to the results from the previous year) (Figure 61). Ratings have changed significantly over time. Parents’ ratings

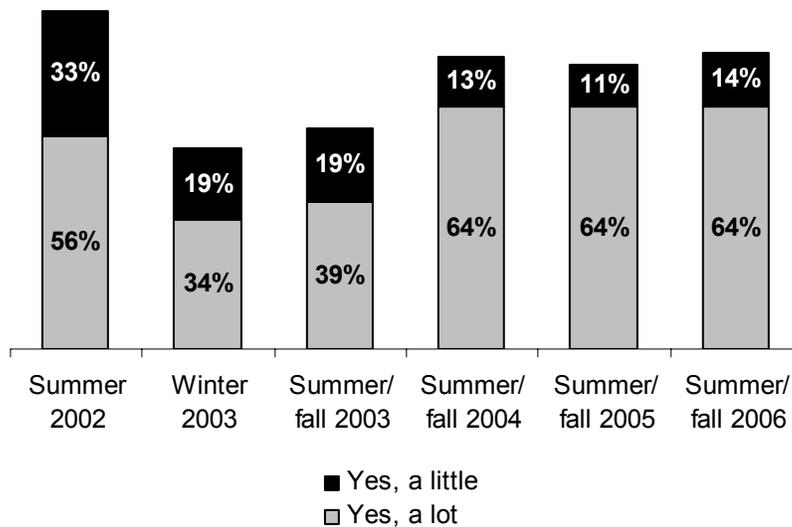
of the helpfulness of the program in improving school attendance declined between 2002 and 2003, increased in 2004, and remained stable between 2004 and 2006 (Figure 61).

61. Parent survey: Perceived impact of Cargill Scholars on school attendance

| Do you feel Cargill Scholars has helped your child improve school attendance? | N | Percentage | | |
|---|----|----------------|-------------------|--------|
| | | 3 = Yes, a lot | 2 = Yes, a little | 1 = No |
| Summer 2002 | 36 | 56% | 33% | 11% |
| Winter 2003 | 47 | 34% | 19% | 47% |
| Summer/fall 2003 | 43 | 39% | 19% | 42% |
| Summer/fall 2004 | 47 | 64% | 13% | 23% |
| Summer/fall 2005 | 44 | 64% | 11% | 25% |
| Summer/fall 2006 | 42 | 64% | 14% | 21% |

Note: This question was not asked in winter 2002.

62. Parent survey: Repeated measures analysis of variance for ratings of perceived impact of Cargill Scholars on school attendance



Note: N=33 parents who completed all survey administrations. Ratings were made using the following scale: 1= no; 2 = yes, a little; and 3= yes, a lot. The average rating has changed significantly over time, $F=8.6^{**}$.

Amount of effort put into schoolwork

All parents said scholars put at least a little effort into schoolwork; ratings have remained stable over time

In summer/fall 2006, as has been the case for all previous administrations, all parents said that scholars put at least a little effort into their schoolwork (Figure 63). Seventy-four percent of the parents said that the scholar put a lot of effort into their work. There have not been any significant changes in this rating over time.

63. Parent survey: Parent ratings of scholars' academic effort

| How much effort do you think [SCHOLAR] puts into his/her schoolwork? | N | Percentage | | |
|---|----------|-------------------|---------------------|------------------|
| | | 1 = None | 2 = A little | 3 = A lot |
| Winter 2002 | 50 | 0% | 26% | 74% |
| Summer 2002 | 46 | 0% | 15% | 85% |
| Winter 2003 | 50 | 0% | 28% | 72% |
| Summer/fall 2003 | 46 | 0% | 24% | 76% |
| Summer/fall 2004 | 47 | 0% | 30% | 70% |
| Summer/fall 2005 | 45 | 0% | 31% | 69% |
| Summer/fall 2006 | 43 | 0% | 26% | 74% |

Level of school adjustment

Most scholars (93%) were rated by parents as having either “somewhat positive” or “very positive” school adjustment

In the summer/fall of 2006, 93 percent of the scholars were rated as having either “somewhat positive” or “very positive” school adjustment (Figure 64). A repeated-measures analysis of variance indicated that ratings for this item have not changed significantly over time.

64. Parent survey: Parent ratings of scholars' overall school adjustment

| How would you rate [SCHOLAR's] overall adjustment to school? | N | Percentage | | | | | Mean |
|--|----|-------------------|-----------------------|-----------------------------------|-----------------------|-------------------|------|
| | | 1 = Very negative | 2 = Somewhat negative | 3 = Neither positive nor negative | 4 = Somewhat positive | 5 = Very positive | |
| Winter 2002 | 50 | 0% | 0% | 2% | 32% | 66% | 4.6 |
| Summer 2002 | 46 | 0% | 4% | 9% | 24% | 63% | 4.5 |
| Winter 2003 | 50 | 0% | 0% | 12% | 30% | 58% | 4.5 |
| Summer/fall 2003 | 46 | 0% | 4% | 0% | 41% | 54% | 4.5 |
| Summer/fall 2004 | 47 | 0% | 2% | 4% | 34% | 60% | 4.5 |
| Summer/fall 2005 | 45 | 2% | 2% | 7% | 36% | 53% | 4.4 |
| Summer/fall 2006 | 43 | 0% | 2% | 5% | 44% | 49% | 4.4 |

Likelihood of attending post-secondary education

Forty-two percent of the parents said that they talk to their child about college at least two or three times a week

In the summer of 2005, a new question was added to the parent survey to assess the frequency with which they talk to their child about college or post-secondary education. Most of the parents (93%) said that they talk to their child at least sometimes; 42 percent talk to their child at least two or three times a week (Figure 65).

65. Parent survey: Amount of time spent talking to scholar about post-secondary education

| Talking to your child about college or post-secondary education | N | Percentage | | | | | 1 = Never | Mean |
|---|----|-----------------------------------|-------------------------|-----------------|--------------------------|------------------------------------|-----------|------|
| | | 6 = Every day or almost every day | 5 = 2 or 3 times a week | 4 = Once a week | 3 = 2 or 3 times a month | 2 = Less than 2 or 3 times a month | | |
| Summer/fall 2005 | 45 | 22% | 18% | 13% | 18% | 27% | 2% | 3.8 |
| Summer/fall 2006 | 43 | 21% | 21% | 21% | 19% | 12% | 7% | 4.0 |

All parents continue to feel that it is at least somewhat likely that scholars will attend post-secondary education

Consistent with previous survey administrations, in the summer/fall of 2006, all parents thought that it was at least “somewhat likely” that their child would attend some form of postsecondary education (Figure 66). Seventy-eight percent of parents said their child would definitely attend college, similar to the results from previous years. Overall, there has not been any significant change in ratings.

66. Parent survey: Parent ratings of the likelihood of scholars attending college

| When you think of the future, how likely do you think it is that [SCHOLAR] will attend college or another type of post-secondary education? | N | Percentage | | | | Mean |
|---|----|-----------------------|--------------------------|------------------------|-------------------|------|
| | | 1 = Definitely not | 2 = Somewhat unlikely | 3 = Somewhat likely | 4 = Definitely | |
| Winter 2002 | 49 | 0% | 4% | 20% | 76% | 3.7 |
| Summer 2002 | 46 | 0% | 0% | 24% | 76% | 3.8 |
| Winter 2003 | 50 | 0% | 0% | 24% | 76% | 3.8 |
| Summer/fall 2003 | 46 | 0% | 2% | 15% | 83% | 3.8 |
| Summer/fall 2004 | 47 | 0% | 0% | 17% | 83% | 3.8 |
| Summer/fall 2005 | 45 | 0% | 0% | 20% | 80% | 3.8 |
| Summer/fall 2006 | 41 | 0% | 0% | 22% | 78% | 3.8 |

Parents felt that scholars need support or assistance in order to attend post-secondary education, especially financial support, ongoing encouragement, and academic assistance

Parents were asked what kinds of support or assistance they think their child will need to ensure that he or she will be able to attend college or other post-secondary education. Responses to this item are listed in Figure 67. Parents most often identified needs for financial assistance or support, such as scholarships. Other parents highlighted the need for academic assistance and encouragement of support from family and others.

67. Parent survey: Open-ended comments – What kinds of support or assistance do you think your child will need to ensure that he or she will be able to attend college or post-secondary education? (summer/fall 2006)

What kinds of support or assistance do you think your child will need to ensure that he or she will be able to attend college or postsecondary education?

Financial assistance

Financial help for us, his family to attend the meetings and encourage him in all his activities.

Financial help. (3 respondents)

Financial support. (3 respondents)

Financial support. Everything else is great.

Financial. (6 respondents)

Financially and help with schoolwork.

Money for tuition.

Money to college.

Money to go to college.

Money. (3 respondents)

Grants and loans.

He will need scholarships, grants, and help from family.

Scholarship and financial aid.

Scholarships, loans, grants, whatever is available for African-American students. Nothing else.

Scholarships, Destination 2010, student loans, and myself helping money-wise.

Scholarships.

Support from family, peers, and teachers

Maybe a counselor to guide him through college.

Counseling through Cargill, high school counseling.

Family support.

Emotional support.

His teachers' support and his mother's.

Motivation from parents.

He needs family support and encouragement.

Me talking and making sure he goes to school and keeps his grades up.

Support and encouragement from family.

Make sure he has a good counselor that will get him into the right classes to get him into college.

Support from her family.

She will need all the support and assistance.

Moral and social support.

67. Parent survey: Open-ended comments – What kinds of support or assistance do you think your child will need to ensure that he or she will be able to attend college or post-secondary education? (summer/fall 2006) (continued)

What kinds of support or assistance do you think your child will need to ensure that he or she will be able to attend college or postsecondary education?

Tutoring/educational assistance

Tutoring. (4 respondents)

Keeping his grades up.

Post-secondary classes.

She needs tutoring and programs to support her.

Some additional tutoring with math.

Academic.

Educational resources.

Personal motivation

Personal motivation. Keep him interested.

Something that will keep her busy and interested in her education.

Keep her motivated.

Other

A better school.

All the help it takes because I can't help. I am a poor single woman who has to work to support.

Resources.

Transportation.

Making it to school every day.

Information about GPA, transferring credits, study skills, college that offers her career, loans.
This question is too broad.

That I can keep a stable home.

Don't know

I can't think of anything.

I don't know.

I don't know. I think we could use any service available to us.

I have no idea at this time.

Because the need for financial support has emerged in previous surveys as a concern for parents, parents were asked whether Cargill Scholars had helped them learn ways to pay for college or post-secondary education. The percentage of parents who said that Cargill Scholars had helped them learn about ways to pay for college or other post-secondary

education increased significantly from 52 percent in 2005 to 85 percent in 2006 (Figure 68). When asked to identify the ways in which they have learned to pay for college or other post-secondary education, most parents mentioned loans, grants, financial aid, and scholarships, including the scholarship offered through the Destination 2010 program (Figure 69).

68. Parent survey: Knowledge of ways to pay for post-secondary education

| Has Cargill Scholars helped you learn about ways to pay for college or other post-secondary education? | N | Percentage saying yes |
|---|----------|------------------------------|
| Summer/fall 2005 | 23 | 52% |
| Summer/fall 2006 | 40 | 85% |

*Results have increased significantly over time, Cochran's Q=10.2**.*

69. Parent survey: Open-ended comments – What are some of the ways you have learned to pay for college or other post-secondary education? (summer/fall 2006)

What are some of the ways you have learned to pay for college or other post-secondary education?

Scholarships/loans/grants/financial aid

Academic scholarships.

Apply for loans and grants.

Applying for loans and scholarships.

Applying for scholarships.

Need to complete all financial aid application when we ready to go to colleges or graduate high school.

Through Tomorrow Scholar's program.

Financial aid. (4 respondents)

Grants. (5 respondents)

Grants because I go to college myself.

I've heard about financial aid and scholarships, grants.

Loans from banks and a government loan.

Scholarships. (12 respondents)

Scholarships through sports.

Loans. (3 respondents)

They mostly talked about financial. I forgot.

The various scholarships and financial aid.

They told me about grants, loans.

Financial aid, through colleges, family, and friends.

69. Parent survey: Open-ended comments – What are some of the ways you have learned to pay for college or other post-secondary education? (summer/fall 2006) (continued)

What are some of the ways you have learned to pay for college or other post-secondary education?

Destination 2010/Cargill scholarship

2010 Initiative.

Cargill (\$10,000).

Destination 2010. (2 respondents)

A small scholarship from Cargill Scholars to all attendants who go to college that join Cargill Scholars and apply and scholarship that my child is eligible for it before go to college awhile in high school.

They will pay \$8,000 - \$10,000 of his college tuition.

The Cargill scholarship.

Parent/family contribution

Through my own savings.

The financial help I, as a parent, can give him.

Saving money.

Working

Graduating from high school and working at a college to get free courses.

Working.

A job.

Other

To go out there and read information available to the public on posters, computers, etc.

To tell my kid that he must study hard in order to receive scholarship and financial aid.

I refuse to get the grants.

Yes, in the parent meetings they talk to us about the type of help my daughter can get to pay for school.

They have allowed me to get in touch with resources that will let me get her money.

Going out to do fundraisers has been one of the main ways.

Parent meetings.

Don't know/none

None.

Don't know. (4 respondents)

I don't know. I don't participate in the Cargill program as a parent.

I don't remember anything now.

I don't remember.

Almost all scholars (96%) said that they would attend college

As seen in Figure 70, in summer/fall 2006, 96 percent of the scholars said that they thought that they would attend college. There has been no significant trend in this item over time.

70. Scholar survey: Scholar plans for college attendance

| Do you think you will go to college? | N | Percentage | | |
|--------------------------------------|----|------------|-----------|--------|
| | | 3 = Yes | 2 = Maybe | 1 = No |
| Winter 2002 | 50 | 94% | 6% | 0% |
| Summer 2002 | 47 | 96% | 4% | 0% |
| Winter 2003 | 50 | 94% | 6% | 0% |
| Summer/fall 2003 | 46 | 91% | 9% | 0% |
| Summer/fall 2004 | 49 | 94% | 4% | 2% |
| Summer/fall 2005 | 49 | 100% | 0% | 0% |
| Summer/fall 2006 | 45 | 96% | 4% | 0% |

Future career goals

Most scholars discuss their future plans with their parents at least “sometimes”

In summer/fall 2006, scholars were asked if they talked to their parents/caregivers about their plans for the future. Almost all scholars (98%) said that they talk to their parents about their plans at least “sometimes.” Overall, fewer parents felt that the scholars talk to them at least “sometimes.” However, parents were more likely than scholars to say that they talk “often” (70%, compared to 56% of scholars) (Figures 71-72).

71. Scholar survey: plans for the future

| Do you talk to you parents/caregivers about your plans for the future? | N | Percentage | | |
|--|----|----------------|--------------------|--------|
| | | 3 = Yes, often | 2 = Yes, sometimes | 1 = No |
| Summer/fall 2006 | 44 | 56% | 41% | 2% |

72. Parent survey: plans for the future

| Does your child talk to you about his or her future? | N | Percentage | | |
|--|----|----------------|--------------------|--------|
| | | 3 = Yes, often | 2 = Yes, sometimes | 1 = No |
| Summer/fall 2006 | 43 | 70% | 19% | 12% |

All parents felt that the program helped scholars at least a little in developing new career ideas

Parents were asked whether the Cargill Scholars program had helped their child learn about possible career interests. As seen in Figure 73, all of the parents (100%) said that the program had helped their child either “a little” or “a lot” with this issue. Ratings to this item have not changed significantly over time.

73. Parent survey: Perceived impact of Cargill Scholars on development of career ideas

| Do you feel Cargill Scholars has helped your child learn about possible career interests? | N | Percentage | | |
|---|----|----------------|-------------------|--------|
| | | 3 = Yes, a lot | 2 = Yes, a little | 1 = No |
| Summer 2002 | 45 | 56% | 36% | 9% |
| Winter 2003 | 46 | 52% | 37% | 11% |
| Summer/fall 2003 | 45 | 58% | 35% | 7% |
| Summer/fall 2004 | 46 | 76% | 20% | 4% |
| Summer/fall 2005 | 44 | 66% | 27% | 7% |
| Summer/fall 2006 | 42 | 76% | 24% | 0% |

Note: This question was not asked in winter 2002.

Parents were also asked whether scholars had talked about any new ideas regarding possible future careers since they became involved with Cargill Scholars. The percentage of parents agreeing that their child has talked about new ideas regarding possible careers increased steadily and significantly from 50 percent in winter 2003 to 93 percent in summer 2005, before declining to 81 percent in 2006 (Figure 74).

74. Parent survey: Scholars’ new ideas regarding possible future careers

| Since [SCHOLAR] became involved with Cargill Scholars, has he or she talked about any new ideas they have regarding possible future careers? | N | Percentage saying yes |
|--|----|-----------------------|
| Summer 2002 | 45 | 64% |
| Winter 2003 | 48 | 50% |
| Summer/fall 2003 | 46 | 57% |
| Summer/fall 2004 | 47 | 72% |
| Summer/fall 2005 | 43 | 93% |
| Summer/fall 2006 | 43 | 81% |

Note: This question was not asked in winter 2002. Cochran’s Q=21.5***.

Most scholars have a career goal

Scholars were asked what they want to be when they grow up. Overall, most scholars were able to identify a specific career goal. Their responses are listed in Figure 75. Responses have been categorized and do not appear verbatim. The most common career goals were medical professionals, professional athletes, and cosmetologists.

75. Scholar survey: Open-ended comments – What career would you like when you are an adult? (summer/fall 2006)

What career would you like when you are an adult?

Entertainment

Actress.

Singer, dancer.

Something with music.

The movie business.

Arts

Architect.

Art design or computer design.

Artist.

Maybe photographer.

Work in comics.

Business

Business.

Businessman.

I don't really know, maybe something in business.

Food

Chef. (2 respondents)

Cook.

Cooking.

Cosmetology/fashion

Cosmetologist/hair stylist.

Cosmetology. (3 respondents)

Fashion designer. (2 respondents)

Hairdresser.

Law/criminal justice

Criminal justice.

Lawyer. (3 respondents)

I'm not sure right now but I could probably say a SWAT person on the police department.

75. Scholar survey: Open-ended comments – What career would you like when you are an adult? (summer/fall 2006) (continued)

What career would you like when you are an adult?

Medical

Doctor. (3 respondents)

I don't know. Maybe a veterinarian.

In the medical field.

OB/GYN.

Pediatrician. (5 respondents)

Pharmacist. (2 respondents)

Medical field.

Veterinarian. (2 respondents)

Something in the medical field.

Sports doctor.

Sports

Football player.

I am not positive yet. Maybe professional basketball.

Professional wrestler.

NFL.

WNBA (Women's National Basketball Association).

Other

Flying/making jets.

Social worker.

Space travel.

Astronomer.

Teacher.

Travel to different places all the time.

Writer.

Don't know

I don't know. (4 respondents)

Not sure.

The percentage of scholars who said that they have learned about new career interests because of the Cargill Scholars program declined significantly in 2006

Just over one-third of the scholars (38%) said that they learned about new careers because of Cargill Scholars, a significant decline from 63 percent the previous year. When asked to identify these new career ideas, scholars identified a wide range of options, including careers in the medical and scientific fields (Figures 76-77).

76. Scholar survey: Interest in new careers

| Are you interested in any new careers because of Cargill Scholars? | N | Percentage | | |
|---|----------|--------------------|----------------------|-------------------|
| | | 3 = Yes | 2 = Maybe | 1 = No |
| Summer/fall 2005 | 49 | 63% | 14% | 22% |
| Summer/fall 2006 | 45 | 38% | 27% | 36% |

*Average rating has changed significantly over time, F=5.2**

77. Scholar survey: Open-ended comments – What type of careers are you interested in because of Cargill Scholars? (summer 2006)

What type of careers are you interested in because of Cargill Scholars?

Medical

Dentist.

OB/GYN.

Pediatrician.

Surgeon.

To be a doctor.

Veterinarian and pediatrician.

Veterinarian.

Yes when we went to Chicago we went to the hospital or a medical school and that intrigued me and got me more interested in the medical field.

Business

Not sure off the top of my head but I know it was a lot of business type stuff.

Business (marketing).

Science

Aviation.

Computer engineering.

Astronomy.

Flying.

The study about animals.

77. Scholar survey: Open-ended comments – What type of careers are you interested in because of Cargill Scholars? (summer 2006) (continued)

What type of careers are you interested in because of Cargill Scholars?

Social services

Doing something for the community like Sam and Laverne do for us.

Human services.

Auto mechanic

Auto body painting at Dunwoody Institute.

Auto mechanic.

Other

Cosmetology.

Entertainment and music.

Going to other states and visiting different kinds of colleges.

Kind of architecture.

Lawyer. (2 respondents)

Maybe work with Cargill because they took us to a Cargill farm.

Music.

Teacher.

Working with computers.

Writer/reporter.

Don't know

Not sure about that one.

Not sure.

I don't know.

Most scholars participated in career exploration activities offered by Cargill Scholars

In 2005-06, the Cargill Scholars program offered a variety of career exploration activities, such as trips to the airport, the Macalester Observatory, the Guthrie Theater, and Dunwoody Institute. Seventy-one percent of the scholars said that they attended some of these activities (Figure 79).

78. Scholar survey: Career exploration activities

| Did you attend any of the career exploration activities offered by Cargill Scholars such as trips to the airport, the Macalester Observatory, the Guthrie Theater or Dunwoody Institute? | N | Percentage saying yes |
|--|----|-----------------------|
| Summer/fall 2006 | 44 | 71% |

Scholars tended to rate themselves positively in terms of their school behavior, especially following school rules, trying their best, and following directions

Scholars also rated themselves on a variety of school-related behaviors. The results for this measure are listed in Figure 79. Ten items assessed positive school behaviors. Average ratings for each of these items fell between “sometimes” and “yes.” Scholars gave themselves the highest ratings in the areas of trying their best in school, following school rules, and following directions in class. They rated themselves lowest for liking school and completing schoolwork without mistakes. For all items, at least 93 percent of scholars said either “sometimes” or “yes.”

Two negative items were asked, assessing the frequency with which scholars get in trouble in school and have trouble paying attention because of other kids. The percentage of scholars who said that they do not get in trouble at school increased from 55 percent in summer 2005 to 64 percent in summer 2006. Two-thirds of the scholars (67%) said that other kids make it hard for them to pay attention to class at least sometimes.

79. Scholar survey: Scholar ratings of school behaviors

| Think about your school activities. | N | Percentage | | |
|--|----|--|------------------|-----------|
| | | 3 = Yes/all or most of the time | 2 = Sometimes | 1 = No |
| Do you hand in your schoolwork on time? | | | | |
| Winter 2002 | 50 | 50% | 50% | 0% |
| Summer 2002 | 47 | 51% | 49% | 0% |
| Winter 2003 | 50 | 60% | 36% | 4% |
| Summer/fall 2003 | 46 | 59% | 39% | 2% |
| Summer/fall 2004 | 49 | 59% | 41% | 0% |
| Summer/fall 2005 | 49 | 53% | 47% | 0% |
| Summer/fall 2006 | 45 | 73% | 27% | 0% |

79. Scholar survey: Scholar ratings of school behaviors (continued)

| Think about your school activities. | N | Percentage | | |
|---|----------|--|--------------------------|-------------------|
| | | 3 = Yes/all or most of the time | 2 = Sometimes | 1 = No |
| Do you complete your schoolwork without mistakes? | | | | |
| Winter 2002 | 50 | 6% | 84% | 10% |
| Summer 2002 | 47 | 6% | 87% | 6% |
| Winter 2003 | 50 | 28% | 68% | 4% |
| Summer/fall 2003 | 45 | 18% | 78% | 4% |
| Summer/fall 2004 | 49 | 33% | 61% | 6% |
| Summer/fall 2005 | 49 | 29% | 69% | 2% |
| Summer/fall 2006 | 45 | 56% | 42% | 2% |
| Do you participate in the classroom (i.e., helping teachers, answering questions, volunteering)? | | | | |
| Winter 2002 | 50 | 84% | 12% | 8% |
| Summer 2002 | 47 | 75% | 25% | 0% |
| Winter 2003 | 50 | 70% | 30% | 0% |
| Summer/fall 2003 | 46 | 63% | 37% | 0% |
| Summer/fall 2004 | 49 | 78% | 22% | 0% |
| Summer/fall 2005 | 49 | 47% | 53% | 0% |
| Summer/fall 2006 | 45 | 71% | 27% | 2% |
| Do you ask for help when you do not understand something? | | | | |
| Winter 2002 | 50 | 86% | 12% | 2% |
| Summer 2002 | 47 | 75% | 21% | 4% |
| Winter 2003 | 50 | 62% | 36% | 2% |
| Summer/fall 2003 | 46 | 59% | 37% | 4% |
| Summer/fall 2004 | 49 | 57% | 41% | 2% |
| Summer/fall 2005 | 49 | 63% | 37% | 0% |
| Summer/fall 2006 | 45 | 67% | 33% | 0% |
| Do you follow directions in class? | | | | |
| Winter 2002 | 50 | 76% | 22% | 2% |
| Summer 2002 | 47 | 68% | 30% | 2% |
| Winter 2003 | 50 | 74% | 26% | 0% |
| Summer/fall 2003 | 46 | 83% | 17% | 0% |
| Summer/fall 2004 | 49 | 71% | 29% | 0% |
| Summer/fall 2005 | 49 | 76% | 24% | 0% |
| Summer/fall 2006 | 45 | 82% | 16% | 2% |

79. Scholar survey: Scholar ratings of school behaviors (continued)

| Think about your school activities. | N | Percentage | | |
|--|----------|--|--------------------------|-------------------|
| | | 3 = Yes/all or most of the time | 2 = Sometimes | 1 = No |
| Do you like school? | | | | |
| Winter 2002 | 50 | 76% | 22% | 2% |
| Summer 2002 | 47 | 81% | 17% | 2% |
| Winter 2003 | 50 | 82% | 16% | 2% |
| Summer/fall 2003 | 46 | 61% | 30% | 9% |
| Summer/fall 2004 | 49 | 59% | 33% | 8% |
| Summer/fall 2005 | 49 | 41% | 49% | 10% |
| Summer/fall 2006 | 45 | 62% | 31% | 7% |
| Do you follow school rules? | | | | |
| Winter 2002 | 50 | 86% | 14% | 0% |
| Summer 2002 | 47 | 83% | 13% | 4% |
| Winter 2003 | 50 | 88% | 12% | 0% |
| Summer/fall 2003 | 46 | 85% | 15% | 0% |
| Summer/fall 2004 | 49 | 80% | 20% | 0% |
| Summer/fall 2005 | 49 | 76% | 24% | 0% |
| Summer/fall 2006 | 45 | 91% | 9% | 0% |
| Do you get to class on time? | | | | |
| Winter 2002 | 50 | 62% | 36% | 2% |
| Summer 2002 | 47 | 66% | 30% | 4% |
| Winter 2003 | 50 | 72% | 26% | 2% |
| Summer/fall 2003 | 46 | 59% | 41% | 0% |
| Summer/fall 2004 | 49 | 71% | 29% | 0% |
| Summer/fall 2005 | 49 | 61% | 39% | 0% |
| Summer/fall 2006 | 45 | 76% | 20% | 4% |
| Do you like learning new things? | | | | |
| Winter 2002 | 50 | 92% | 6% | 2% |
| Summer 2002 | 47 | 87% | 11% | 2% |
| Winter 2003 | 50 | 82% | 16% | 2% |
| Summer/fall 2003 | 46 | 70% | 30% | 0% |
| Summer/fall 2004 | 49 | 74% | 27% | 0% |
| Summer/fall 2005 | 48 | 62% | 38% | 0% |
| Summer/fall 2006 | 45 | 71% | 29% | 0% |

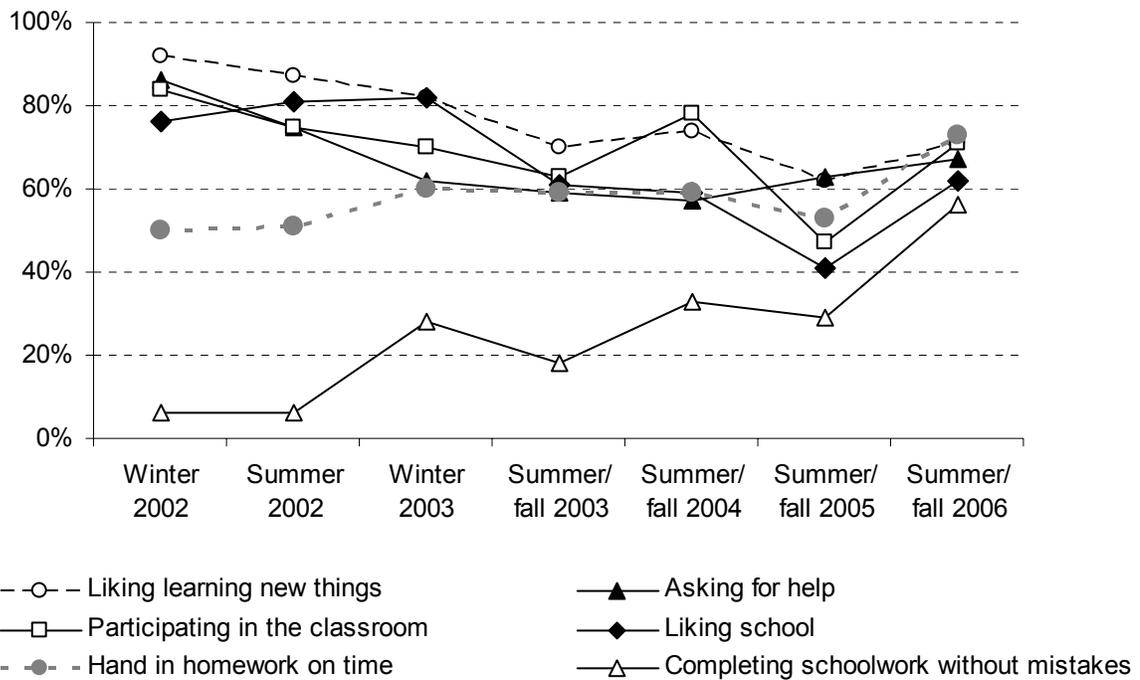
79. Scholar survey: Scholar ratings of school behaviors (continued)

| Think about your school activities. | N | Percentage | | |
|--|----------|--|--------------------------|-------------------|
| | | 3 = Yes/all or most of the time | 2 = Sometimes | 1 = No |
| Do other kids make it hard for you to pay attention in class? | | | | |
| Winter 2002 | 50 | 28% | 36% | 36% |
| Summer 2002 | 47 | 23% | 45% | 32% |
| Winter 2003 | 50 | 30% | 50% | 20% |
| Summer/fall 2003 | 46 | 7% | 63% | 30% |
| Summer/fall 2004 | 49 | 18% | 61% | 20% |
| Summer/fall 2005 | 49 | 20% | 55% | 25% |
| Summer/fall 2006 | 45 | 9% | 58% | 33% |
| Do you get in trouble at school? | | | | |
| Winter 2002 | 50 | 4% | 30% | 66% |
| Summer 2002 | 47 | 6% | 32% | 62% |
| Winter 2003 | 50 | 6% | 28% | 66% |
| Summer/fall 2003 | 46 | 0% | 26% | 74% |
| Summer/fall 2004 | 49 | 2% | 39% | 59% |
| Summer/fall 2005 | 49 | 0% | 45% | 55% |
| Summer/fall 2006 | 44 | 7% | 30% | 64% |
| Do you try your best in school? | | | | |
| Winter 2002 | - | - | - | - |
| Summer 2002 | - | - | - | - |
| Winter 2003 | - | - | - | - |
| Summer/fall 2003 | 46 | 96% | 4% | 0% |
| Summer/fall 2004 | 49 | 96% | 4% | 0% |
| Summer/fall 2005 | 49 | 86% | 14% | 0% |
| Summer/fall 2006 | 45 | 82% | 18% | 0% |

Over time, scholars' ratings of several school behaviors improved significantly, while others showed decline

Repeated measures analyses of variance were conducted for each of these items. The results are presented in Figure 80. There have been significant changes in six items. There have been significant increases in scholars' ratings of themselves as handing in homework on time and completing schoolwork without mistakes. Average ratings for participating in the classroom, liking school, liking to learn new things, and asking for help when they do not understand something have decreased over time.

80. Scholar survey: Repeated measures analysis of variance for scholars' ratings of school behaviors



Note: N=39-40 scholars who have completed all survey administrations. Ratings were made using the following scale: 1 = no; 2 = sometimes; and 3 = yes/all or most of the time. Variation in average rating over time was statistically significant. Hand in schoolwork on time, $F=4.4^*$. Complete schoolwork without mistakes: $F=7.2^{***}$. Participate in the classroom: $F=3.9^{**}$. Ask for help when you do not understand something: $F=2.1^*$. Like school: $F=8.4^{***}$. Like learning new things: $F=2.5^*$.

While many scholars ask their parents for help with homework at least sometimes, the average frequency of this behavior has decreased over time

Scholars were asked how often they ask their parents for help with their homework. As seen in Figure 81, three-quarters of the scholars (76%) ask their parents for help with their schoolwork at least “sometimes.” The percentage of scholars who ask their parents for help with schoolwork decreased significantly from 76 percent in winter 2002 to 29 percent in 2005, before increasing slightly to 36 percent in 2006 (Figure 81).

81. Scholar survey: Frequency of asking parents for help with homework

| Do you ask your parents for help with schoolwork? | N | Percentage | | |
|---|----|------------|------------------|-----------|
| | | 3 = Yes | 2 = Sometimes | 1 = No |
| Winter 2002 | 50 | 76% | 16% | 8% |
| Summer 2002 | 47 | 51% | 44% | 4% |
| Winter 2003 | 50 | 58% | 28% | 14% |
| Summer/fall 2003 | 46 | 41% | 48% | 11% |
| Summer/fall 2004 | 49 | 49% | 39% | 12% |
| Summer/fall 2005 | 48 | 29% | 50% | 21% |
| Summer/fall 2006 | 45 | 36% | 40% | 24% |

*Responses have changed significantly over time, F=6.7***.*

Scholars were also asked an open-ended item to identify resources that they use for help with homework. Their responses are listed in Figure 82. Many scholars said that they turned to their family for support. Other scholars identified school staff, tutors, and after-school programs.

82. Scholar survey: Open-ended comments – Where do you get help with your homework (example: library, computer, teacher, parent, homework help line)? (summer/fall 2006)

Where do you get help with your homework (example, library, computer, teacher, parent, homework help line)?

Parents

My mom. (8 respondents)

My dad.

Mom and dad.

My mom helps me and older people in my family.

Parent.

My parents. (5 respondents)

My dad helps me too.

My parents because I'm a boarding student.

Grandparents

Grandma mostly.

Sometimes my grandfather.

Sometimes my grandma.

Grandma and Grandpa.

Brothers or sisters

My older brother. (2 respondents)

Big sisters and brothers at home.

My brother

My brothers and sisters.

My older sister. (3 respondents)

Sometimes my brother.

My siblings.

My sister. (2 respondents)

My sisters.

School/teacher

My teacher and my school counselor.

At school we had the Beacons program to help with homework.

Mostly my teachers.

My teachers. (9 respondents)

Teachers at school. (2 respondents)

Teachers or other students.

School.

82. Scholar survey: Open-ended comments – Where do you get help with your homework (example: library, computer, teacher, parent, homework help line)? (summer/fall 2006) (continued)

Where do you get help with your homework (example, library, computer, teacher, parent, homework help line)?

Tutors

My tutor. (4 respondents)

At school a tutor.

Cargill Scholar tutors.

From my tutor.

The tutors that Cargill Scholars provided and school tutors.

Older tutor students.

After school program

After school program. (2 respondents)

After school program/teachers.

After school with teachers, and study hall.

Friends

Friends. (6 respondents)

Sometimes my friends.

Other

Hmong/Asian community (Southeast Asian Community Council).

Library. (2 respondents)

Resource. It's a class in school. My mom helps too, or my brother.

Computer. (5 respondents)

My older sister through the program.

No help needed.

I don't need help. Nope I don't.

Almost one-third of the scholars go to the library at least once a week

In summer/fall 2006, scholars were asked how often they go to the library. More than one-quarter of the scholars (29%) never go to the library. Thirty-one percent of the scholars go to the library at least once a week (Figure 84).

83. Scholar survey: Ratings of library use

| How often do you go to the library? | N | Percentage | | | | | Mean |
|-------------------------------------|----|--------------|-------------------------------------|-------------------------|--------------------------|------------------------------------|------|
| | | 1 = Never | 2 = Less than once a month | 3 = Twice a month | 4 = Once a week | 5 = More than once a week | |
| Summer/fall 2006 | 42 | 29% | 17% | 23% | 14% | 17% | 2.7 |

Satisfactory school grades

Most parents (70%) rated scholars as “good” or better in terms of maintaining satisfactory grades; ratings have declined over time

In summer/fall 2006, many parents (70%) rated scholars as “good” or better in terms of maintaining satisfactory grades (Figure 84). A repeated measures analysis of variance found a significant decline in the average rating to this item over time.

84. Parent survey: Parent ratings of scholars' grades

| When you think of [SCHOLAR's] behavior over the last three months of school, how would you rate him/her in the following areas? | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = OK | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Maintaining satisfactory grades | | | | | | | | |
| Winter 2002 | 48 | 0% | 0% | 21% | 23% | 6% | 50% | 4.9 |
| Summer 2002 | 46 | 0% | 0% | 9% | 24% | 37% | 30% | 4.9 |
| Winter 2003 | 50 | 0% | 2% | 12% | 32% | 34% | 20% | 4.6 |
| Summer/fall 2003 | 46 | 0% | 0% | 7% | 35% | 28% | 30% | 4.8 |
| Summer/fall 2004 | 47 | 0% | 4% | 13% | 28% | 30% | 26% | 4.6 |
| Summer/fall 2005 | 45 | 2% | 4% | 16% | 33% | 24% | 20% | 4.3 |
| Summer/fall 2006 | 43 | 0% | 7% | 23% | 23% | 19% | 28% | 4.4 |

Average rating has changed significantly over time, $F=3.1^{**}$.

Report cards

Most scholars earned grades of C or higher in the academic subjects of math, English, social studies, and science

Scholars' grades were recorded from their report cards. Figure 85 summarizes scholars' grades in math, English, social studies, and science for the first and fourth quarter. Results should be viewed cautiously since the figures only represent about 40 percent of the Cargill Scholars. Scholars had the most consistently high scores in social studies and science. For social studies, 90 percent of the scholars had a grade of C or higher for the first quarter and 85 percent had a grade of C or higher for the fourth quarter. Eighty-three percent of the scholars had a science grade of C or higher for first and fourth quarter. English grades were also consistent, although they were lower. Two-thirds of the scholars (67%) had a C or higher average for both the first and fourth quarter. Math grades showed more variability, with the percentage of students with a grade of C or higher decreasing from 94 percent for the first quarter to 76 percent for the fourth quarter.

85. Scholar report card: 2005-06 school year

| Grades | Math N=17 | | English N=18 | | Social Studies N=20 | | Science N=18 | |
|--------|------------------|-------------------|------------------|-------------------|------------------------|-------------------|------------------|-------------------|
| | First quarter | Fourth quarter | First quarter | Fourth quarter | First quarter | Fourth quarter | First quarter | Fourth quarter |
| A | 6 35- | 2 12- | 4 22- | 2 11- | 3 15- | 3 15- | 2 11- | 2 11- |
| B | 3 18- | 5 29- | 5 28- | 5 28- | 8 40- | 8 40- | 8 44- | 4 22- |
| C | 7 41- | 6 35- | 3 17- | 5 28- | 7 35- | 6 30- | 5 28- | 9 50- |
| D | 0 0- | 1 6- | 5 28- | 4 22- | 2 10- | 1 5- | 2 11- | 1 5- |
| F | 1 6- | 3 18- | 1 5- | 2 11- | 0 0- | 2 10- | 1 5- | 2 11- |

Note: The students' grades were collapsed into the A through F categories. For example, grades of B+, B, and B- were collapsed into a category of B.

Some scholars only had grades for three quarters. In those instances, the first reported quarter was used as the first quarter and the last reported quarter was used as the fourth quarter.

Figure 86 shows how the students' grades changed between first quarter and fourth quarter. In social studies, 15 of the students (75%) maintained or increased their grades. Two-thirds of the students (66%) maintained or increased their grade in math, and approximately half maintained or improved their grades in science (50%) and English (47%).

86. Changes in Scholars' grades during the 2005-06 school year

| Change in grade | Math N=18 | | English N=17 | | Social Studies N=20 | | Science N=18 | |
|-----------------|--------------|------------|-----------------|------------|------------------------|------------|-----------------|------------|
| | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage |
| Increased | 6 | 33% | 2 | 12% | 4 | 25% | 5 | 28% |
| Maintained | 6 | 33% | 6 | 35% | 11 | 55% | 4 | 22% |
| Decreased | 6 | 33% | 9 | 53% | 5 | 25% | 9 | 50% |

Testing results

Three standardized test results were collected from scholars. One test, the Northwest Achievement Levels Test is conducted annually by the school district. The other two tests, the Peabody Picture Vocabulary Test and the Wide Range Achievement Test, were conducted by Change of Mind Tutoring Company.

The first set of test scores come from the Northwest Achievement Levels Test (NALT). The NALT is conducted one time per year by the Minneapolis Public Schools. NALT scores were obtained from the CTK records maintained by Cargill program staff. The results of the NALT tests are reported in Figure 87. No new NALT scores were provided during the 2005-06 academic year.

These data are presented to provide a summary description only. The types of scores that were provided – including overall score and percentile – cannot be used to examine change over time. In other words, apparent increases or decreases in scores between 2001 and 2003 do not necessarily correspond to actual changes in academic performance. To make comparisons across years, a different NALT score (the NCE scores) are required. Additional information is included in the section of the report related to data provided by the Minneapolis Public Schools.

87. Northwest Achievement Level Test scores

| Domain | N | Percentile rank | | Score | |
|----------------|----|-----------------|------|---------|------|
| | | Range | Mean | Range | Mean |
| Reading | | | | | |
| Spring 2001 | 44 | 2-86 | 36 | 0-215 | 137 |
| Spring 2002 | 42 | 0-83 | 36 | 0-218 | 180 |
| Spring 2003 | 34 | 10-74 | 34 | 190-221 | 205 |
| Spring 2004 | 34 | 10-73 | 38 | 195-225 | 212 |
| Spring 2005 | 0 | - | - | - | - |
| Math | | | | | |
| Spring 2001 | 44 | 13-91 | 45 | 0-242 | 141 |
| Spring 2002 | 42 | 0-97 | 48 | 0-232 | 188 |
| Spring 2003 | 34 | 18-98 | 49 | 203-245 | 217 |
| Spring 2004 | 34 | 12-96 | 43 | 195-225 | 219 |
| Spring 2005 | 0 | - | - | - | - |

Increases were seen between 2004 and 2005 in scholars' scores on both the expressive and receptive language domains of the Peabody Picture Vocabulary Test, though many scholars remained below average for their age

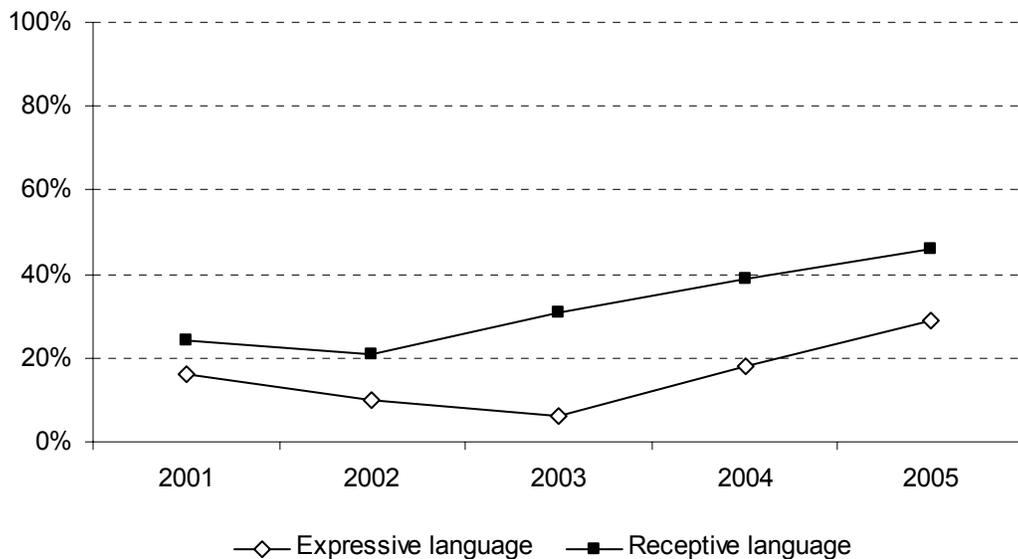
Second, the Peabody Picture Vocabulary Test (PPVT) was administered each fall since 2001. The PPVT is an individually administered, untimed, norm referenced test. It serves as an achievement test of receptive vocabulary for standard English and as a screening test of verbal ability. Results are presented in Figures 88 and 89. At the beginning of their involvement with the Cargill Scholars program, most scholars demonstrated fairly low language skills.

Steady improvements have been seen in scholars' percentile rank for both expressive language (from 20 in 2001 to 35 in 2005) and receptive language (from 20 in 2001 to 42 in 2005). The percentage of youth scoring at or above chronological age has increased over the past several years. The percentage scoring at or above chronological range increased from 6 percent in 2003 to 29 percent in 2005 for expressive language and from 21 percent in 2002 to 46 percent in 2005 for receptive language.

88. Peabody Picture Vocabulary Test scores

| Language domain | N | Percentile rank | | Test age | | Percentage at or above chronological age |
|-------------------|----|-----------------|------|----------|------|--|
| | | Range | Mean | Range | Mean | |
| Expressive | | | | | | |
| Fall 2001 | 50 | 4-70 | 20 | 6-12 | 8 | 16% |
| Fall 2002 | 48 | 4-66 | 20 | 6-12 | 9 | 10% |
| Fall 2003 | 48 | 3-61 | 21 | 7-13 | 9 | 6% |
| Fall 2004 | 49 | 2-95 | 30 | 7-20 | 11 | 18% |
| Fall 2005 | 41 | 3-99 | 35 | 9-22 | 13 | 29% |
| Receptive | | | | | | |
| Fall 2001 | 50 | 0-79 | 20 | 4-12 | 8 | 24% |
| Fall 2002 | 48 | 0-90 | 25 | 5-15 | 9 | 21% |
| Fall 2003 | 48 | 2-70 | 30 | 6-13 | 10 | 31% |
| Fall 2004 | 49 | 0-98 | 34 | 5-25 | 12 | 39% |
| Fall 2005 | 41 | 7-95 | 42 | 10-22 | 14 | 46% |

89. Percentage of scholars scoring at or above chronological age on the Peabody Picture Vocabulary Test



WRAT test results for spring 2006 were similar to those obtained the previous year, with 79 percent of the scholars performing at or above grade level in reading and 59 percent performing at or above grade level in arithmetic

Third, Change of Mind administered the Wide Range Achievement Test, Revision 3 (WRAT III) in the fall and spring of each program year. The WRAT provides tests of reading, spelling, and arithmetic. During the first year of the program, only reading scores were collected due to the emphasis on this academic area as the focus of tutoring. In the second year, the arithmetic test was added.

As seen in Figure 90, a relatively consistent pattern has emerged in the WRAT results. With the exception of math in the 2004-05 academic year, the percentage of scholars with scores meeting or exceeding their academic grade level increased between fall and spring. Declines were seen between the spring of each academic year and the fall of the following year, due to the increased grade level expectation. Improvement across the 2005-06 academic year cannot be examined, since scores were only available in the spring. In spring 2006, 79 percent of the scholars performed at or above their grade level in reading. Fewer (59%) performed at or above their grade level in arithmetic. These results are consistent with the scores in spring 2005.

90. Wide Range Achievement Test scores

| Domain | N | Percentile rank | | Raw score | | |
|----------------|----|-----------------|------|-----------|------|---------------------------------------|
| | | Range | Mean | Range | Mean | Percentage meeting or exceeding grade |
| Reading | | | | | | |
| Fall 2001 | 50 | 1-93 | 31 | 0-7 | 3 | 16% |
| Spring 2002 | 47 | 5-95 | 51 | 0-8 | 4 | 79% |
| Fall 2002 | 51 | 6-95 | 43 | 2-9 | 5 | 35% |
| Spring 2003 | 42 | 3-94 | 45 | 0-9 | 5 | 50% |
| Fall 2003 | 49 | 6-91 | 53 | 3-9 | 6 | 57% |
| Spring 2004 | 50 | 8-93 | 56 | 3-9 | 7 | 78% |
| Fall 2004 | 49 | 7-99 | 56 | 3-19 | 7 | 67% |
| Spring 2005 | 48 | 9-96 | 59 | 4-13 | 8 | 79% |
| Fall 2005 | 0 | - | - | - | - | - |
| Spring 2006 | 42 | 3-95 | 61 | 3-13 | 9 | 79% |

90. Wide Range Achievement Test scores (continued)

| Domain | N | Percentile rank | | Raw score | | |
|-------------------|----|-----------------|------|-----------|------|---------------------------------------|
| | | Range | Mean | Range | Mean | Percentage meeting or exceeding grade |
| Arithmetic | | | | | | |
| Fall 2002 | 50 | 4-93 | 42 | 3-8 | 4 | 38% |
| Spring 2003 | 40 | 0-99 | 48 | 3-9 | 5 | 73% |
| Fall 2003 | 48 | 3-92 | 45 | 3-8 | 5 | 40% |
| Spring 2004 | 51 | 2-97 | 48 | 3-9 | 6 | 65% |
| Fall 2004 | 49 | 7-97 | 54 | 4-9 | 7 | 57% |
| Spring 2005 | 48 | 7-84 | 45 | 4-9 | 7 | 54% |
| Fall 2005 | 0 | - | - | - | - | - |
| Spring 2006 | 42 | 3-97 | 59 | 4-13 | 8 | 59% |

Academic comparison data

Data were obtained from the Minneapolis public schools at the end of each academic year. The purpose of this data was to compare academic status of Cargill Scholars to other similar youth. At the beginning of the initiative, a matched comparison group was selected. A description of this comparison group is found in Figure 91. For 2005-06, data were available for 32 Cargill Scholars and 21 members of the comparison group who were still enrolled in the Minneapolis public schools.

91. Minneapolis Public Schools data: Demographic data for scholars and comparison group (2005-06)

| Item | Cargill Scholars (N=32) | | Comparison group (N=21) | |
|-------------------------------|-------------------------|-----|-------------------------|-----|
| | N | % | N | % |
| Gender | | | | |
| Female | 15 | 47% | 12 | 57% |
| Male | 17 | 53% | 9 | 43% |
| Racial/ethnic category | | | | |
| American Indian | 3 | 9% | 1 | 5% |
| African American | 16 | 50% | 13 | 62% |
| Asian American | 6 | 19% | 3 | 14% |
| Hispanic | 3 | 9% | 3 | 14% |
| White | 4 | 13% | 1 | 5% |

91. Minneapolis Public Schools data: Demographic data for scholars and comparison group (2005-06) (continued)

| Item | Cargill Scholars (N=32) | | Comparison group (N=21) | |
|---|----------------------------|-----|----------------------------|-----|
| | N | % | N | % |
| Home primary language | | | | |
| English | 23 | 72% | 15 | 71% |
| Hmong | 6 | 19% | 3 | 14% |
| Spanish | 3 | 9% | 3 | 14% |
| Number and percentage in special education | 3 | 9% | 3 | 14% |
| Number and percentage in gifted education | 6 | 19% | 3 | 14% |
| Number and percentage receiving free or reduced lunch | 30 | 94% | 18 | 86% |
| English Language Learner (ELL) status | 5 | 16% | 5 | 24% |

Note: *Chi-square not significant.*

There were no statistically significant differences between the math and reading NALT scores for Cargill Scholars and a matched comparison group

For the first few years of the initiative, Northwest Achievement Levels Test (NALT) scores were available for the Cargill Scholars and the matched comparison group. As seen in Figure 92, math and reading scale scores were similar for the two groups, with no statistically significant differences in either score.

92. Minneapolis Public Schools data: NALT math and reading scale scores (2005-06)

| Item | Cargill Scholars (N=38) | | Comparison group (N=38) | |
|--|----------------------------|---|----------------------------|---|
| | N | % | N | % |
| Average NALT math scale scores | | | | |
| 2003 | 217.4 | | 214.9 | |
| 2004 | 219.5 | | 220.2 | |
| 2005 | 222.3 | | 222.9 | |
| Average NALT reading scale scores | | | | |
| 2003 | 206.0 | | 207.4 | |
| 2004 | 212.3 | | 210.0 | |
| 2005 | 213.6 | | 212.9 | |

Note: *The national averages are 217 for reading and 222 for math. Analysis of variance results suggest no significant differences between the two groups.*

Cargill Scholars were slightly less likely to show improvement in math and reading than members of the comparison group, though this difference was not significant

Figure 93 summarizes the performance of Cargill Scholars and the comparison group relative to expectations. In both reading and math, students participating in Cargill Scholars were more likely than students in the comparison group to show less than one year’s growth. More than 60 percent of the scholars showed less than one year’s growth in math (69%) and reading (61%), compared to 44 to 48 percent of the comparison group respectively. These differences were not statistically significant.

93. Minneapolis Public Schools data: NALT math and reading growth status (2005-06)

| Item | Cargill Scholars (N=36) | | Comparison group (N=23) | |
|------------------------------|----------------------------|-----|----------------------------|-----|
| | N | % | N | % |
| Math growth status | | | | |
| Less than one year’s growth | 25 | 69% | 10 | 44% |
| About one year’s growth | 3 | 8% | 4 | 17% |
| More than one year’s growth | 8 | 22% | 9 | 39% |
| Reading growth status | | | | |
| Less than one year’s growth | 22 | 61% | 11 | 48% |
| About one year’s growth | 4 | 11% | 5 | 22% |
| More than one year’s growth | 10 | 28% | 7 | 30% |

Note: ² not significant for reading growth status or math growth status.

There were no statistically significant differences between the math and reading EXPLORE scores for Cargill Scholars and a matched comparison group

In eighth grade, students completed the EXPLORE test of English, mathematics, reading, and science. The content of the EXPLORE tests is closely tied to that of the achievement tests in the ACT, which is broadly used for college entrance and placement decisions. Test results for fall 2005 are found in Figure 94. There were no statistically significant differences between the results for the scholars and those for the comparison group.

94. Minneapolis Public Schools data: EXPLORE test results (fall 2005)

| Item | Cargill Scholars (N=27-29) | Comparison group (N=18-19) |
|--------------------------------|---------------------------------------|---------------------------------------|
| Average scale scores | | |
| English | 11.2 | 11.6 |
| Math | 12.6 | 12.8 |
| Reading | 12.0 | 11.8 |
| Science | 14.4 | 14.6 |
| Composite | 12.7 | 12.9 |
| Average percentile rank | | |
| English | 32.5 | 36.4 |
| Math | 42.1 | 40.1 |
| Reading | 41.2 | 39.7 |
| Science | 42.2 | 42.1 |
| Composite | 37.3 | 37.8 |

Note: *Analysis of variance results suggest no significant differences between the two groups.*

Impact of Cargill Scholars

Most parents felt that Cargill Scholars had helped youth improve academically, including enjoying learning new things, improving grades, and improving math and writing skills

Finally, parents were asked to rate the impact of the Cargill Scholars program on a variety of academic outcomes. These outcomes included the following areas: school grades, school attendance, class involvement, understanding directions, math skills, reading skills, writing skills, study skills, completion of assignments on time, and enjoyment of learning.

As seen in Figure 95, almost all parents (95% to 98%) said that the program helped in each area at least “a little.” The item with the highest percentage of parents saying that the program had helped “a lot” was improving school grades (81%).

95. Parent survey: Perceived impact of Cargill Scholars on academic outcomes

| Do you feel Cargill Scholars has helped your child... | N | Percentage | | |
|---|----|-------------------|----------------------|-----------|
| | | 3 = Yes, a lot | 2 = Yes, a little | 1 = No |
| Improve school grades | | | | |
| Summer 2002 | 46 | 74% | 24% | 2% |
| Winter 2003 | 47 | 64% | 32% | 4% |
| Summer/fall 2003 | 46 | 74% | 22% | 4% |
| Summer/fall 2004 | 47 | 85% | 15% | 0% |
| Summer/fall 2005 | 45 | 69% | 24% | 7% |
| Summer/fall 2006 | 43 | 81% | 16% | 2% |
| Increase his/her class involvement | | | | |
| Summer 2002 | 41 | 56% | 42% | 2% |
| Winter 2003 | 47 | 49% | 36% | 15% |
| Summer/fall 2003 | 43 | 56% | 33% | 12% |
| Summer/fall 2004 | 46 | 63% | 26% | 11% |
| Summer/fall 2005 | 45 | 71% | 16% | 13% |
| Summer/fall 2006 | 42 | 67% | 29% | 5% |
| Understand directions | | | | |
| Summer 2002 | 44 | 55% | 45% | 0% |
| Winter 2003 | 47 | 43% | 45% | 13% |
| Summer/fall 2003 | 44 | 50% | 45% | 5% |
| Summer/fall 2004 | 47 | 66% | 26% | 9% |
| Summer/fall 2005 | 44 | 71% | 21% | 9% |
| Summer/fall 2006 | 42 | 62% | 33% | 5% |
| Improve his/her math skills | | | | |
| Summer 2002 | 44 | 59% | 36% | 5% |
| Winter 2003 | 47 | 53% | 40% | 6% |
| Summer/fall 2003 | 45 | 76% | 22% | 2% |
| Summer/fall 2004 | 47 | 75% | 23% | 2% |
| Summer/fall 2005 | 44 | 73% | 25% | 2% |
| Summer/fall 2006 | 43 | 72% | 28% | 0% |

Note: *These questions were not asked in winter 2002.*

95. Parent survey: Perceived impact of Cargill Scholars on academic outcomes (continued)

| Do you feel Cargill Scholars has helped your child... | N | Percentage | | |
|---|----|-------------------|----------------------|-----------|
| | | 3 = Yes, a lot | 2 = Yes, a little | 1 = No |
| Improve his/her reading skills | | | | |
| Summer 2002 | 44 | 61% | 36% | 2% |
| Winter 2003 | 47 | 60% | 34% | 6% |
| Summer/fall 2003 | 45 | 76% | 22% | 2% |
| Summer/fall 2004 | 47 | 81% | 13% | 6% |
| Summer/fall 2005 | 45 | 69% | 24% | 7% |
| Summer/fall 2006 | 43 | 77% | 21% | 2% |
| Improve his/her writing skills | | | | |
| Summer 2002 | 43 | 51% | 42% | 7% |
| Winter 2003 | 46 | 52% | 41% | 7% |
| Summer/fall 2003 | 45 | 67% | 29% | 4% |
| Summer/fall 2004 | 47 | 75% | 19% | 6% |
| Summer/fall 2005 | 43 | 72% | 23% | 5% |
| Summer/fall 2006 | 43 | 77% | 23% | 0% |
| Improve his/her study skills | | | | |
| Summer 2002 | 43 | 56% | 42% | 2% |
| Winter 2003 | 47 | 55% | 34% | 11% |
| Summer/fall 2003 | 44 | 66% | 30% | 4% |
| Summer/fall 2004 | 45 | 78% | 18% | 4% |
| Summer/fall 2005 | 45 | 62% | 36% | 2% |
| Summer/fall 2006 | 43 | 61% | 35% | 5% |
| Complete school assignments on time | | | | |
| Summer 2002 | 41 | 49% | 41% | 10% |
| Winter 2003 | 47 | 45% | 40% | 15% |
| Summer/fall 2003 | 44 | 52% | 39% | 9% |
| Summer/fall 2004 | 47 | 60% | 26% | 15% |
| Summer/fall 2005 | 45 | 64% | 27% | 9% |
| Summer/fall 2006 | 43 | 58% | 37% | 5% |

Note: *These questions were not asked in winter 2002.*

95. Parent survey: Perceived impact of Cargill Scholars on academic outcomes (continued)

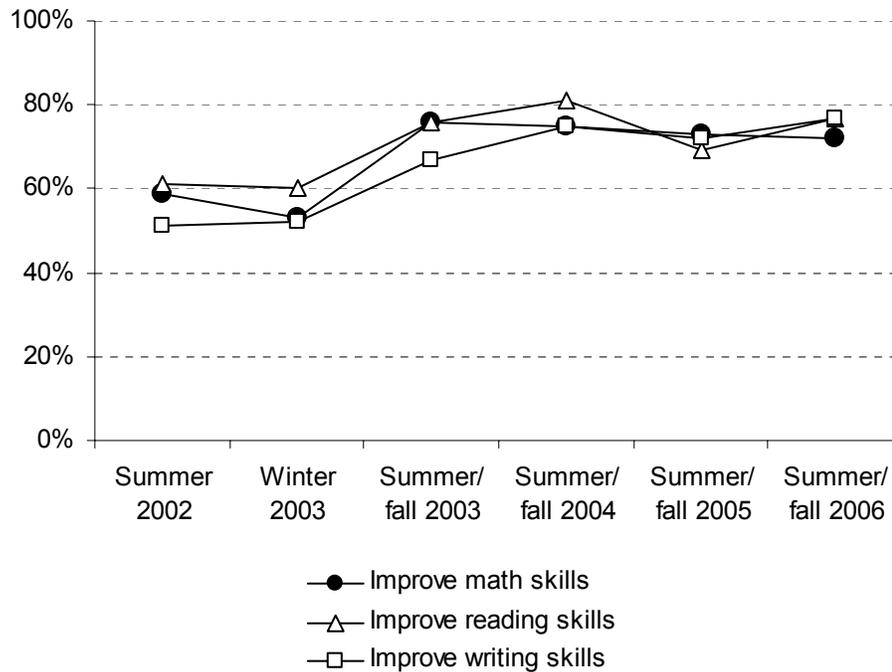
| Do you feel Cargill Scholars has helped your child... | N | Percentage | | |
|---|----|-------------------|----------------------|-----------|
| | | 3 = Yes, a lot | 2 = Yes, a little | 1 = No |
| Enjoy learning new things | | | | |
| Summer 2002 | 46 | 85% | 15% | 0% |
| Winter 2003 | 47 | 79% | 21% | 0% |
| Summer/fall 2003 | 45 | 80% | 20% | 0% |
| Summer/fall 2004 | 47 | 85% | 13% | 2% |
| Summer/fall 2005 | 44 | 82% | 16% | 0% |
| Summer/fall 2006 | 41 | 73% | 27% | 0% |
| Improve problem solving skills | | | | |
| Summer/fall 2005 | 43 | 72% | 21% | 7% |
| Summer/fall 2006 | 43 | 54% | 44% | 2% |

Note: *These questions were not asked in winter 2002.*

Parents have reported some improvement in math, reading, and writing skills

Repeated measures analyses of variance were conducted to determine if parents' ratings had changed over the course of scholars' involvement in Cargill Scholars. Ratings were relatively stable for most items. Three items (improved math skills, reading skills, writing skills) showed a trend towards improvement, though ratings declined somewhat in 2005 and 2006 (Figure 96).

96. Parent survey: Repeated measures analysis of variance for change in ratings of perceived impact of Cargill Scholars on academic outcomes



Note: N=28-30 parents who completed all survey administrations. Scale: 3= yes, a lot; 2= yes, a little; 1 = no. Average ratings have changed significantly over time. Math skills: $F=4.5^{***}$. Reading skills: $F=4.0^{**}$. Writing skills: $F= 5.1^{***}$.

Scholars were most likely to report that the program helped them enjoy new things and improve their study skills; they were least likely to say the program helped them improve relationships with teachers

Scholars were asked to rate the perceived impact of the Cargill Scholars program on a variety of academic outcomes, including school grades, relationships with teachers, ability to understand directions, completing schoolwork on time, study skills, and enjoyment of learning new things. As seen in Figure 97, the highest ratings were for the role of the program in helping scholars enjoy learning new things (87% saying “yes”) and improving their study skills (80% saying “yes”). The lowest rated item was improving relationships with teachers, though only 9 percent of scholars said the program had not helped with this behavior. Results have remained relatively stable over time, with no statistically significant changes.

97. Scholar survey: Impact of Cargill Scholars on academic outcomes

| Do you feel that being in Cargill Scholars has helped you... | N | 3 = Yes/all or most of the time | 2 = Sometimes | 1 = No | Mean |
|---|----------|--|--------------------------|-------------------|-------------|
| Improve your school grades | | | | | |
| Summer 2002 | 47 | 85% | 9% | 6% | 2.8 |
| Winter 2003 | 50 | 76% | 22% | 2% | 2.7 |
| Summer/fall 2003 | 46 | 54% | 35% | 11% | 2.4 |
| Summer/fall 2004 | 48 | 75% | 25% | 0% | 2.8 |
| Summer/fall 2005 | 49 | 78% | 18% | 4% | 2.7 |
| Summer/fall 2006 | 45 | 71% | 27% | 2% | 2.7 |
| Improve relationships with teachers | | | | | |
| Summer 2002 | 46 | 74% | 13% | 13% | 2.6 |
| Winter 2003 | 50 | 78% | 12% | 10% | 2.7 |
| Summer/fall 2003 | 46 | 57% | 28% | 15% | 2.4 |
| Summer/fall 2004 | 49 | 61% | 29% | 10% | 2.5 |
| Summer/fall 2005 | 49 | 59% | 37% | 4% | 2.6 |
| Summer/fall 2006 | 45 | 51% | 40% | 9% | 2.4 |
| Understand directions | | | | | |
| Summer 2002 | 46 | 67% | 30% | 2% | 2.7 |
| Winter 2003 | 50 | 64% | 28% | 8% | 2.6 |
| Summer/fall 2003 | 46 | 52% | 44% | 4% | 2.5 |
| Summer/fall 2004 | 49 | 69% | 27% | 4% | 2.7 |
| Summer/fall 2005 | 49 | 69% | 24% | 6% | 2.6 |
| Summer/fall 2006 | 45 | 71% | 27% | 2% | 2.7 |
| Complete schoolwork on time | | | | | |
| Summer 2002 | 47 | 62% | 34% | 4% | 2.6 |
| Winter 2003 | 50 | 58% | 32% | 10% | 2.5 |
| Summer/fall 2003 | 46 | 48% | 33% | 20% | 2.3 |
| Summer/fall 2004 | 49 | 67% | 27% | 6% | 2.6 |
| Summer/fall 2005 | 39 | 61% | 35% | 4% | 2.6 |
| Summer/fall 2006 | 45 | 67% | 29% | 4% | 2.6 |

Note: *These questions were not asked in winter 2002.*

97. Scholar survey: Impact of Cargill Scholars on academic outcomes (continued)

| Do you feel that being in Cargill Scholars has helped you... | N | 3 = Yes/all or most of the time | 2 = Sometimes | 1 = No | Mean |
|---|----------|--|--------------------------|-------------------|-------------|
| Improve your study skills | | | | | |
| Summer 2002 | 47 | 77% | 19% | 4% | 2.7 |
| Winter 2003 | 50 | 78% | 16% | 6% | 2.7 |
| Summer/fall 2003 | 46 | 72% | 26% | 2% | 2.7 |
| Summer/fall 2004 | 49 | 80% | 18% | 2% | 2.8 |
| Summer/fall 2005 | 39 | 80% | 16% | 4% | 2.8 |
| Summer/fall 2006 | 45 | 73% | 27% | 0% | 2.7 |
| Enjoy learning new things | | | | | |
| Summer 2002 | 47 | 89% | 6% | 4% | 2.9 |
| Winter 2003 | 50 | 76% | 20% | 4% | 2.7 |
| Summer/fall 2003 | 46 | 76% | 22% | 2% | 2.7 |
| Summer/fall 2004 | 49 | 88% | 12% | 0% | 2.9 |
| Summer/fall 2005 | 49 | 78% | 20% | 2% | 2.8 |
| Summer/fall 2006 | 45 | 87% | 13% | 0% | 2.9 |
| Improve your writing skills | | | | | |
| Summer/fall 2005 | 49 | 61% | 31% | 8% | 2.5 |
| Summer/fall 2006 | 45 | 71% | 24% | 4% | 2.7 |
| Learn to solve problems | | | | | |
| Summer/fall 2005 | 49 | 69% | 24% | 6% | 2.6 |
| Summer/fall 2006 | 45 | 62% | 36% | 2% | 2.6 |

Note: *These questions were not asked in winter 2002.*

Scholar pursuit of individual and group interests

The fifth outcome goal for the Cargill Scholars program is that scholars will pursue individual and group interests. Among the areas of interest within this goal are involvement in activities outside of school, development of musical skills, and development of other new talents and skills. Measures of this goal are obtained from the parent and scholar interviews.

Involvement in activities outside of school

In summer 2006, 64 percent of the scholars said they were involved in activities outside of school, especially sports, religious activities, and arts/music programs

As seen in Figure 98, 64 percent of scholars said that they were involved in activities outside of school during summer/fall 2006. These scholars were asked what activities they were involved with. Their responses are listed in Figure 99. Sports were listed frequently, especially basketball, football, soccer, and baseball. Religious activities and music and arts programs were also mentioned frequently.

98. Scholar survey: Scholars' involvement in activities outside of school

| Are you involved in activities outside of school (example: sports, scouting, church, or clubs)? | N | Percentage saying yes |
|--|----------|------------------------------|
| Winter 2002 | 50 | 72% |
| Summer 2002 | 47 | 75% |
| Winter 2003 | 50 | 78% |
| Summer/fall 2003 | 46 | 63% |
| Summer/fall 2004 | 43 | 65% |
| Summer/fall 2005 | 48 | 69% |
| Summer/fall 2006 | 45 | 64% |

99. Scholar survey: Open-ended comments – What activities are you involved in? (summer/fall 2006)

What activities are you involved in?

Church-related

Church activities.

Church bible study and we hang out with the youth group.

Church. (2 respondents)

Go to church every Wednesday for a bible study.

I go every Sunday to church.

With the youth group, I'm a helper to the priest and the church Mass at Sagrado Corozan de Jesus Catholic Church.

Sunday school at a Baptist church.

Youth group.

Basketball.

Basketball. (6 respondents)

Basketball at Roosevelt High School.

Basketball team, Southwest Lakers.

Basketball at North Commons Park.

Sports – basketball.

Other sports

Baseball and other sports.

Softball. (2 respondents)

Volleyball at school.

Volleyball.

Football. (3 respondents)

Soccer. (2 respondents)

Track.

Sports and clubs.

Wrestling, and I have a mentor.

Swimming.

I used to be involved in swimming.

Sports (soccer, boxing).

Soccer team, swimming.

99. Scholar survey: Open-ended comments – What activities are you involved in? (summer/fall 2006) (continued)

What activities are you involved in?

Dance/voice

Dance class after school.

Dance group.

Dancing, singing, and Hip Hop at Zeenon.

Singing lessons at a club.

Music

Electronic classes after school through Tronic's program.

Trumpet lessons at McPhail Center for Music.

Piano. (2 respondents)

Piano lessons.

The marching band at church at a Seventh Day Adventist.

Volunteer work

Volunteer to clean rooms and hallways (mopping, sweeping) at Mary's Place.

Volunteering.

Street work, helping clean up through the Pillsbury Unity House.

I also tutor kids at the YWCA, community service at a city park, 25 hours volunteer work.

Development of musical skills

Most parents (93%) and scholars (91%) felt that Cargill Scholars helped scholars develop musical skills

In summer/fall 2006, 93 percent of parents said that the program helped scholars develop musical skills at least "a little." Sixty-seven percent of respondents said the program helped "a lot" (a decline from 80% the previous year). These perceptions are similar to those of the scholars, 91 percent of whom said that the program had helped them at least "a little" (Figures 100 and 101).

100. Parent survey: Scholars' development of musical skills

| Do you feel that Cargill Scholars has helped your child develop musical skills? | N | Percentage | | |
|---|----|-------------------|----------------------|-----------|
| | | 3 = Yes, a lot | 2 = Yes, a little | 1 = No |
| Summer 2002 | 43 | 67% | 30% | 2% |
| Winter 2003 | 47 | 68% | 28% | 4% |
| Summer/fall 2003 | 46 | 70% | 24% | 6% |
| Summer/fall 2004 | 47 | 89% | 6% | 4% |
| Summer/fall 2005 | 45 | 80% | 11% | 9% |
| Summer/fall 2006 | 42 | 67% | 26% | 7% |

Note: This question was not asked in winter 2002.

101. Scholar survey: Scholars' development of musical skills

| Do you feel that Cargill Scholars has helped you develop musical skills? | N | Percentage | | |
|--|----|-------------------|----------------------|-----------|
| | | 3 = Yes, a lot | 2 = Yes, a little | 1 = No |
| Summer 2002 | 47 | 77% | 11% | 13% |
| Winter 2003 | 50 | 68% | 18% | 14% |
| Summer/fall 2003 | 45 | 64% | 31% | 5% |
| Summer/fall 2004 | 48 | 69% | 29% | 2% |
| Summer/fall 2005 | 49 | 65% | 27% | 8% |
| Summer/fall 2006 | 45 | 67% | 24% | 9% |

Note: This question was not asked in winter 2002.

Development of new skills, interests, or hobbies**According to parents, most scholars (79%) have developed new skills, interests, or hobbies since becoming involved with Cargill Scholars**

Seventy-nine percent of parents said that their child had developed new skills, interests, or hobbies since becoming involved with Cargill Scholars (Figure 102). Ratings for this item declined over the past several years.

102. Parent survey: Scholars' development of new skills, interests, or hobbies

| Since [Scholar] became involved with Cargill Scholars, has he or she developed any new skills, interests, or hobbies | N | Percentage saying yes |
|--|----|-----------------------|
| Summer 2002 | 45 | 80% |
| Winter 2003 | 47 | 79% |
| Summer/fall 2003 | 45 | 89% |
| Summer/fall 2004 | 46 | 94% |
| Summer/fall 2005 | 45 | 90% |
| Summer/fall 2006 | 43 | 79% |

Note: This question was not asked in winter 2002.

Other measures

Several additional issues were assessed during the fifth year of the Cargill Scholars program. No formal outcomes exist for these measures, which were collected to obtain additional descriptive information about the scholars and their families. These additional issues included changes in family relationships, scholar emotional well-being, scholar alcohol and drug use, and school-related stresses.

Changes in family relationships

About one-third of the parents (36%) said that they had seen changes in their parenting behavior with the scholar

As seen in Figure 103, 36 percent of the parents said that they had seen changes in their parenting behaviors with their child who is participating in Cargill Scholars in summer/fall 2006. Those parents who said that they had seen changes in their behaviors were asked what has changed. Their open-ended responses are listed in Figure 104. Some parents described changes in their interactions with scholars, such as being more strict and giving them increased responsibility.

103. Parent survey: Impact of participation on parenting behaviors

| Overall have there been any changes in your parenting behaviors with your child who is participating in Cargill Scholars? | N | Percentage saying yes |
|--|----------|------------------------------|
| Winter 2003 | 48 | 40% |
| Summer/fall 2003 | 46 | 35% |
| Summer/fall 2004 | 47 | 36% |
| Summer/fall 2005 | 45 | 49% |
| Summer/fall 2006 | 42 | 36% |

Note: This question was not asked in winter 2002 or summer 2002.

104. Parent survey: Open-ended responses – What has changed? (summer 2006)

What has changed?

More responsibility

He is more responsible. That's it.

I gave her more responsibilities. I gave her more freedom to make her own choices.

The way I give her more responsibility and not to be more possessive. To let them experience more.

More strict

I have changed my parenting style. I am more strong with him. My voice has changed as to when he was younger. He's physically taller and bigger than me so I am not as "soft" as I was before.

I'm probably a little more strict as far as who he can hang out with and curfew.

More strict with her.

Better relationships

Made us closer for the entire family. We talk more to each other.

Matthew is my stepson and at first I didn't understand why boys act the way they do. Cargill Scholars helped me to relax and just see him as a child.

We have become better friends, a two-way street. There's more confidence and communication. Also because he's growing/getting older.

I want to continue understanding what will be supportive for her and take her to higher heights of success.

She is different so I have to deal with her differently, such as listening to her a lot more.

Other

I have been a lot more lenient on him because he has been involved in positive things and there are more people to get on him about his responsibilities.

I stress education importance even more than before. He has to make the most of the opportunity.

It kept me very busy with driving him to different events, trips, etc.

About one in three parents also reported similar changes in their behavior with other children in the family

Parents were also asked about the impact of the program on other children in the family. Eighty-six percent of the parents said that they have other children at home besides the Cargill Scholar (Figure 105). Of these parents, 32 percent said that there have been changes in their behavior with these children since they became involved with the Cargill Scholars program (Figure 106). When asked what had changed, some parents said that they had increased their involvement or made other improvements in their relationships (Figure 107).

105. Parent survey: Presence of other children at home

| Do you have other children at home besides your Cargill Scholar? | N | Percentage saying yes |
|---|----------|------------------------------|
| Winter 2003 | 48 | 90% |
| Summer/fall 2003 | 46 | 93% |
| Summer/fall 2004 | 47 | 94% |
| Summer/fall 2005 | 45 | 93% |
| Summer/fall 2006 | 43 | 86% |

Note: This question was not asked in winter 2002 or summer 2002.

106. Parent survey: Impact of program on other children

| Since becoming involved with the Cargill Scholars program, have there been any changes in your behavior with this child/ these children? | N | Percentage saying yes |
|---|----------|------------------------------|
| Winter 2003 | 43 | 33% |
| Summer/fall 2003 | 46 | 32% |
| Summer/fall 2004 | 44 | 27% |
| Summer/fall 2005 | 41 | 22% |
| Summer/fall 2006 | 37 | 32% |

Note: This question was not asked in winter 2002 or summer 2002.

107. Parent survey: Open-ended responses – What has changed? (summer 2006)

What has changed?

More involvement

I have to do more activities with them and give them time and more attention.

She's a needy child who wants attention and so [I] try to involve her with household tasks.

Spend more time and do more together.

Talk to each other more and do more things together.

Program's affect on the family

The other children came along with us to many Cargill events and meetings. The whole family has been really involved with Cargill Scholars.

Actually they have learned to be tolerant when I have to be involved with scholar. They also had swimming lessons, and other activities because of Cargill.

The other kids want to do the things that the Cargill scholar has done with the program.

The other children want to be in the program. They have a big interest in this program. They have also improved their knowledge about school and field trips through Cargill.

My 18 year old felt left out because of all the attention scholar was getting and the great opportunities scholar had through Cargill that my 18 year old did not.

Other

More positive.

Becoming more strict with them.

More open communication.

Stayed out of his gang members, improved his school grades and stay in school more often.

Scholar emotional well-being

Almost all parents felt that Cargill Scholars helped scholars make healthy lifestyle decisions and avoid risky behaviors

New questions added to the survey in 2005 assessed parents' perceptions of the impact of Cargill Scholars on healthy lifestyles of scholars. In 2006, almost all parents (95%) felt that Cargill Scholars helped their child make healthy lifestyle decisions. A similar percentage (95%) felt that Cargill Scholars has helped scholars avoid risk behaviors, such as drugs or alcohol, criminal behavior, or sexual activity (Figure 108).

108. Parent survey: Impact of Cargill Scholars on mental health of scholars

| | N | Percentage saying yes |
|---|----|-----------------------|
| Do you think Cargill Scholars has helped your child make healthy lifestyle decisions? | | |
| Summer/fall 2005 | 45 | 87% |
| Summer/fall 2006 | 40 | 95% |
| Do you think Cargill Scholars has helped your child avoid risky behaviors such as using drugs or alcohol, criminal behavior, or sexual activity? | | |
| Summer/fall 2005 | 42 | 86% |
| Summer/fall 2006 | 42 | 95% |

Most scholars reported positive emotional well-being, though some reported occasional moodiness, sadness, and nervousness

Scholars were asked several questions about their mood and emotional well-being. These questions were extracted from the Minnesota Student Survey. Ninth grade student survey results from 2004 are provided in these charts for comparison. As seen in Figure 109, 73 percent of the scholars described their mood in the past 30 days as either “very good” or “excellent” (compared to 40% of the boys and 58% of the girls completing the 2004 Minnesota Student Survey). The remaining scholars said that their mood was “up and down a lot.”

109. Scholar survey: Ratings of scholar mood

| During the last 30 days, how has your mood been? | N | Percentage | | | | | Mean |
|--|----|--------------|---------|-----------------------|---------------|---------------|------|
| | | 1 = Very bad | 2 = Bad | 3 = Up and down a lot | 4 = Very good | 5 = Excellent | |
| Cargill Scholars | | | | | | | |
| Summer/fall 2003 | 46 | 0% | 0% | 39% | 39% | 22% | 3.8 |
| Summer/fall 2004 | 49 | 0% | 0% | 37% | 31% | 33% | 4.0 |
| Summer/fall 2005 | 49 | 0% | 0% | 37% | 49% | 14% | 3.8 |
| Summer/fall 2006 | 45 | 0 | 0 | 27% | 62% | 11% | 3.8 |
| 2004 Minnesota Student Survey | | | | | | | |
| 9 th grade males | | 2% | 3% | 37% | 44% | 14% | NA |
| 9 th grade females | | 2% | 4% | 55% | 33% | 7% | NA |

Note: This question was not asked before summer 2003.

When asked to rate their level of sadness and nervousness, average ratings of scholars fell just below “a little of the time.” Forty percent of the scholars said that they felt sad “a little of the time” or “some of the time” in the past 30 days (a decrease from 53% the previous year). Forty-seven percent of the scholars said that they felt nervous, worried, or upset at least “a little bit of the time” (Figure 110). Compared to students completing the Minnesota Student Survey, students involved in Cargill Scholars reported lower levels of sadness and nervousness.

110. Scholar survey: Ratings of scholar sadness and nervousness

| During the last 30 days... | N | Percentage | | | | | Mean |
|--|----|----------------------------|--------------------------------|----------------------------|----------------------------|---------------------------|------|
| | | 1 = None of the time | 2 = A little of the time | 3 = Some of the time | 4 = Most of the time | 5 = All of the time | |
| Have you felt sad? | | | | | | | |
| Cargill Scholars | | | | | | | |
| Summer/fall 2003 | 46 | 46% | 33% | 22% | 0% | 0% | 1.8 |
| Summer/fall 2004 | 49 | 57% | 27% | 16% | 0% | 0% | 1.6 |
| Summer/fall 2005 | 49 | 47% | 45% | 8% | 0% | 0% | 1.6 |
| Summer/fall 2006 | 45 | 58% | 36% | 4% | 0% | 2% | 1.5 |
| 2004 Minnesota Student Survey | | | | | | | |
| 9 th grade males | | 23% | 45% | 22% | 6% | 3% | NA |
| 9 th grade females | | 6% | 39% | 35% | 15% | 5% | NA |
| Have you felt nervous, worried, or upset? | | | | | | | |
| Cargill Scholars | | | | | | | |
| Summer/fall 2003 | 46 | 48% | 26% | 26% | 0% | 0% | 1.8 |
| Summer/fall 2004 | 49 | 49% | 33% | 16% | 2% | 0% | 1.7 |
| Summer/fall 2005 | 49 | 45% | 37% | 10% | 8% | 0% | 1.8 |
| Summer/fall 2006 | 37 | 53% | 22% | 20% | 2% | 2% | 1.8 |
| 2004 Minnesota Student Survey | | | | | | | |
| 9 th grade males | | 18% | 43% | 27% | 8% | 4% | NA |
| 9 th grade females | | 7% | 37% | 35% | 15% | 6% | NA |

Note: These questions were not asked before summer 2003.

More than half of the scholars experienced at least a little stress or pressure

Scholars were also asked to rate the frequency with which they felt stress or pressure in the past 30 days. Fifty-five percent of the scholars experienced at least “a little” stress (compared to 41% in 2005) (Figure 111). While their stress level increased over the past year, it is still lower than the levels reported by Minnesota students in general, with 86 percent of the males and 94 percent of the females reporting at least “a little” stress.

111. Scholar survey: Ratings of scholar stress or pressure

| During the last 30 days, have you felt you were under any stress or pressure? | N | Percentage | | | | | Mean |
|---|----|-------------------|----------------------|-----------------------------|-------------------------------------|---|------|
| | | 1 = Not at all | 2 = Yes, a little | 3 = Yes, more than usual | 4 = Yes, quite a bit of pressure | 5 = Yes, almost more than I could take | |
| Summer/fall 2003 | 46 | 59% | 30% | 7% | 4% | 0% | 1.6 |
| Summer/fall 2004 | 49 | 59% | 33% | 2% | 2% | 4% | 1.6 |
| Summer/fall 2005 | 49 | 59% | 37% | 2% | 2% | 0% | 1.5 |
| Summer/fall 2006 | 45 | 44% | 44% | 2% | 7% | 2% | 1.8 |

Note: This question was not asked before summer 2003.

Scholar alcohol and drug use

In summer 2006, none of the scholars said that they had used alcohol or drugs in the last 30 days; one scholar reported some cigarette use

Beginning in 2004, scholars were asked to report their level of alcohol and drug use in the previous 30 days. As seen in Figures 112 and 113, only one scholar in 2006 reported any cigarette use, with an average of less than one cigarette per day. No scholars reported using alcohol or other drugs.

112. Scholar survey: Frequency of cigarette use

| During the last 30 days, how often have you smoked cigarettes? | Summer/fall 2004 (N=49) | Summer/fall 2005 (N=49) | Summer/fall 2006 (N=45) |
|--|----------------------------|----------------------------|----------------------------|
| Never | 100% | 100% | 98% |
| Less than one cigarette per day | 0% | 0% | 2% |
| One to five cigarettes per day | 0% | 0% | 0% |
| About one-half pack per day | 0% | 0% | 0% |
| About one pack per day | 0% | 0% | 0% |
| About one and a half pack per day | 0% | 0% | 0% |
| Two packs or more per day | 0% | 0% | 0% |

113. Scholar survey: Frequency of alcohol and drug use

| How often do you use the following? | N | Percentage | | | | | Mean |
|-------------------------------------|----|--------------|---------------------------|-----------------------------|----------------|---------------|------|
| | | 1 = Never | 2 = Over a year ago | 3 = Less than monthly | 4 = Monthly | 5 = Weekly | |
| Chewing tobacco or snuff | | | | | | | |
| Summer/fall 2004 | 49 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Summer/fall 2005 | 49 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Summer/fall 2006 | 45 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Alcohol | | | | | | | |
| Summer/fall 2004 | 49 | 98% | 2% | 0% | 0% | 0% | 1.0 |
| Summer/fall 2005 | 49 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Summer/fall 2006 | 45 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Marijuana | | | | | | | |
| Summer/fall 2004 | 49 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Summer/fall 2005 | 49 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Summer/fall 2006 | 45 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Any other illegal drug | | | | | | | |
| Summer/fall 2004 | 49 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Summer/fall 2005 | 49 | 100% | 0% | 0% | 0% | 0% | 1.0 |
| Summer/fall 2006 | 45 | 100% | 0% | 0% | 0% | 0% | 1.0 |

Sexual activity

A few scholars have begun to report sexual activity

In summer 2006, scholars were asked about their level of sexual activity. As seen in Figure 114, 7 percent of the scholars said that they were sexually active and 4 percent (2 scholars) said that they had had sexual intercourse.

114. Scholar survey: Report of sexual activity (summer 2006)

| Item | N | Percentage saying yes |
|----------------------------------|----|--------------------------|
| Are you sexually active? | 44 | 7% |
| Have you had sexual intercourse? | 42 | 4% |

Scholar emotional/behavioral well-being

Most scholars feel that they live a healthy lifestyle, though some feel pressure to participate in unhealthy activities

Almost all scholars felt that they live a healthy lifestyle (96%) and know how to avoid risky behaviors (98%). Eleven percent of the scholars sometimes feel pressured by friends to participate in activities that are not healthy or safe (Figures 115-116).

115. Scholar survey: Perceptions of emotional/behavioral well-being

| Item | N | Percentage saying yes |
|--|----|-----------------------|
| Overall, do you think you live a healthy lifestyle? | | |
| Summer/fall 2005 | 49 | 96% |
| Summer/fall 2006 | 45 | 96% |
| Do you know how to avoid risky behaviors and live a healthy lifestyle? | | |
| Summer/fall 2005 | 49 | 94% |
| Summer/fall 2006 | 45 | 98% |
| Do you ever feel pressured to participate in activities that are not healthy or safe? | | |
| Summer/fall 2005 | 49 | 14% |
| Summer/fall 2006 | 45 | 11% |

116. Scholar survey: Open-ended comments – “Who pressures you?” (summer/fall 2006)

Who pressures you?

Friends. (2 respondents)

Bad friends.

My friends pressure me to get a boyfriend and stuff.

Just kids at school.

The other boys playing tackle football. None of us have equipment.

One in five parents said that they had concerns about scholars' behavior or emotional well-being

In the summer of 2006, 21 percent of the parents said that they had concerns about scholars' behavior or emotional well-being (somewhat lower than the 21% who gave this response in 2005). When asked to describe these concerns, parents provided a range of comments such as relationships with family, emotional well-being and low self-esteem (Figures 117-118).

117. Parent survey: Concerns about scholars' behavior or emotional well-being

| Do you have any specific concerns about your son or daughter's behavior or emotional well-being? | N | Percentage saying yes |
|---|----------|------------------------------|
| Summer/fall 2004 | 47 | 15% |
| Summer/fall 2005 | 45 | 31% |
| Summer/fall 2006 | 43 | 21% |

118. Parent survey: Open-ended comments – “What are these concerns?” (summer/fall 2006)

Do you have any specific concerns about your son or daughter's behavior or emotional well-being? What are these concerns?

She's too shy.

He doesn't talk a lot. Not a people person, not much communication between us.

She has low self-esteem.

She's very crabby around the other children (her brothers and sisters) when at home.

He gets a little mouthy and he thinks he knows it all, sometimes more than me.

Her behavior sometimes is disrespectful and she does what she wants to do. She seems like she takes her anger out on me because of being hurt by her mother.

Her emotional well-being because her dad and I are going through a divorce.

I am just worried about if she will adjust well to high school.

Like any other mother I have to teach her the value of money. She always wants something new to wear to trips; like to travel with Cargill, to camps, etc.

Groups

Most participants in the girls' and boys' group would recommend them to others

In the 2004-05 year, a group focusing on adolescent health, puberty, and relationships was offered to girls in the Cargill Scholars program. In 2005-06, a group for boys was also offered. In 2005-06, 42 percent of the scholars participated in either the girls' group or the boys' group. Almost all of the participants (94%) said that they would recommend the group to others (Figure 119).

119. Scholar survey: Participation in groups

| | N | Percentage saying yes |
|---|----|-----------------------|
| Did you participate in the girls (or boys) group?^a | | |
| Summer/fall 2005 | 24 | 38% |
| Summer/fall 2006 | 43 | 42% |
| Would you recommend the girls (or boys) group to other Scholars? | | |
| Summer/fall 2005 | 9 | 100% |
| Summer/fall 2006 ^b | 18 | 94% |

^a In 2005, only a girls group was offered. In 2006, a boys group was added. Thirteen girls and five boys reported participating.

When asked to identify the best part of the girls group, scholars identified several features of the program, such as bonding with the other participants, learning about themselves, and having fun. Boys provided fewer comments. Some scholars suggested extending the length of the program (Figures 120-121).

120. Scholar survey: Open-ended comments – “What was the best part of the group?” (summer/fall 2006)

What was the best part of the group?

Girls’ responses

Girl bonding

Being with the girls in the group.

Eating food and just being there with the girls and talking about our problems and laughing.

I remember having the girl-talk.

Talking/hanging out/having fun

I have fun talking and playing with each other.

Just being together.

Just talking and hanging out doing activities and stuff.

Having fun.

Making new friends.

Talking about stuff with close friends.

Get to learn about my body.

Learning things I never knew before.

Learning new stuff like at the museums.

Other

The food. We had cookies and stuff.

Going different places – Atlanta.

Everything.

Boy’s responses

I don’t know, I forget what we did there.

Not sure.

The snacks and learning.

That Sam and Laverne came to our school and kept us up to date with Cargill.

121. Scholar survey: Open-ended comments – “What would you have changed about the group?” (summer/fall 2006)

What would you have change about the group?

Girls’ responses

Increase program length & amount of activities

If it was every day.

Maybe a little more activities, like two more.

More fun stuff instead of working all the time.

More hours per day.

To have it more often than once a week.

Other

We needed more girls in the group.

Nothing

Nothing really.

Nothing. (6 respondents)

Boy’s responses

I don’t know.

Made it last the whole summer instead of 8 weeks.

Nothing at all.

Nothing.

Poetry slam

Parents and scholars had very positive reactions to the poetry slam

In the 2005-06 year, the Cargill Scholars program organized a poetry slam for the scholars. As seen in Figures 122 and 123, approximately 60 percent of the scholars participated in the poetry slam and about three-quarters of the parents attended the event. When asked about their reaction to the poetry slam, parents responded that they were moved by the performances and that they were proud of their students. The students were most likely to say that the poetry slam helped them to express their emotions and learn to write poetry and perform on stage (Figures 124-125).

122. Parent survey: scholar's participation in poetry slam

| Item | N | Percentage saying yes |
|---|----------|------------------------------|
| Did your child participate in the poetry slam? | | |
| Summer/fall 2006 | 36 | 61% |
| Did you attend the poetry slam? | | |
| Summer/fall 2006 | 22 | 77% |

123. Scholar survey: scholar's participation in poetry slam (summer 2006)

| Item | N | Percentage saying yes |
|--|----------|------------------------------|
| Did you participate in the poetry slam? | 45 | 58% |
| Did the Poetry Slam help you learn to express your feelings? | 25 | 76% |

124. Parent survey: Open-ended comment – “What was your reaction to your student's performance?” (summer/fall 2006)

What was your reaction to your student's performance?

He did an excellent job.

I cried.

I liked it. It was great. She was outstanding.

I think it was a fun event for her to be part of it. She did a good job at singing.

I think she did excellent.

I thought it was amazing. I think that was one of my most favorite events.

I was overwhelmed. She was really, really good. I was shocked.

I was very emotional. It was great. It touched my heart.

I was very impressed.

Needs improvement. She froze when it was her turn to present. Her poem was fantastic. She just needed more effort.

Phenomenal, it should have been video taped and given a copy to all the parents. It was great.

Puzzled. She was very emotional, direct, and outspoken. That really amazed me because she's a quiet girl.

She did good with group.

Surprised that she wrote a poem. I didn't know she had all that knowledge.

Very impressive. I thought it was super.

She attended the classes but she didn't get up on stage and perform.

I don't know.

125. Scholar survey: Open-ended comment – “How did the Poetry Slam impact you?” (summer/fall 2006)

How did the Poetry Slam impact you?

Express self

It allowed me to let other people [know] how I'm feeling and thinking.

It helped me let people know where I come from. I felt like people could get to know me.

Don't know. It made me get some things off my chest; put it in other words.

It showed me how to express myself in a different way that I did not know how before.

It made me feel like there are other people that understand what I have to say.

That I could express your feelings and all ways.

Learn about poetry or writing

How to write poetry.

I found better ways to write, to use rhythm, and use better words and stuff like that.

It helped me understand more about poetry.

It showed that I can be creative with words.

To write more.

Made me feel that I should do better in writing.

Learn about others

That like people in third world countries are starving to death while we waste food and take it for granted in the United States.

It showed me a lot of new things that people go through.

Perform on stage/stage-related.

I got on stage and talked.

I have fun there and not be afraid.

I was the back-stage set-up guy but it taught me that I was an important part of the big picture.

I wrote something from my heart and I did not know I could get on stage in front of people and do something like this.

Not to be scared in front of a lot of people.

Other

To get some courage and relate the stuff to myself and my life.

It gave me confidence in myself and taught me more than what I learn.

Lots of energy, self-esteem.

Hanging out with other people in the program.

Nothing

Nothing. I don't know.

Volunteer experience

Almost half of the scholars participated in volunteer activities through Cargill

Forty-four percent of the scholars said that they participated in volunteer activities coordinated through Cargill Scholars (Figure 126). When asked what they learned through this experience, scholars said that they learned about the other peoples' circumstances and the importance of helping others (Figure 127).

126. Scholar survey: scholar's volunteer experience

| Did you participate in any volunteer activities coordinated through Cargill Scholars? | N | Percentage saying yes |
|---|----|-----------------------|
| Summer/fall 2006 | 45 | 44% |

127. Scholar survey: Open-ended comment – “What did you learn from the volunteer experience?” (summer/fall 2006)

What did you learn from the volunteer experience?

Helping and respecting others

Helping people can be its own reward.

Respect.

To keep the community clean so it could be nice for people.

To respect other people.

I learned about helping others.

I learned that taking care of others is a good thing to do.

I learned that it's good to help people and you might learn something.

That there are a lot of children who don't get to eat every day and enjoyed that I could help other kids.

That people actually care about other people and are willing to help.

I learned what they eat when hungry.

Other

That helping other people is a good opportunity to learn about life.

Kind of fun learning to serve people, to work on a team.

That I am blessed and have it easier than a lot of other people or kids my age.

Hard work pays off.

That it's good to return the help we get through Cargill.

Nothing

I did not learn anything.

I don't think I learned anything.

Nothing. I would try to be there more often.

They help people that are in need. I didn't learn anything.

Scholars' transition to High School and Destination 2010

One-third of the parents had concerns about their child's transition to ninth grade, especially related to peer pressure and academic preparation

One-third of the parents had concerns about their child entering ninth grade. When asked to identify these concerns, parents identified issues such as peer pressure and a lack of academic preparation (Figures 128 and 129).

128. Parent survey: Concerns about scholars entering ninth grade

| Item | N | Percentage saying yes |
|---|----|-----------------------|
| Do you have any concerns about your child entering eighth grade? | | |
| Summer/fall 2005 | 45 | 27% |
| Do you have any concerns about your child entering ninth grade? | | |
| Summer/fall 2006 | 43 | 33% |

129. Parent survey: Open-ended comment – “What are these concerns?”

What are these concerns?

Transition for scholar

That she'll fit in. That she'll stay focused on school work. She's too shy.

I'm worried that it will be hard for him.

I just hope he's ready. The teachers won't be like they are in junior high.

That he will be able to handle it. To keep up with school work and the fast pace of his high school.

That he will be able to keep up.

His current school (K-8) was small and structured and a close-knit community. High school is a much bigger place and he is not very outgoing; rough transition.

For child to become more of a leader instead of a follower of her friends. Be more responsible and make plans for herself and her future.

Negative influence of other kids

It's new with older kids involved. I'm worried about issues with drinking, drug use, and sexual activity.

The negative influence from other kids.

**129. Parent survey: Open-ended comment – “What are these concerns?”
(continued)**

What are these concerns?

Grades

She was starting to get bad grades so I was concerned for her academics.

She will be going to school with her brother. Her grades actually start to count now. She has to be careful.

Other concerns

I don't understand the high school system. I don't even know the name of his school or where it is.

I worry about transportation for her to school from home and back from school. The school she goes to only 3 blocks away from us so there isn't bus for her and I am a single mother so it's hard for me to take her to school every day.

I am kind of nervous. I just hope she is comfortable going.

That we are moving from our house not by choice.

Not yet.

As scholars transition to high school, they were looking forward to meeting new friends

Scholars were also asked about their thoughts regarding their upcoming school year. First, they were asked what was most exciting or fun about starting ninth grade. Many scholars looked forward to meeting new friends and having different teachers. Others mentioned being in a new school and taking new classes. A range of other comments also emerged, as listed in Figure 130.

130. Scholar survey: Open-ended comment – What is most exciting or fun for you as you start ninth grade?

What is most exciting or fun for you as you start ninth grade?

Meeting new people/making friends

Going to school with some older people with me.

To see and meet new people.

That I'm in a school with older people and meeting new friends.

Making new friends. (5 respondents)

Meeting new people at Roosevelt High School.

Meeting new people. (3 respondents)

Meeting new teachers.

Meeting new people.

Meeting older people.

Making new friends, meeting new teachers.

Make new friends in high school.

The people at my school. They are more mature.

I'm not in middle school any more and you get to meet new people.

Just going to a whole new and meeting new people.

Getting to know new teachers and new classes.

Learning

Learning new stuff in every subject.

Learning new stuff.

Learning new things.

All the things I'll get to learn.

New classes and new things I can learn.

Doing new things. I don't know.

Get to learn new things.

Going to a new or bigger school/new opportunities

Seeing my friends again/going to a new school.

Starting school again.

Starting school in a new school.

Knowing how high school is.

Being in a bigger school.

Being in high school.

Going to a new school.

130. Scholar survey: Open-ended comment – What is most exciting or fun for you as you start ninth grade? (continued)

What is most exciting or fun for you as you start ninth grade?

Going to a new or bigger school/new opportunities (continued)

Just that I'll be in high school. The fun will be having more homework.

Just knowing that I'm going to high school and just the fun classes I'll be taking.

Classes, math, and science.

I can't wait to see what kind of classes I am going to have to learn.

That I'm finally starting high school. That I'm becoming older.

Growing up

Knowing that there are only a few more years until I am finished.

Just thinking about how cool it is to be done with middle school.

That I'm getting older, I have more freedom.

School sports/activities

The dances at night.

I want to join the sport teams.

To start new activities like football.

Basketball.

Other

I can start driving and working. Nothing else.

I heard lot of friends say very fun in high school so can't wait to go.

I would like to say it was a great experience that I've never done before.

I'm looking forward to it.

Knowing that I have the advantage to move on and not falling behind.

My school goes into 9th grade then I go to a different school for 10th grade, but I am happy to be the leaders of the junior high school.

Nothing. It's going to be harder.

That it's going to get hard and I'm ready for it.

Nothing

Nothing.

Nothing. Fewer classes.

Most scholars were not concerned about starting ninth grade, though some worried about their ability to do their school work

Second, scholars were asked if anything worried them about starting ninth grade. Most of the scholars said that nothing worried them. Some scholars expressed concerns about school work and grades (Figure 131).

131. Scholar survey: Open-ended comment – Does anything worry you about starting ninth grade?

Does anything worry you about starting ninth grade?

Bigger school

Everything. Like getting lost.

Finding my classes.

Schoolwork/classes

Not remembering the math I did in junior high.

Tests.

The classes I'm going to take. They seem harder.

The new classes and it's going to be hard.

Having a lot of homework from school to be turned in on time.

Yes, trying to get all my credits for graduating.

Work. It will be harder.

Yea, my grades have dropped.

Getting all my credits.

How long it will take to get done with high school.

Upperclassmen/conflicts

The assembly on the first day of school when all the freshmen get up on stage and get booed.

Getting into fights.

Yes, people that are older than me, they might bully me.

Friends

Getting caught up with friends and not doing my work.

How many friends I'm going to have.

Making new friends.

Other

I worry about messing it up.

If I chose the right school.

My mother is moving to Wisconsin so I very upset about this and worry no one is going to take me to school.

131. Scholar survey: Open-ended comment – Does anything worry you about starting ninth grade? (continued)

Does anything worry you about starting ninth grade?

Nothing

No. (19 respondents)

No. Maybe harder work.

Nope, not whatsoever.

Nope. (2 respondents)

Nope. Nothing.

Not really.

Nothing.

Scholars often said that they need to develop their academic skills as they move into high school

Third, scholars were asked what skills they need to develop as they move towards high school. Most of the scholars said that they need to work on their academic skills, including developing study skills and organizational skills (Figure 132).

132. Scholar survey: Open-ended item – As you move towards high school what skills do you need to develop? (summer/fall 2006)

As you move towards high school what skills do you need to develop?

Academics/schoolwork

My study skills.

Study skills like how to sit down and read.

Study skills. (2 respondents)

Make good grades.

Social Studies.

My writing skills. (2 respondents)

Better hand writing skills.

Learning to write neater.

Writing. (3 respondents)

My mom said there is going to be reading in front of the class so I need to learn how to read in front of people.

Math skills. (4 respondents)

Math. (5 respondents)

A little help with math.

132. Scholar survey: Open-ended item – As you move towards high school what skills do you need to develop? (summer/fall 2006) (continued)

As you move towards high school what skills do you need to develop?

Academics/schoolwork (continued)

To work and complete my homework.

Doing more work. None, I don't know.

Homework skills, devoting and taking my time on it.

Prepare yourself for all your classes.

Reading. (5 respondents)

Discipline/respect

A lot, learn more respect.

Respect, discipline, I have to do and pull through to do my work.

Focusing more and less talking in class.

Social skills

Not to be so shy.

More friendly and sociable.

Organization/time

Learn skills of time management.

Organization, time management.

Organization.

Being more organized.

I need to learn how to be more organized.

Being more responsible.

Don't know – be more organized and focus on schoolwork.

Other

Just reviewing what I already know in school.

Active in sports.

Nothing

Nothing.

I don't know. Nothing I guess.

I feel like I'm ready for high school. I have developed what I already need.

Don't know

I can't think of anything right now.

I don't know. (4 respondents)

Don't know.

Probably, I don't know.

Destination 2010

Most parents were not concerned about scholars' transition into Destination 2010

At the conclusion of the 2005-06 academic year, the Cargill Scholars will transition into the Destination 2010 initiative administered by The Minneapolis Foundation. In anticipation of this transition, parents were asked if they had any concerns about their child moving into the Destination 2010 initiative. As seen in Figure 133, 12 percent of the parents said that they had concerns. When asked to identify these concerns, some parents said that they did not know much about the program or were concerned about decreases in services (Figure 134).

133. Parent survey: Concerns about scholars entering Destination 2010

| Do you have any concerns about your child moving into the Destination 2010 initiative? | N | Percentage saying yes |
|--|----|-----------------------|
| Summer/fall 2006 | 42 | 12% |

134. Parent survey: Open-ended comment – What are these concerns?

What are these concerns?

I'm not too sure what they do. I have to learn to adjust to 2010.

That we don't know what Destination 2010 is about.

Not enough money to provide for outside activities or the desire. Taking a step backwards.

That she will continue to participate, be ready to do it, and not back out.

Parents and scholars were also asked about their expectations for Destination 2010. While some parents and scholars said that they expected to receive the same services that they received through Cargill Scholars, others said that they did not know what to expect. Some scholars and parents mentioned skills that they hoped scholars would continue to develop, including academic and personal growth.

135. Parent survey: Open-ended comment – What do you expect to happen as your child enters the Destination 2010 initiative?

What do you expect to happen as your child enters the Destination 2010 initiative?

Same services as Cargill Scholars

I expect them to help her like Cargill did. Tutors especially.

I hope it's similar to Cargill.

Like Cargill, with all the help, not sure what to expect.

The same thing as when he was in Cargill Scholars.

Mirror the same services that Cargill Scholars did.

Child's participation

I expect her to go forward and continue to be outstanding.

I hope they continue to help her move forward and succeed.

That she will be involved more and meet a lot of new friends and adult mentors.

That he will be more motivated to get prepared for a career.

Education assistance

Academics, hopefully tutoring, scholarship assistance, leadership, and self-improvement classes/tips.

He will be able to gain knowledge about his future education.

I hope she is dept focused and continues her education and toes to college.

I hope they help him deal with high school, how to study, and pass tests. Show him how to keep up with his credits and graduate.

Preparing her for college. Independence.

Stay on top of her grades/education.

I'm hoping that they will be helping him into higher education.

That she continues in her education and they help her getting funding.

Other

I know a little bit about this program. It's really different and I'm not sure what they will do and provide.

Just that Cargill held really high standards so Destination will be more relaxed.

Everything should be good I think.

I have no idea but maybe everything is going to be great.

Nothing really than what's already happening.

To be successful.

To really relate to her as a teen.

Well, everything they explained at the meeting. The lady/counselor already contacted him at high school about 2010.

135. Parent survey: Open-ended comment – What do you expect to happen as your child enters the Destination 2010 initiative? (continued)

What do you expect to happen as your child enters the Destination 2010 initiative?

Don't know/not sure

Don't know if she's going.

I don't know. (5 respondents)

I don't know. I didn't go to the meeting.

I don't know. I'm tired is this almost over?

I don't know. Nothing really. At least give him a tutor, the same as Cargill did.

No idea yet. I'll see what happens later.

No.

Not sure.

Not sure. I didn't go to the meeting.

Not sure. We're still learning about it.

136. Scholar survey: Open-ended comment – What do you expect to happen as you join the Destination 2010 initiative?

What do you expect to happen as you join the Destination 2010 initiative?

More than Cargill

Have more confidence.

I expect more activities.

I expect to meet more people and meet more friends.

Not as easy as Cargill.

More challenging in achieving your goals.

Same as Cargill

The same as Cargill was.

To be like Cargill to help us more in school.

That they will do the same as Cargill Scholars and will keep encouraging me to do good.

Almost the same thing as Cargill.

I expect that the program will help me as much as Cargill and still have fun like when I was in Cargill.

I feel like I'm going to have the same amount of fun as I did with Cargill Scholars.

I hope they can help me as much as Cargill Scholars.

I really just expect it will be the same as Cargill Scholars.

136. Scholar survey: Open-ended comment – What do you expect to happen as you join the Destination 2010 initiative? (continued)

What do you expect to happen as you join the Destination 2010 initiative?

Same than Cargill (continued)

It's going to be like Cargill Scholars.

Something like Cargill.

Pretty much the same thing as Cargill. Fieldtrips and all that.

Probably the same as Cargill.

Learn new things

Keep learning new things.

Learn new things.

Tutoring/school

More study skills and getting on top of my classes.

I would like a tutor throughout the school year.

To give us tutors.

Have lots of tutoring.

I'll have a counselor to guide me as I go through high school.

I'm not sure. I think it's going to be working to get our grades up.

Helping me out more at school.

Their going to help us in high school. Getting tutors to help us with subjects we're not good in.

College prep

The visits to universities.

I expected to have someone in the program help me with planning my goal for college.

Less than Cargill

Not the end of the year trips but everything else that Cargill offered.

There won't be as much activities going on.

Not as much trips, more low pace.

Nothing because we're going to be doing less stuff.

Nothing.

136. Scholar survey: Open-ended comment – What do you expect to happen as you join the Destination 2010 initiative? (continued)

What do you expect to happen as you join the Destination 2010 initiative?

Don't know

Not sure. (2 respondents)

Don't know.

I haven't thought about it.

I don't expect anything.

I don't know what to expect from them. Maybe I don't want to join them again.

I don't know. (2 respondents)

I don't know. I'm not sure.

Other

I expect like that we will get to go places and do things and help.

That all of us from Cargill are going to meet up again for 2010 and that we get guidance counselors.

Most parents and scholars are aware of the scholarship offered by Destination 2010

In 2006, questions were added to the survey to assess the extent to which scholars and their parents were aware of the resources that would be made available to them following their transition to Destination 2010. Most of the parents (83%) and scholars (93%) said that they were aware of the scholarship that would be offered by Destination 2010 (Figures 137 and 138).

137. Parent survey: Awareness of scholarship

Are you aware of the scholarship that will be offered by Destination 2010 if your student goes to college or other school after high school?

| | N | Percentage saying yes |
|------------------|----------|------------------------------|
| Summer/fall 2006 | 40 | 83% |

138. Scholar survey: Awareness of scholarship

Are you aware of the scholarship that will be offered by Destination 2010 if you go to college or other school after high school?

| | N | Percentage saying yes |
|------------------|----------|------------------------------|
| Summer/fall 2006 | 45 | 93% |

Parents and scholars hope to receive a range of academic supports from the guidance counselors

Fewer scholars and parents were aware of the guidance counselor services that would be available (71% of parents and 62% of scholars). Most scholars and parents felt that they would use the services offered by the guidance counselor, however. Almost all of the parents (95%) and most of the scholars (79%) said that they would use these services; most of the remaining parents and scholars said that they would “maybe” use the services (Figures 139-142). Parents and scholars each identified services and supports that they would like the guidance counselor to provide, especially academic assistance, help with college planning.

139. Parent survey: Awareness of guidance counselor

| Are you aware that you and your child will have access to a Cargill Scholar’s guidance counselor during high school? | N | Percentage saying yes |
|---|----------|------------------------------|
| Summer/fall 2006 | 41 | 71% |

140. Scholar survey: Awareness of guidance counselor

| Are you aware that you will have access to a Cargill Scholar’s guidance counselor during high school? | N | Percentage saying yes |
|--|----------|------------------------------|
| Summer/fall 2006 | 45 | 62% |

141. Parent survey: Intended use of Cargill Scholar’s guidance counselor

| Do you think you and your child will use the services offered by the Cargill Scholar’s guidance counselor? | N | Percentage | | |
|---|----------|-------------------|------------------|---------------|
| | | 3 = Yes | 2 = Maybe | 1 = No |
| Summer/fall 2006 | 40 | 95% | 5% | 0% |

142. Scholar survey: Intended use of Cargill Scholar’s guidance counselor

| Do you think you will use the services offered by the Cargill Scholar’s guidance counselor? | N | Percentage | | |
|--|----------|-------------------|------------------|---------------|
| | | 3 = Yes | 2 = Maybe | 1 = No |
| Summer/fall 2006 | 43 | 79% | 19% | 2% |

143. Parent survey: Open-ended comment – How would you like the guidance counselor to help your child?

How would you like the guidance counselor to help your child?

Academic help

Choose his classes, orientate him, or guide him to take classes towards his interest and career choice.

Getting his homework in (turning it in).

Help at school (extra).

Help her [make] good choices in classes that she needs.

Help him with schoolwork and areas he needs to improve on.

Help with my child's education.

I just want the program help her to go to college.

Help with ideas and education for my kid.

I want her/him help my daughter homework, money, and idea how to be success in high school.

Show her what she needs to do, how to do homework, how to take notes.

To be on top of his credits/classes.

To explain about how to go through high school and study time. Learn a lot of lessons from him.

To help her maintain her grades.

Just keep an eye on her and her grades.

Assistance with college and career planning

Guide him into what college to go to, how to apply for financial aid.

To guide her in her classes to enter college. To get involved in employment p/t experience.

Anything that can help him out to graduate high school and to go on to college.

Aptitude and interest testing to help her stay focused to reach her goals.

Pinpoint his career goals and interests. Help him explore career goals and set a plan for high school.

With keeping track of his taking the right classes for college and keeping him in line. Keep him up-to-date with tests, SAT's etc.

Let her know what courses to take for college. Offer assistance with grants, scholarship information to keep her on track.

What to accept for college and also to help me with my questions.

Encouragement

Direct him/her to good direction, good advice.

Be able to talk to her and keep her confident and give her support.

Encouraging him and motivating and keeping him in line. Discipline.

Help her to avoid conflict and encourage her to do all her homework. Understand her.

143. Parent survey: Open-ended comment – How would you like the guidance counselor to help your child? (continued)

How would you like the guidance counselor to help your child?

Encouragement (continued)

Give her a pep talk now and then.

To be able to give my son the support and referrals for him to go to.

To give him positive advice so he will do good and stay away from trouble/gangs.

I would like her to have someone to help my daughter continue to have resources to help her do well.

Form relationships

Be there when my daughter needs to talk. Provide resources for our children.

If they could model and do what Sam at Cargill has done that would be the bomb. To guide him to college.

In any way necessary I would [want] the counselor to be available as another person for scholar to talk to.

Keeping in touch with her.

To be there for her.

Whatever issues that come up. As of now it's hard to say. But just to know that they are there is a big advantage already.

Tutoring

Help with her tutoring issues.

Finding tutors.

To help with some tutoring.

Tutoring with math and anything else he struggles with. Maybe some bus cards because I don't drive so help with transportation.

Other

Depend on my child's needs.

Don't know/not sure

I can't say anything now.

I don't know.

I don't know. Let's wait and see.

Not sure.

Not sure. It depends on what happens with my son.

144. Scholar survey: Open-ended comment – How would you like the guidance counselor to help you?

How would you like the guidance counselor to help you?

Support

Be there when I need to talk to them.

I would like to be able to talk to them, to express my anger, for them to always be there for me not just during a crisis.

If I'm struggling to help me get through it and give me advice.

Talking to me, communication.

If I am slacking off they can get me in check again.

Someone to talk to.

To tell the counselor about my problems in my classes.

With my problems and stuff.

Schoolwork

Schoolwork.

To help me with schoolwork.

To help me find math hotlines for my homework.

To help me with math skills.

Tutor me.

To show how to do well in school.

Help me with schoolwork, help me with my classes.

Help me with whatever problems I'm having in school like with math.

Help with schoolwork. What I should and shouldn't be doing.

Academics.

With study skills and studying and memorizing information.

Homework and projects.

I want them to help me with my academics and questions.

Making sure I am doing good in my classes.

To help me get my grades up. (2 respondents)

Choosing classes

Tell me when I'm behind on credits, letting me know the consequences, and how to choose my classes.

Put me into the right classes.

How I should get my credits and what classes to sign up for.

144. Scholar survey: Open-ended comment – How would you like the guidance counselor to help you? (continued)

How would you like the guidance counselor to help you?

College prep/career

To see what else I need to graduate high school and/or college.

Seeing what classes are good for me and my career and job.

Like help me decide on a career choice and help me plan how I'm going to do it.

Careers in college.

Helping me identify which college I will go to.

Other

On everything like helping me be more responsible.

Any ways they can.

I would like help learning new things.

Whenever I needed.

Don't know

Don't know.

I do not know.

I don't know. (4 respondents)

I have no idea.

Not sure. (2 respondents)

Process evaluation

In this report, three process evaluation issues are addressed. These issues include: (1) factors that contributed to scholars' removal from the program, if applicable; (2) parents' perceptions of the program's accessibility; and (3) parents' perceptions of the program's cultural competence.

Scholar removal from program

The first process issue was to explore and document the reasons why scholars were removed from the program. During the fifth year of the program, no scholars were formally removed from the Cargill Scholars program. Contact was lost with two scholars, however.

Program accessibility

The second process issue is an examination of parents' ratings of the accessibility of program services. Accessibility has been found to be an important predictor both of a program's benefits for participants and of satisfaction with services. Three measures of program accessibility were included in the parent survey: satisfaction with program accessibility, ratings of the frequency of services, and alignment of services with specific needs/interests of scholars.

Satisfaction with program accessibility

Parents were very satisfied with the accessibility of program services

The first accessibility component explored was parents' satisfaction with several basic elements of program accessibility. Average ratings for all items generally corresponded to a rating of "very good" (Figure 145). At least 87 percent of the parents rated each item as at least "good."

145. Parent survey: Satisfaction with program accessibility

| How would you rate... | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------------------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| The ease of arranging meetings with the coaches | | | | | | | | |
| Summer 2002 | 45 | 0% | 0% | 4% | 33% | 22% | 40% | 5.0 |
| Winter 2003 | 47 | 0% | 0% | 15% | 13% | 34% | 38% | 5.0 |
| Summer/fall 2003 | 46 | 0% | 0% | 15% | 15% | 24% | 46% | 5.0 |
| Summer/fall 2004 | 47 | 0% | 2% | 9% | 15% | 43% | 32% | 4.9 |
| Summer/fall 2005 | 44 | 0% | 0% | 7% | 30% | 27% | 36% | 4.9 |
| Summer/fall 2006 | 43 | 0% | 2% | 7% | 16% | 30% | 44% | 5.1 |
| Your level of input in selecting activities for your child to participate in | | | | | | | | |
| Summer 2002 | 46 | 0% | 4% | 13% | 33% | 17% | 33% | 4.6 |
| Winter 2003 | 47 | 4% | 6% | 28% | 11% | 19% | 32% | 4.3 |
| Summer/fall 2003 | 43 | 2% | 2% | 12% | 14% | 30% | 40% | 4.9 ^a |
| Summer/fall 2004 | 47 | 0% | 4% | 6% | 23% | 36% | 30% | 4.8 |
| Summer/fall 2005 | 43 | 0% | 2% | 2% | 28% | 40% | 28% | 4.9 |
| Summer/fall 2006 | 39 | 0% | 0% | 13% | 21% | 36% | 31% | 4.9 |
| The responsiveness of program staff/Sam and Laverne to your telephone calls | | | | | | | | |
| Summer 2002 | 44 | 0% | 0% | 2% | 7% | 45% | 45% | 5.3 |
| Winter 2003 | 48 | 0% | 0% | 10% | 15% | 35% | 40% | 5.0 |
| Summer/fall 2003 | 46 | 0% | 0% | 4% | 20% | 37% | 39% | 5.1 |
| Summer/fall 2004 | 47 | 0% | 0% | 9% | 15% | 43% | 34% | 5.0 |
| Summer/fall 2005 | 44 | 0% | 2% | 4% | 18% | 29% | 44% | 5.1 |
| Summer/fall 2006 | 43 | 0% | 0% | 9% | 5% | 33% | 57% | 5.3 |
| The responsiveness of Renee to your telephone calls | | | | | | | | |
| Summer/fall 2005 | 41 | 0% | 0% | 2% | 10% | 34% | 54% | 5.4 |
| Summer/fall 2006 | 42 | 0% | 0% | 5% | 5% | 33% | 57% | 5.4 |

Note: These questions were not asked in winter 2002.

145. Parent survey: Satisfaction with program accessibility (continued)

| How would you rate... | N | Percentage | | | | | | Mean |
|--|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| The convenience of the times services were provided | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 4% | 15% | 44% | 37% | 5.1 |
| Winter 2003 | 48 | 0% | 0% | 15% | 29% | 29% | 27% | 4.7 |
| Summer/fall 2003 | 46 | 0% | 0% | 4% | 24% | 35% | 37% | 5.0 |
| Summer/fall 2004 | 47 | 0% | 0% | 9% | 23% | 36% | 32% | 4.9 |
| Summer/fall 2005 | 45 | 0% | 0% | 7% | 20% | 36% | 38% | 5.0 |
| Summer/fall 2006 | 43 | 0% | 0% | 9% | 12% | 40% | 40% | 5.1 |
| The convenience of the service locations | | | | | | | | |
| Summer 2002 | 45 | 0% | 0% | 7% | 31% | 33% | 29% | 4.8 |
| Winter 2003 | 48 | 0% | 2% | 17% | 21% | 35% | 25% | 4.7 |
| Summer/fall 2003 | 46 | 0% | 0% | 4% | 22% | 44% | 30% | 5.0 |
| Summer/fall 2004 | 46 | 0% | 0% | 7% | 20% | 46% | 28% | 5.0 |
| Summer/fall 2005 | 45 | 0% | 0% | 9% | 22% | 36% | 33% | 4.9 |
| Summer/fall 2006 | 43 | 0% | 0% | 5% | 19% | 40% | 37% | 5.1 |
| The amount of information you received from program staff | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 2% | 17% | 41% | 39% | 5.2 |
| Winter 2003 | 48 | 0% | 0% | 6% | 25% | 35% | 33% | 5.0 |
| Summer/fall 2003 | 46 | 0% | 0% | 4% | 22% | 30% | 44% | 5.1 |
| Summer/fall 2004 | 47 | 0% | 2% | 6% | 11% | 51% | 30% | 5.0 |
| Summer/fall 2005 | 45 | 0% | 0% | 7% | 16% | 44% | 33% | 5.0 |
| Summer/fall 2006 | 43 | 2% | 0% | 0% | 19% | 42% | 37% | 5.1 |

Note: *These questions were not asked in winter 2002.*

In the summer of 2005, several questions were added to the survey to assess students' relationships with Renee, the program's administrative assistant. Only one question was included in the 2006 survey. Most of the scholars (93%) said that Renee was available when they needed to talk to her; another 4 percent said that she was "sometimes" available (Figure 146).

146. Scholar survey: Rating of scholars' relationships with Cargill Scholars staff

| Item | N | Percentage | | | Mean |
|---|----|-----------------------------------|------------------|-----------|------|
| | | 3 = All or most of the time | 2 = Sometimes | 1 = No | |
| Does Renee call you back when you need to talk to her? | | | | | |
| Summer/fall 2005 | 48 | 79% | 17% | 4% | 2.8 |
| Is Renee helpful? | | | | | |
| Summer/fall 2005 | 49 | 96% | 4% | 0% | 3.0 |
| Is Renee friendly? | | | | | |
| Summer/fall 2005 | 49 | 100% | 0% | 0% | 3.0 |
| Was Renee available when you needed to talk to her? | | | | | |
| Summer/fall 2006 | 45 | 93% | 4% | 2% | 2.9 |

Ratings of service frequency

Almost all parents (93%) rated their satisfaction with the amount of service received as at least “good”

The second accessibility issue explored was the extent to which parents were satisfied with the amount of services received. Availability of the right amount of the right kind of service is frequently defined as a core element of accessibility. When asked to rate the overall amount of service received from the Cargill Scholars program, most parents (93%) said that it was at least “good.” Seventy percent of the parents rated the level of service received as either “very good” or “outstanding.” The average rating for all parents corresponded with a rating of “very good.” These results are reported in Figure 147. Responses have been fairly stable over time.

147. Parent survey: Overall satisfaction with the amount of service received

| How would you rate the amount of service received? | N | Percentage | | | | | 6 = Outstanding | Mean |
|--|----|-----------------|-------------|-----------|-------------|------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = OK | 4 = Good | 5 = Very good | | |
| Summer 2002 | 46 | 0% | 0% | 7% | 20% | 35% | 39% | 5.1 |
| Winter 2003 | 48 | 0% | 0% | 10% | 25% | 27% | 38% | 4.9 |
| Summer/fall 2003 | 46 | 0% | 0% | 4% | 20% | 37% | 39% | 5.1 |
| Summer/fall 2004 | 47 | 0% | 0% | 9% | 19% | 32% | 40% | 5.0 |
| Summer/fall 2005 | 45 | 0% | 2% | 7% | 24% | 33% | 33% | 4.9 |
| Summer/fall 2006 | 43 | 0% | 0% | 7% | 23% | 28% | 42% | 5.1 |

Note: This question was not asked in winter 2002.

Most parents (95%) said that scholars were receiving the right amount of service to meet their needs

In summer 2006, 95 percent of the parents said that their child was receiving the right amount of service to meet their needs. Two parents said that their child needed more service (Figure 148).

148. Parent survey: Appropriateness of the amount of service received

| Items | Percentage saying "yes" | | | | | | | |
|---|-------------------------|------|----------------------|------|----------------------|------|----------------------|------|
| | Summer/ fall 2003 | | Summer/ fall 2004 | | Summer/ fall 2005 | | Summer/ fall 2006 | |
| Overall, do you feel your son or daughter is receiving the right amount of service to meet his/her needs? | 44/45 | 98% | 44/47 | 94% | 42/44 | 96% | 41/43 | 95% |
| Do you feel he/she needs more or less service? | | | | | | | | |
| More service | 1/1 | 100% | 3/3 | 100% | 2/2 | 100% | 2/2 | 100% |
| Less service | 0/1 | 0% | 0/3 | 0% | 0/2 | 0% | 0/0 | 0% |

Alignment of services with specific needs/interests of scholars

Almost all parents (98%) agreed that scholars were receiving the right kinds of services to meet their needs and interests

The third accessibility issue is whether scholars received the right kinds of services to meet his/her specific needs and interests. As seen in Figure 149, 98 percent of the parents thought that the program had provided the right kinds of services. When asked what kinds of services they thought were needed, the one parent who did not think that the program provided the right kind of service requested additional academic support (Figure 150).

149. Parent survey: Alignment of services with scholars needs and interests

| Overall, did you feel that [SCHOLAR] received the right kinds of services to meet his/her specific needs and interests? | N | Percentage saying yes |
|---|----|-----------------------|
| Summer 2002 | 45 | 89% |
| Winter 2003 | 47 | 87% |
| Summer/fall 2003 | 45 | 93% |
| Summer/fall 2004 | 47 | 89% |
| Summer/fall 2005 | 45 | 91% |
| Summer/fall 2006 | 43 | 98% |

Note: This question was not asked in winter 2002.

150. Parent survey: Open ended responses – What different services did he or she need? (summer/fall 2006)

What different services did he or she need?

More help with education like tutoring with homework and class work.

Cultural competence

Parents provided high ratings of the cultural competence of services

The third process issue explores whether parents perceive the program as culturally competent. Four items related to the cultural competence of the program were included in the parent survey. For all four items, 87 to 91 percent of the parents gave ratings of at least “good.” Average ratings fell around “very good” (Figure 151). There have not been any significant trends in these ratings over time.

151. Parent survey: Satisfaction with cultural competence

| How would you rate... | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| The coaches' ability to relate to your child's cultural background | | | | | | | | |
| Summer 2002 | 45 | 0% | 0% | 4% | 11% | 49% | 34% | 5.2 |
| Winter 2003 | 48 | 0% | 2% | 6% | 19% | 27% | 46% | 5.1 |
| Summer/fall 2003 | 45 | 0% | 0% | 9% | 16% | 38% | 38% | 5.0 |
| Summer/fall 2004 | 46 | 0% | 2% | 15% | 9% | 33% | 41% | 5.0 |
| Summer/fall 2005 | 45 | 0% | 0% | 7% | 12% | 38% | 43% | 5.2 |
| Summer/fall 2006 | 42 | 2% | 0% | 10% | 21% | 33% | 33% | 4.8 |
| The staffs knowledge of the needs of specific cultural communities | | | | | | | | |
| Summer 2002 | 43 | 0% | 0% | 9% | 16% | 42% | 33% | 5.0 |
| Winter 2003 | 47 | 0% | 2% | 11% | 19% | 30% | 38% | 4.9 |
| Summer/fall 2003 | 44 | 0% | 0% | 16% | 14% | 36% | 34% | 4.9 |
| Summer/fall 2004 | 45 | 0% | 2% | 11% | 16% | 40% | 31% | 4.9 |
| Summer/fall 2005 | 42 | 0% | 0% | 10% | 21% | 36% | 33% | 4.9 |
| Summer/fall 2006 | 42 | 0% | 2% | 10% | 24% | 29% | 36% | 4.9 |

Note: These questions were not asked in winter 2002.

151. Parent survey: Satisfaction with cultural competence (continued)

| How would you rate... | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Staff knowledge of culturally relevant community resources | | | | | | | | |
| Summer 2002 | 43 | 0% | 2% | 12% | 23% | 42% | 21% | 4.7 |
| Winter 2003 | 46 | 0% | 4% | 15% | 24% | 24% | 33% | 4.7 |
| Summer/fall 2003 | 41 | 0% | 5% | 17% | 12% | 39% | 27% | 4.7 |
| Summer/fall 2004 | 43 | 0% | 2% | 12% | 19% | 37% | 30% | 4.8 |
| Summer/fall 2005 | 41 | 2% | 0% | 7% | 34% | 24% | 32% | 4.7 |
| Summer/fall 2006 | 40 | 0% | 3% | 8% | 25% | 28% | 37% | 4.9 |
| Staff awareness of your cultural values | | | | | | | | |
| Summer 2002 | 44 | 0% | 0% | 14% | 14% | 41% | 32% | 4.9 |
| Winter 2003 | 47 | 0% | 2% | 19% | 19% | 28% | 32% | 4.7 |
| Summer/fall 2003 | 45 | 0% | 0% | 13% | 18% | 40% | 29% | 4.8 |
| Summer/fall 2004 | 46 | 0% | 2% | 11% | 20% | 33% | 35% | 4.9 |
| Summer/fall 2005 | 41 | 0% | 0% | 12% | 27% | 27% | 34% | 4.8 |
| Summer/fall 2006 | 41 | 0% | 2% | 7% | 15% | 39% | 37% | 5.0 |

Note: These questions were not asked in winter 2002.

Stakeholder satisfaction

The final component of the evaluation explores satisfaction of key stakeholders with the Cargill Scholars program. During each survey administration, satisfaction of parents and youth is assessed.

Parent satisfaction

Several elements of parent satisfaction are assessed. Satisfaction with program accessibility and cultural competence are assessed, but discussed as process evaluation issues. Three additional satisfaction measures are included in this section: ratings of activity quality, ratings of program coaches and other program staff, and overall satisfaction with the program.

Ratings of the quality of program activities

Parents were generally very satisfied with program activities

Satisfaction with program activities was very high. In summer/fall 2006, all parents rated the following activities as “good” or better: end-of-year trip, music lessons, group activities, and time spent with Big Brothers/Big Sisters. For all other activities, more than 88 percent of the parents provided ratings of “good” or better. The average rating for all items ranged from just below “very good” to between “very good and “outstanding.” The item with the lowest average rating assessed family meetings with the coaches (though the average still feel just below “very good”) (Figure 152).

152. Parent survey: Satisfaction with the quality of program activities

| How would you rate the quality of the | N | Percentage | | | | | | Mean |
|---------------------------------------|----|-----------------|-------------|-----------|-------------|------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Tutoring services | | | | | | | | |
| Summer 2002 | 42 | 0% | 0% | 5% | 12% | 29% | 54% | 5.3 |
| Winter 2003 | 46 | 0% | 2% | 7% | 24% | 35% | 33% | 4.9 |
| Summer/fall 2003 | 42 | 0% | 0% | 2% | 24% | 31% | 43% | 5.1 |
| Summer/fall 2004 | 46 | 0% | 2% | 9% | 15% | 33% | 41% | 5.0 |
| Summer/fall 2005 | 45 | 0% | 2% | 4% | 18% | 31% | 44% | 5.1 |
| Summer/fall 2006 | 42 | 2% | 0% | 5% | 5% | 43% | 45% | 5.2 |
| Music lessons | | | | | | | | |
| Summer 2002 | 38 | 0% | 0% | 11% | 13% | 26% | 50% | 5.2 |
| Winter 2003 | 46 | 2% | 0% | 4% | 28% | 35% | 30% | 4.9 |
| Summer/fall 2003 | 41 | 0% | 0% | 5% | 15% | 29% | 51% | 5.3 |
| Summer/fall 2004 | 45 | 0% | 0% | 4% | 20% | 47% | 29% | 5.0 |
| Summer/fall 2005 | 39 | 0% | 0% | 0% | 23% | 31% | 46% | 5.2 |
| Summer/fall 2006 | 36 | 0% | 0% | 0% | 17% | 31% | 53% | 5.4 |
| Family meetings with coaches | | | | | | | | |
| Summer 2002 | 44 | 0% | 0% | 2% | 18% | 41% | 39% | 5.2 |
| Winter 2003 | 43 | 0% | 0% | 14% | 19% | 35% | 33% | 4.9 |
| Summer/fall 2003 | 46 | 0% | 2% | 9% | 26% | 30% | 33% | 4.8 |
| Summer/fall 2004 | 46 | 0% | 0% | 13% | 20% | 44% | 24% | 4.8 |
| Summer/fall 2005 | 45 | 0% | 2% | 4% | 27% | 36% | 31% | 4.9 |
| Summer/fall 2006 | 42 | 2% | 0% | 10% | 24% | 26% | 38% | 4.9 |
| End of year trip | | | | | | | | |
| Summer 2002 | 40 | 0% | 0% | 0% | 0% | 30% | 70% | 5.7 |
| Winter 2003 | 39 | 0% | 0% | 0% | 18% | 26% | 56% | 5.4 |
| Summer/fall 2003 | 42 | 0% | 0% | 0% | 21% | 12% | 67% | 5.5 |
| Summer/fall 2004 | 41 | 0% | 0% | 5% | 7% | 34% | 54% | 5.4 |
| Summer/fall 2005 | 38 | 3% | 0% | 0% | 13% | 16% | 68% | 5.5 |
| Summer/fall 2006 | 38 | 0% | 0% | 0% | 8% | 26% | 66% | 5.6 |

Note: *These questions were not asked during winter 2002.*

152. Parent survey: Satisfaction with the quality of program activities (continued)

| How would you rate the quality of the | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Trips to the Science Museum | | | | | | | | |
| Summer 2002 | 41 | 0% | 0% | 0% | 5% | 39% | 56% | 5.5 |
| Winter 2003 | 46 | 0% | 0% | 2% | 22% | 37% | 39% | 5.1 |
| Summer/fall 2003 | 46 | 0% | 0% | 0% | 20% | 39% | 41% | 5.2 |
| Summer/fall 2004 | 46 | 0% | 0% | 7% | 11% | 44% | 39% | 5.2 |
| Summer/fall 2005 | 43 | 0% | 2% | 5% | 16% | 30% | 47% | 5.1 |
| Science camp | | | | | | | | |
| Summer 2002 | 41 | 0% | 0% | 0% | 5% | 49% | 46% | 5.4 |
| Winter 2003 | 42 | 0% | 0% | 0% | 29% | 33% | 38% | 5.1 |
| Summer/fall 2003 | 45 | 0% | 0% | 2% | 18% | 42% | 38% | 5.2 |
| Summer/fall 2004 | 47 | 0% | 0% | 9% | 13% | 36% | 43% | 5.1 |
| Summer/fall 2005 | 40 | 0% | 0% | 5% | 13% | 45% | 38% | 5.2 |
| Group activities, classes, or lessons | | | | | | | | |
| Summer 2002 | 45 | 0% | 0% | 2% | 18% | 40% | 40% | 5.2 |
| Winter 2003 | 45 | 0% | 0% | 2% | 20% | 49% | 29% | 5.0 |
| Summer/fall 2003 | 44 | 0% | 0% | 0% | 27% | 32% | 41% | 5.1 |
| Summer/fall 2004 | 47 | 0% | 0% | 6% | 17% | 45% | 32% | 5.0 |
| Summer/fall 2005 | 43 | 0% | 0% | 7% | 21% | 40% | 33% | 4.9 |
| Summer/fall 2006 | 43 | 0% | 0% | 0% | 28% | 23% | 49% | 5.2 |
| Individual activities, classes, or lessons | | | | | | | | |
| Summer 2002 | 44 | 0% | 0% | 0% | 25% | 27% | 48% | 5.2 |
| Winter 2003 | 46 | 0% | 0% | 9% | 24% | 33% | 35% | 4.9 |
| Summer/fall 2003 | 44 | 0% | 0% | 2% | 39% | 25% | 34% | 4.9 |
| Summer/fall 2004 | 47 | 0% | 0% | 9% | 17% | 43% | 32% | 5.0 |
| Summer/fall 2005 | 44 | 0% | 2% | 5% | 25% | 34% | 34% | 4.9 |
| Summer/fall 2006 | 40 | 0% | 0% | 5% | 25% | 18% | 53% | 5.2 |

Note: *These questions were not asked during winter 2002.*

152. Parent survey: Satisfaction with the quality of program activities (continued)

| How would you rate the quality of the | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Events for parents | | | | | | | | |
| Summer 2002 | 39 | 0% | 0% | 3% | 18% | 46% | 33% | 5.1 |
| Winter 2003 | 38 | 0% | 0% | 5% | 45% | 32% | 19% | 4.6 |
| Summer/fall 2003 | 42 | 0% | 0% | 12% | 33% | 36% | 19% | 4.6 |
| Summer/fall 2004 | 44 | 0% | 0% | 7% | 30% | 46% | 18% | 4.8 |
| Summer/fall 2005 | 43 | 0% | 0% | 7% | 30% | 35% | 28% | 4.8 |
| Summer/fall 2006 | 42 | 0% | 0% | 2% | 21% | 29% | 48% | 5.2 |
| Time spent with Big Brothers/ Big Sisters mentor | | | | | | | | |
| Summer 2002 | 23 | 4% | 4% | 4% | 4% | 9% | 74% | 5.3 |
| Winter 2003 | 34 | 3% | 3% | 6% | 12% | 29% | 47% | 5.0 |
| Summer/fall 2003 | 27 | 4% | 4% | 4% | 7% | 37% | 44% | 5.0 |
| Summer/fall 2004 | 47 | 0% | 2% | 2% | 19% | 40% | 36% | 5.1 |
| Summer/fall 2005 | 43 | 5% | 5% | 9% | 12% | 26% | 44% | 4.8 |
| Summer/fall 2006 | 35 | 0% | 0% | 0% | 11% | 43% | 46% | 5.3 |
| Summer academy^a | | | | | | | | |
| Summer/fall 2003 | 41 | 0% | 2% | 20% | 37% | 37% | 42% | 5.2 |
| Summer/fall 2004 | 47 | 0% | 0% | 4% | 13% | 43% | 40% | 5.2 |
| Summer/fall 2005 | 36 | 0% | 0% | 3% | 17% | 44% | 36% | 5.1 |
| Writing classes^b | | | | | | | | |
| Summer/fall 2005 | 45 | 0% | 2% | 4% | 13% | 42% | 38% | 5.1 |
| Summer/fall 2006 | 42 | 0% | 0% | 0% | 19% | 31% | 50% | 5.3 |

Note: These questions were not asked during winter 2002.

^a This question was not asked prior to summer 2003.

^b This question was not asked prior to summer 2005.

Repeated measures analyses of variance were conducted to determine if parents' ratings of the quality of program activities have changed significantly over time. There were no significant trends.

Almost all parents (95%) attended at least one parent meeting; 93 percent of these parents found the information presented at least a little bit useful

In summer 2006, 95 percent of the parents said that they had attended parent meetings (Figure 153). The percentage of parents attending meetings has increased significantly over time. Of those parents who attended, 78 percent said that they found the information presented at the meeting “very useful,” while 15 percent found it “a little bit useful” (Figure 154).

153. Parent survey: Attendance at parent meetings

| Have you attended any Cargill Scholars parent meetings? | N | Percentage saying yes |
|--|----------|------------------------------|
| Winter 2003 | 48 | 75% |
| Summer/fall 2003 | 46 | 89% |
| Summer/fall 2004 | 47 | 96% |
| Summer/fall 2005 | 45 | 87% |
| Summer/fall 2006 | 43 | 95% |

Note: This question was not asked in winter 2002 or summer 2002.

154. Parent survey: Usefulness of parent meetings

| How useful was the information presented at the parent meeting(s) | N | Percentage | | |
|--|----------|------------------------|--------------------------------|------------------------------|
| | | 3 = Very useful | 2 = A little bit useful | 1 = Not at all useful |
| Winter 2003 | 34 | 62% | 38% | 0% |
| Summer/fall 2003 | 40 | 73% | 22% | 5% |
| Summer/fall 2004 | 44 | 71% | 25% | 5% |
| Summer/fall 2005 | 38 | 82% | 18% | 0% |
| Summer/fall 2006 | 41 | 78% | 15% | 7% |

Note: This question was not asked in winter 2002 or summer 2002.

Most parents found the parent meetings helpful in providing information about developmental issues associated with adolescence and communication strategies

Parents were asked how the information was useful. As seen in Figure 155, many parents said that they learned about behavioral issues facing teenagers, such as alcohol, drugs, and sexual activity. Others said that they learned about strategies for communicating with their child. Three parents felt that the material was not helpful (Figure 156).

155. Parent survey: Open-ended responses – How was the information presented at the parent meetings useful? (summer 2006)

How was the information presented at the parent meeting(s) useful?

Learn about adolescent behavior (drugs/alcohol/sexual activity/etc.)

To detect if your kids are using drugs.

Be aware of drugs and other bad problems that my child learned from other kids.

Because it makes us parents aware of signs for drug use, sexual activity, etc. for us parents to look for.

Because they talked about sex, drugs, etc. It helped me open up to my teenagers and talk about these topics.

Very informational. It expanded my knowledge about things that are going on. About drugs, using them in an early age.

Because it talked about teen pregnancy, drugs, etc. How to pick her friends. Percentage of drop-out rates, sex education.

Taught me to keep my children stay away from drugs and alcohol.

They talk about drugs and education. Very useful.

To help and prevent kids from smoking and using drugs.

To learn about different issues like drugs, puberty, sex, etc. College.

Well one of the last couple ones we went to a night at Urban League for a speaker presentation. The speaker talked about chemical use, drugs, and alcohol. This was helpful in getting scholar to think about his friends.

They cover every topic possible from puberty to drug abuse. It was reassuring for me that my kid is normal.

Communication with child

How to relate/talk to your teen.

Because they gave us pointers on how to talk to our teenagers.

Because I was able to get information to talk to my son about to better himself.

I could learn about child's behavior patterns and how to pick and choose your battles.

I learned from other parents. Also on how to talk or communicate to our children.

It helped not only with my child but it helped me to come to his level to understand the topic at hand.

155. Parent survey: Open-ended responses – How was the information presented at the parent meetings useful? (summer 2006) (continued)

How was the information presented at the parent meeting(s) useful?

Educational information

Also how to relate to the teachers and school personnel.

Finding schools for kids.

They tell us about education.

Information about the school board and the impact it's trying to make in the community.

Information on colleges.

Kept me informed of TC's schooling and future topics of discussion and events. Very detailed.

The college officers, presenters with very good speakers and locations.

Learn about resources

Because the topics had many resources and made available to us. They gave us phone numbers and names of contacts/people.

Because they explained the new program for high school (2010). They talked about the future.

For example they are informative. They gave very good details about the involvement and kept parents involved.

They informed me on a lot of resources that I could use.

It was information that I had no idea existed.

Made me aware that Cargill had information about scholarships, what the high schools offered.

To learn about different organizations that work with kids.

Other

Make sure my child is at school.

The meetings are good to keep us parents on track.

To plan the future.

Very useful.

I used some of it and some I already knew.

It was good to know but I didn't necessarily need to use it.

I can't think of anything now.

I don't know. I did not use any of it.

I have no idea. The information that was given.

156. Parent survey: Open-ended responses – Why wasn't the information useful for you? (summer 2006)

Why wasn't the information useful for you?

I always knew about these things. Other parents got a lot out of it though.

I could not read English.

I don't understand and forgot after a while.

Parents were also asked what topics they would suggest for future meetings. Their responses are listed in Figure 157. Many parents did not have any suggestions. Others recommended information about college and career planning, additional information about adolescent behavior, and information about schools, such as curricula and safety.

157. Parent survey: Open-ended responses – As your child moves into the Destination 2010 program, what topics would you suggest for future parent meetings? (summer 2006)

What topics would you suggest for future parent meetings?

Teen Behavior (alcohol/drugs/gangs/sexuality/peer pressure)

Drugs, gangs, and stuff to look for, signals of drug use and the use of drugs. To look for patterns.

Alcohol/drugs.

Gangs in schools.

Safety, keep out of drugs, gangs.

To educate about drugs, violence prevention, and gangs.

To notice if you child is doing drugs.

How to recognize gangs and drug use in our teenagers.

Topics on avoiding sex and drugs and finishing high school.

To educate about teen pregnancy.

Sexuality, becoming mature.

Information on peer pressure.

Can't think of any. Maybe teen behavior changes.

A refresher course on how to help kids be responsible.

Family and peers that have a bad influence and want to sway my child away from away.

157. Parent survey: Open-ended responses – As your child moves into the Destination 2010 program, what topics would you suggest for future parent meetings? (summer 2006) (continued)

What topics would you suggest for future parent meetings?

Preparing for college/careers

Information about colleges, filling out admission applications and the search for grants and scholarships. A good thing would be how to be responsible with your money.

Better ways of securing scholarships, tutoring, and how to get them.

Financial information for continuation education for students and parents.

Higher education for their kids. Resources.

How to enroll into college. How to get financial aid.

I don't have any right now. I guess college.

Financial aid for our kids.

More resources for college/higher education.

To further their education.

Staying on track for college, getting the right credits for college, the right classes. Picking the right friends, keeping on track academically and socially.

More talk about kids' (families) focusing on future careers/jobs.

Kids go to different schools. Teach them how to fill out a job application, cover letter, and how to look for a job.

Supporting youth

A little more on education and just how to help kids focus on important things.

How to help our kids to do better in school.

How to keep our teenagers in school without dropping out.

How to support our young people.

Education/school environment

How are the classes in high school?

What are they teaching, curriculum, what are the subjects, what are they learning?

Priority for education.

Information related to security at schools. American schools are too crazy, just like the killings that are happening right now.

Maybe try to have extra education that they do not teach in school for children.

157. Parent survey: Open-ended responses – As your child moves into the Destination 2010 program, what topics would you suggest for future parent meetings? (summer 2006) (continued)

What topics would you suggest for future parent meetings?

Other

Just learning how to relate, come middle ground with our teens. Better communication.

Just the same ones that Cargill has.

More information about raising teenagers.

Probably like the same things but more intense for our kid's age.

To work with people fairly, to treat people fairly.

I just want to continue to receive more information on resources.

Don't know/none

I don't know. (6 respondents)

I have no idea right now.

Don't know.

None.

Not sure.

Ratings of program coaches and other program staff

On average, parents rated the program coaches and other staff as “very good”

The second measure of parent satisfaction with the program is the percentage of parents who rate the quality of the program coaches and other program staff as “good” or better. Results for these items are found in Figure 158. For each of these items, at least 88 percent of parents gave ratings of “good” or better. Ninety-five percent of the parents gave ratings of at least “good” to the way that Renee responded to questions, the friendliness and hospitality of the Cargill Scholars staff, the knowledge and skills of the Cargill staff, and the coaches’ ability to listen to the child’s problems. There have been no statistically significant trends in ratings over the survey administrations.

158. Parent survey: Ratings of the program coaches and other staff

| How would you rate... | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| The knowledge and skills of the Cargill scholars coaches | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 2% | 13% | 41% | 44% | 5.3 |
| Winter 2003 | 48 | 0% | 0% | 8% | 17% | 31% | 44% | 5.1 |
| Summer/fall 2003 | 46 | 0% | 0% | 4% | 15% | 41% | 39% | 5.2 |
| Summer/fall 2004 | 47 | 0% | 0% | 4% | 13% | 45% | 38% | 5.2 |
| Summer/fall 2005 | 43 | 0% | 0% | 12% | 16% | 35% | 37% | 5.0 |
| Summer/fall 2006 | 43 | 0% | 0% | 5% | 14% | 37% | 44% | 5.2 |
| The coaches ability to listen and understand your child's problems | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 9% | 13% | 30% | 48% | 5.2 |
| Winter 2003 | 48 | 0% | 0% | 13% | 17% | 33% | 38% | 5.0 |
| Summer/fall 2003 | 44 | 0% | 0% | 9% | 7% | 46% | 39% | 5.1 |
| Summer/fall 2004 | 47 | 0% | 2% | 9% | 13% | 38% | 38% | 5.0 |
| Summer/fall 2005 | 44 | 2% | 0% | 5% | 21% | 36% | 36% | 5.0 |
| Summer/fall 2006 | 42 | 0% | 0% | 5% | 14% | 38% | 43% | 5.2 |
| The coaches ability to communicate in a clear and understandable fashion | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 4% | 11% | 33% | 52% | 5.3 |
| Winter 2003 | 48 | 0% | 0% | 8% | 17% | 33% | 42% | 5.1 |
| Summer/fall 2003 | 46 | 0% | 2% | 7% | 11% | 41% | 39% | 5.1 |
| Summer/fall 2004 | 47 | 0% | 2% | 6% | 11% | 43% | 38% | 5.1 |
| Summer/fall 2005 | 45 | 4% | 0% | 7% | 18% | 38% | 33% | 4.8 |
| Summer/fall 2006 | 43 | 0% | 0% | 9% | 14% | 40% | 37% | 5.1 |
| The usefulness of suggestions and recommendations made by the Cargill scholars staff | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 11% | 13% | 41% | 35% | 5.0 |
| Winter 2003 | 48 | 0% | 0% | 10% | 19% | 40% | 31% | 4.9 |
| Summer/fall 2003 | 46 | 0% | 0% | 6% | 24% | 37% | 33% | 5.0 |
| Summer/fall 2004 | 46 | 0% | 0% | 11% | 20% | 37% | 33% | 4.9 |
| Summer/fall 2005 | 45 | 0% | 0% | 9% | 36% | 29% | 27% | 4.7 |
| Summer/fall 2006 | 43 | 0% | 0% | 12% | 28% | 37% | 23% | 4.7 |

Note: These questions were not asked in winter 2002.

158. Parent survey: Ratings of the program coaches and other staff (continued)

| How would you rate... | N | Percentage | | | | | | Mean |
|--|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| The coaches' respect for your child's rights as an individual | | | | | | | | |
| Summer 2002 | 46 | 0% | 2% | 2% | 11% | 35% | 50% | 5.3 |
| Winter 2003 | 48 | 0% | 0% | 6% | 15% | 27% | 52% | 5.3 |
| Summer/fall 2003 | 46 | 0% | 0% | 2% | 20% | 37% | 41% | 5.2 |
| Summer/fall 2004 | 47 | 0% | 2% | 6% | 11% | 40% | 40% | 5.1 |
| Summer/fall 2005 | 45 | 2% | 0% | 4% | 22% | 40% | 31% | 4.9 |
| Summer/fall 2006 | 43 | 0% | 0% | 7% | 21% | 33% | 40% | 5.1 |
| The caring and warmth of the coaches | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 2% | 15% | 30% | 52% | 5.3 |
| Winter 2003 | 48 | 0% | 0% | 8% | 17% | 33% | 42% | 5.1 |
| Summer/fall 2003 | 46 | 0% | 0% | 7% | 15% | 35% | 43% | 5.2 |
| Summer/fall 2004 | 47 | 0% | 2% | 4% | 21% | 34% | 38% | 5.0 |
| Summer/fall 2005 | 45 | 0% | 0% | 9% | 18% | 33% | 40% | 5.0 |
| Summer/fall 2006 | 43 | 0% | 0% | 7% | 12% | 35% | 47% | 5.2 |
| The way the program staff/Sam and LaVerne answered your questions | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 9% | 7% | 39% | 46% | 5.2 |
| Winter 2003 | 48 | 0% | 0% | 8% | 13% | 44% | 35% | 5.1 |
| Summer/fall 2003 | 46 | 0% | 0% | 4% | 17% | 37% | 41% | 5.2 |
| Summer/fall 2004 | 47 | 0% | 0% | 11% | 15% | 34% | 40% | 5.0 |
| Summer/fall 2005 | 45 | 0% | 0% | 7% | 20% | 33% | 40% | 5.1 |
| Sam and LaVerne's ability to respond to you? | | | | | | | | |
| Summer/fall 2006 | 43 | 2% | 0% | 7% | 5% | 42% | 44% | 5.2 |
| The way Renee answered your questions | | | | | | | | |
| Summer/fall 2005 | 42 | 0% | 0% | 0% | 14% | 38% | 48% | 5.3 |
| Renee's ability to respond to you? | | | | | | | | |
| Summer/fall 2006 | 43 | 0% | 0% | 5% | 12% | 37% | 47% | 5.3 |

Note: These questions were not asked in winter 2002.

158. Parent survey: Ratings of the program coaches and other staff (continued)

| How would you rate... | N | Percentage | | | | | | Mean |
|---|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| The friendliness and hospitality of the Cargill Scholars staff | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 2% | 7% | 41% | 50% | 5.4 |
| Winter 2003 | 48 | 0% | 0% | 4% | 15% | 33% | 48% | 5.3 |
| Summer/fall 2003 | 46 | 0% | 0% | 4% | 11% | 35% | 50% | 5.3 |
| Summer/fall 2004 | 47 | 0% | 0% | 6% | 15% | 43% | 36% | 5.1 |
| Summer/fall 2005 | 45 | 0% | 0% | 0% | 18% | 27% | 57% | 5.4 |
| Summer/fall 2006 | 43 | 0% | 0% | 5% | 7% | 40% | 49% | 5.3 |

Note: These questions were not asked in winter 2002.

Overall satisfaction with the Cargill Scholars program

Sixty-three percent of the parents said their child has a very favorable response to the program; another 33 percent described their child’s response as favorable

Finally, several questions were included in the parent survey to assess general satisfaction with the program. The first question asked parents to rate the scholars’ response to the program. Sixty-three percent of the parents said that their child’s response had been “very favorable” and another 33 percent rated their response as “favorable.” Only one parent said that their child had an unfavorable response to the program, while another described their child’s response as “neutral” (Figure 159). There has not been any significant trend in responses to this item over time.

159. Parent survey: Ratings of scholars’ response to Cargill Scholars

| So far, would you say that [SCHOLAR’s] response to Cargill Scholars has been | N | Percentage | | | | | Mean |
|--|----|--------------------------|------------------|----------------|--------------------|----------------------------|------|
| | | 5 = Very favorable | 4 = Favorable | 3 = Neutral | 2 = Unfavorable | 1 = Very unfavorable | |
| Summer 2002 | 46 | 67% | 30% | 2% | 0% | 0% | 4.7 |
| Winter 2003 | 48 | 77% | 19% | 4% | 0% | 0% | 4.7 |
| Summer/fall 2003 | 46 | 67% | 30% | 2% | 0% | 0% | 4.7 |
| Summer/fall 2004 | 47 | 70% | 23% | 6% | 0% | 0% | 4.6 |
| Summer/fall 2005 | 45 | 73% | 22% | 4% | 0% | 0% | 4.7 |
| Summer/fall 2006 | 43 | 63% | 33% | 2% | 0% | 2% | 4.5 |

Note: This question was not asked in winter 2002.

Almost all parents (98%) rated their overall satisfaction with the program as at least “good”

Almost all parents (98%) rated their satisfaction with the Cargill Scholars program as “good” or better. More than half (56%) rated their overall satisfaction with the program as “outstanding” (Figure 160). The mean rating for this item fell just above “very good.” There has been no significant trend in responses over time.

160. Parent survey: Overall satisfaction with the Cargill Scholars program

| How would you rate... | N | Percentage | | | | | | Mean |
|--|----|-----------------|-------------|-----------|-------------|---------------------|--------------------|------|
| | | 1 = Terrible | 2 = Poor | 3 = Ok | 4 = Good | 5 = Very good | 6 = Outstanding | |
| Your overall satisfaction with the Cargill scholars program | | | | | | | | |
| Summer 2002 | 46 | 0% | 0% | 2% | 0% | 37% | 61% | 5.6 |
| Winter 2003 | 48 | 0% | 0% | 6% | 15% | 38% | 42% | 5.2 |
| Summer/fall 2003 | 46 | 0% | 0% | 2% | 15% | 33% | 50% | 5.3 |
| Summer/fall 2004 | 47 | 0% | 0% | 6% | 6% | 40% | 47% | 5.3 |
| Summer/fall 2005 | 45 | 0% | 0% | 2% | 16% | 29% | 53% | 5.3 |
| Summer/fall 2006 | 43 | 2% | 0% | 0% | 9% | 33% | 56% | 5.4 |

Note: This question was not asked in winter 2002.

Most parents did not provide suggestions for program improvements, while others requested additional or longer-lasting services

Finally, several open-ended items were included in the parent survey. These open-ended items asked parents to identify suggestions for changes to the program and the most positive aspects of the program and to provide any other comments. When asked what they would change about the program, many parents said that they would not change anything or that the program is good the way it is. Others requested additional services or an expanded length of the program (Figure 161).

161. Parent survey: Open-ended responses – If you could change one thing about the Cargill Scholars program, what would that be? (summer/fall 2006)

If you could change one thing about the Cargill Scholars program, what would that be?

Staff

I would add more staff for the children. Better handle on the conflicts.

I would have had Laverne at the very beginning. She made a very big positive impact on all the kids and the program. She has been there where a lot of these kids come from.

More integration with coaches. More consistency (follow kids more closely on a personal level as well as an academic level).

The management because they are very unfair.

Change tutoring

I would make part of the program to have more tutors. Make it a tutorial-based program with on-site visits.

The tutor should help the children as the way they were taught in school.

Expand program

Continue throughout high school.

Being able to have more kids involved in the program.

Go longer, longer than 5 years. Follow up to graduation.

I would have a longer program, longer than five years and more scholars.

That the program continues throughout high school.

Make the program longer – through 12th grade.

That scholar could stay in the program through 12th grade.

To continue it.

Other

The time to pick up my child. Need to be on time.

To make it more holistic to focus on the entire family.

For the children to take more leadership in what they were doing. To participate more in the projects. Allow them to have a voice/opinion of what's important to them and their needs.

Nothing

Nothing I would change. They amaze me every year with their good planning.

Nothing, no comment.

Nothing. (15 respondents)

Nothing. Everything was great.

Nothing. It was all good.

Nothing. The program was excellent. Very good people.

I don't have anything to change.

I don't know. (2 respondents)

I don't know. They do everything good, that it continued through 12th grade.

That it didn't end.

Everything they have done was perfect and do not need to change anything.

Most parents identified the program activities, especially tutoring, as the most positive feature of the program

Second, parents were asked to identify the most positive aspect of the services their child received. As seen in Figure 162, many parents focused on specific activities that the program had provided. More than half of the parents mentioned tutoring. Other activities were also mentioned, such as the opportunities to travel, educational assistance, and writing and music classes. Other parents mentioned behavioral changes in the scholars and opportunities for family involvement as the positive features of the program.

162. Parent survey: Open-ended responses – What were the three most useful parts of the Cargill Scholars program for your scholar and your family? (summer/fall 2006)

What were the three most useful parts of the Cargill Scholars program for your scholar and your family?

Big Brother/Big Sister Program

Big Brother program.

Big Brothers.

Big Sister mentor.

Changes in child

He gets along better with people.

He smiles a lot more. The coaches helped a lot with getting child to open up.

She learned to behave and how to get along with people. She learned how to participate in activities and be on time.

It enlightened him on a lot of things in life.

Keep him out of bad kids and keep him busy at school.

Helping with her friendships, to build long-lasting relationships.

They helped with her confidence, skills, and responsibility to her school work at school.

Educational assistance

Staying on top of grades.

Stressing education.

Study hard in school.

Tuition.

The chance/opportunity to go to a private school.

Boarding school.

Reimbursement for school uniforms.

Help with education.

162. Parent survey: Open-ended responses – What were the three most useful parts of the Cargill Scholars program for your scholar and your family? (summer/fall 2006) (continued)

What were the three most useful parts of the Cargill Scholars program for your scholar and your family?

Resources

The resources.

They bought him clothes and shoes.

They help my kid and they also buy stuff for him. They take him to field trip and provide opportunities for him.

Activities

Involvement in sports.

Education. Music. Fieldtrip.

Exposure to new activities, and funds allocated to outside activities.

Being able to choose any activity of his own choice.

My daughter was exposed to music, writing.

Extra curricular activities.

Take her to join music program or learn how to play music.

The different activities.

The college tours.

The field trips.

The activities, and lessons on academics, the outings were also lesson focused.

Introducing her to music and writing.

Meetings and trips.

Help with field trips.

Classes

Music lessons.

Classes, reading/writing.

The writing class.

The writing class, transportation, and outings.

The writing classes helped a lot. He reads a lot now on Sundays.

The writing workshop helped him grow up. The music class.

The music classes. (2 respondents)

The classes and activities.

Art classes.

162. Parent survey: Open-ended responses – What were the three most useful parts of the Cargill Scholars program for your scholar and your family? (summer/fall 2006) (continued)

What were the three most useful parts of the Cargill Scholars program for your scholar and your family?

Family involvement

My husband said it was his first time seeing a real play.

The family went to field trips, like the zoo, Valley Fair.

Family involvement.

The parent meetings were good.

The parent meetings. (2 respondents)

Family meetings.

Parenting.

That they involved the whole family in activities and trips and educational stuff.

Gift to my child and his family members.

Help with parent and child relationship.

Cargill Scholars staff

The relationship with Laverne, Sam, and Renee.

The efficiency of Sam and Laverne and the resources they provided.

Available of Sam's way to help families.

The communication between us and Cargill.

Showing appreciation of the scholar.

They were always there for my scholar.

Understanding of our family situations. Can't think of anything.

Trips

End of the year trip.

The trips out of town.

The trips to different states/cities.

Leadership skills, self empowerment.

The trips. (2 respondents).

Traveling to other cities.

The traveling.

My son got to see and go to a lot of different places. Got to travel.

Going and seeing other cities and places.

162. Parent survey: Open-ended responses – What were the three most useful parts of the Cargill Scholars program for your scholar and your family? (summer/fall 2006) (continued)

What were the three most useful parts of the Cargill Scholars program for your scholar and your family?

Tutoring

Helping her school/tutoring in school.

The tutoring was helpful in getting his grades up.

The tutors. (2 respondents)

The tutors/tutoring, the math teacher.

Tutoring very beneficial to my son.

Tutoring. (17 respondents)

Help with homework.

Helped my child with her homework.

Other

End of the year rally.

Keeping patient and informed.

The community of belonging to an organization.

Filled our forms and application for my family.

Financial aid.

The Cargill staff visiting the teachers and the scholar.

I don't know and I can't tell what they are.

I don't know.

Parents were asked what they would like to tell the Cargill Foundation about their experience with the Cargill Scholars initiative. Their comments are listed in Figure 163. Most parents made positive comments, saying that they enjoyed their involvement and appreciated the program.

163. Parent survey: Open-ended responses – What would you like to tell the Cargill Foundation about your experiences with Cargill Scholars? (summer/fall 2006)

What would you like to tell the Cargill Foundation about your experiences with Cargill Scholars?

A very good experience. They should start up again for other third graders.

Cargill is the greatest! I am thankful and grateful.

Great. Glad to be part of this.

I don't have any.

I enjoyed it. We became really enlightened on available resources.

I enjoyed the program and wish them all the success.

I just think we have to spend more time on focusing on the entire family and out communities. Thank you. Please keep investing in city and inner-city schools.

I just want to say thank you to the program and all staff.

I just want to say thank you.

I learned a great lesson from Cargill so I give them 100 percent credit.

I really enjoyed the people who helped my daughter and how they treated us.

I think they did great.

I want to thank them very much for helping my child in many years.

I would hope that they took on another group of kids, that they would have more tutors available. Work with other tutor-based programs.

I'm very grateful for the way they take care of our kids. Without them my child would not have the opportunity to go to school (college).

It was a wonderful experience. It was time well spent. Thank you. I really appreciate it.

It was an excellent experience. I am glad my son was chosen to participate in Cargill scholars. My son and I learned a lot from Cargill scholar. The staff was great; love, comfort, understanding, patience.

It was an excellent program.

It was wonderful. I want to thank them and tell them I appreciate everything they have done for me and my daughter.

It's been a fun journey. I just want more kids to be involved.

It's been a very good experience. They were so in tune with the kids. They showed the kids that they can be something and they're special.

It's been a wonderful experience. Thank you.

It's been wonderful.

My experience was great. I only wish that my other child could be part of something this valuable. I think every child should have something like this.

My overall experience has been very positive.

163. Parent survey: Open-ended responses – What would you like to tell the Cargill Foundation about your experiences with Cargill Scholars? (summer/fall 2006) (continued)

What would you like to tell the Cargill Foundation about your experiences with Cargill Scholars?

Overall I think the program was very beneficial for my son. It gave them experiences they might not have otherwise had.

Thank you for all you gave us. That God repay all of you for your good deeds and give you a good life.

Thank you for everything you've done for my daughter. I really do appreciate it.

Thank you for everything. They've been angels (especially R). Thanks for helping a child struggling with school. I don't know what we did to deserve this. It's almost like an extra parent.

Thank you for helping my son. I am very grateful and that you can have plenty to help all other kinds of children all over. Thank you.

Thank you very much. Since my child attended the program they have turned his life around.

Thank you.

Thank you. It's great that a company like this is thinking about children and their future. Also that they never thought of race, color, gender, language. They just helped and that's the best.

Thank you. Nice to see that the Cargill Foundation believe that parents in have the power to help children so they always brought parents to get involved with things they do.

That I'm satisfied and I feel blessed that my son was chosen. Thank you.

That it's a very encouraging program and my son loves it and thanks for the opportunity.

That they have a very nice program and experience a lot from it.

They are doing a good job.

They are very interesting.

Very good except that the management was not fair to my daughter.

Very thankful.

We're very grateful that you picked my child. It changed his life. It's really ad to see it end. He has really good friends, positive ones in this group.

Parents were also asked to identify additional services that their child needed before transferring to high school. Most parents requested continued tutoring support or additional emotional support, such as mentoring or counseling (Figure 164).

164. Parent survey: Open-ended responses – As your child enters high school, what additional services do you think your child needs? (summer/fall 2006)

As your child enters high school, what additional services do you think your child might need?

Financial support

He may need some financial support because he is set on going to De LaSalle.

He needs a backpack and school supplies, clothes.

Help with school materials or supplies, new clothes, and shoes.

Tuition for school supplies.

Support

Motivation to participate and go to other programs and/or activities in high school.

She'll need a mentor.

Parents' support, moral support, academic support.

The counseling to help her take the right classes. Continue with the Big Sister.

Encouragement and help with homework.

Guidance counselor and psychologist.

To have a support person like a mentor like he has right now.

Maybe some type of support to help him deal with peer pressure.

I think the Cargill counselors.

Just for him to get help to make it through high school.

Tutoring

Tutoring services.

Services that help her do well in math.

She'll need a tutor.

I think he needs help with his schoolwork from the program.

Reading help.

She will need tutoring.

Some tutoring with writing and algebra.

Tutor help.

Tutoring for math. (3 respondents)

Tutoring for reading.

Tutoring in math and reading.

Tutoring maybe.

Tutoring. (4 respondents)

Tutoring. Other than that, that's it.

**164. Parent survey: Open-ended responses – As your child enters high school, what additional services do you think your child needs before transferring out of Cargill Scholars at the end of eighth grade? (summer/fall 2006)
(continued)**

As your child enters high school, what additional services do you think your child might need?

Other

Continue his music classes and math tutoring.

Keep involved with the activities.

The focus program I got her enrolled in. Smaller group settings.

Transportation from our new house which we don't know as of yet.

Hard work.

Bus fare.

Basically learning a more broad vocabulary and their meanings. The concepts of words.

Does the boarding school have a uniform?

Don't know/none

I can't think of anything.

I don't know.

I don't know.

Hopefully, none.

Don't know.

None really. Just continue doing what he's doing now.

None.

I think he will need but I can't tell specifically what it is.

Finally, parents were asked if they had any other comments. Responses to this item are listed in Figure 165. Many parents did not provide comments. For those who did provide comments, many simply said that they were thankful for the opportunity to participate.

165. Parent survey: Open-ended responses – Do you have any other comments? (summer/fall 2006)

Do you have any other comments?

Child has not been well physically, not able to go to school due to health. We had a mentor who would meet with teachers for me.

Cargill should spend money on tutors rather than a guidance counselor.

Just thank you. You guys have done wonders for my granddaughter and my family.

Thank you so much for helping my daughter.

Thank you.

My wife attended the meeting about 2010.

No that's it.

No, none at all.

No. (18 respondents)

No. I really enjoyed the program and wish my son will go to college.

No. It was an excellent thing and I wish it was continuing.

No. Just want to say thank you.

None. (4 respondents)

Scholar satisfaction

Several elements of scholars' satisfaction with the program were obtained from the scholar interviews. These measures address enjoyment of the program, their progress towards goals, and their most liked and least liked elements of the program.

Enjoyment of the program

Almost all scholars (98%) enjoy being in the program; the remaining scholar enjoys it sometimes

As seen in Figure 166, almost all scholars (98%) said that they enjoy being in the program. The remaining scholar enjoyed it "sometimes." These results have been consistent over the first four years of the program.

166. Scholar survey: Overall enjoyment of the program

| Do you enjoy being in the Cargill Scholars program | N | Percentage | | | Mean |
|--|----|------------|---------------|--------|------|
| | | 3 = Yes | 2 = Sometimes | 1 = No | |
| Summer 2002 | 47 | 94% | 2% | 4% | 2.9 |
| Winter 2003 | 50 | 94% | 4% | 2% | 2.9 |
| Summer/fall 2003 | 46 | 96% | 4% | 0% | 3.0 |
| Summer/fall 2004 | 49 | 96% | 4% | 0% | 3.0 |
| Summer/fall 2005 | 49 | 94% | 6% | 0% | 2.9 |
| Summer/fall 2006 | 45 | 98% | 2% | 0% | 3.0 |

Almost all scholars enjoyed most of the program activities, especially the end-of-year trip

In addition to rating their overall enjoyment of the program, scholars were asked to rate their enjoyment of specific program activities. In response to the question of whether they enjoyed activities, average ratings for each item fell between “agree” and “strongly agree” (Figure 167). Most scholars reported enjoying each of the activities. The item with the highest satisfaction ratings was the end-of-year trip, with 94 percent of the scholars either “agreeing” or “strongly agreeing” that they enjoyed it. Scholars were least likely to say that they enjoyed the tutoring sessions and the music lessons (with 19% to 27% of the scholars “disagreeing” or “strongly disagreeing” that they enjoyed these activities). Satisfaction with tutoring and music lessons has declined significantly over time.

167. Scholar survey: Enjoyment of specific program activities

| I enjoyed... | N | Percentage | | | | Mean |
|------------------------------|----|-----------------------|--------------|-----------|--------------------|------|
| | | 1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | |
| The tutoring sessions | | | | | | |
| Summer 2002 | 47 | 2% | 2% | 36% | 60% | 3.5 |
| Winter 2003 | 39 | 2% | 0% | 41% | 57% | 3.5 |
| Summer/fall 2003 | 44 | 2% | 7% | 52% | 39% | 3.3 |
| Summer/fall 2004 | 47 | 0% | 4% | 49% | 47% | 3.4 |
| Summer/fall 2005 | 45 | 9% | 7% | 51% | 33% | 3.1 |
| Summer/fall 2006 | 42 | 10% | 12% | 48% | 29% | 3.0 |

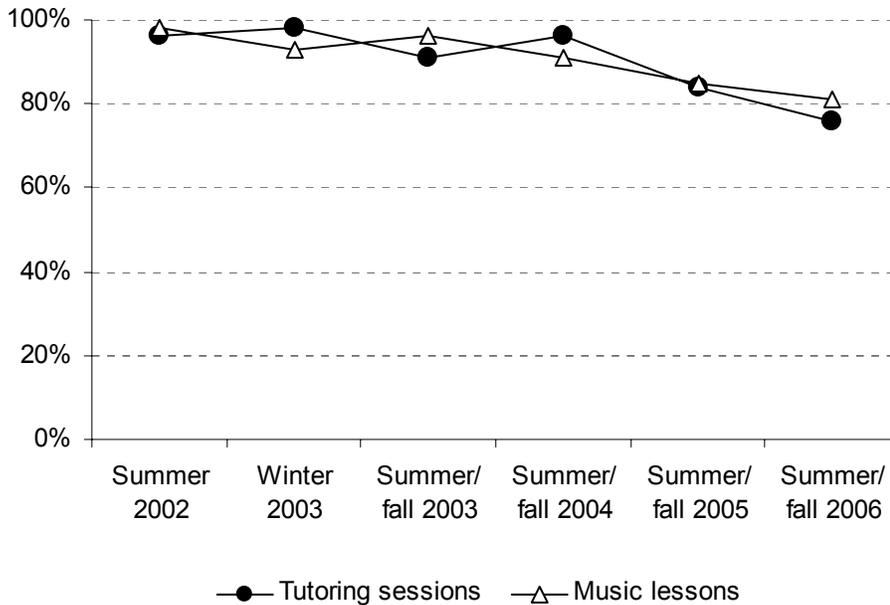
167. Scholar survey: Enjoyment of specific program activities (continued)

| I enjoyed... | N | Percentage | | | | Mean |
|------------------------------------|----|-----------------------------|-----------------|--------------|--------------------------|------|
| | | 1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | |
| The music lessons | | | | | | |
| Summer 2002 | 44 | 2% | 0% | 52% | 46% | 3.4 |
| Winter 2003 | 46 | 0% | 7% | 30% | 63% | 3.6 |
| Summer/fall 2003 | 43 | 2% | 2% | 42% | 54% | 3.5 |
| Summer/fall 2004 | 47 | 0% | 9% | 40% | 51% | 3.4 |
| Summer/fall 2005 | 45 | 2% | 13% | 42% | 42% | 3.2 |
| Summer/fall 2006 | 42 | 2% | 17% | 44% | 31% | 3.2 |
| The end-of-year trip | | | | | | |
| Summer 2002 | 42 | 2% | 2% | 33% | 62% | 3.6 |
| Winter 2003 | 43 | 0% | 0% | 21% | 79% | 3.8 |
| Summer/fall 2003 | 39 | 0% | 0% | 20% | 80% | 3.8 |
| Summer/fall 2004 | 41 | 0% | 0% | 12% | 88% | 3.9 |
| Summer/fall 2005 | 46 | 0% | 0% | 13% | 87% | 3.9 |
| Summer/fall 2006 | 43 | 5% | 2% | 19% | 75% | 3.6 |
| The summer academy | | | | | | |
| Summer 2002 | - | - | - | - | - | - |
| Winter 2003 | - | - | - | - | - | - |
| Summer/fall 2003 | 40 | 5% | 10% | 48% | 38% | 3.2 |
| Summer/fall 2004 | 46 | 0% | 7% | 52% | 41% | 3.6 |
| Summer/fall 2005 | 42 | 0% | 2% | 55% | 43% | 3.4 |
| Trips to the Science Museum | | | | | | |
| Summer 2002 | 47 | 2% | 2% | 53% | 43% | 3.4 |
| Winter 2003 | 47 | 0% | 4% | 28% | 68% | 3.6 |
| Summer/fall 2003 | 46 | 0% | 3% | 28% | 70% | 3.7 |
| Summer/fall 2004 | 47 | 0% | 0% | 51% | 49% | 3.5 |
| Summer/fall 2005 | 48 | 0% | 6% | 48% | 46% | 3.4 |

167. Scholar survey: Enjoyment of specific program activities (continued)

| I enjoyed... | N | Percentage | | | | Mean |
|--|----|-----------------------------|-----------------|--------------|--------------------------|------|
| | | 1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | |
| Science camp | | | | | | |
| Summer 2002 | 47 | 4% | 4% | 40% | 51% | 3.4 |
| Winter 2003 | 43 | 5% | 0% | 40% | 56% | 3.5 |
| Summer/fall 2003 | 46 | 2% | 2% | 35% | 61% | 3.5 |
| Summer/fall 2004 | 40 | 0% | 3% | 43% | 55% | 3.5 |
| Summer/fall 2005 | 46 | 0% | 4% | 39% | 57% | 3.5 |
| The activities, classes, and lessons I did in a group | | | | | | |
| Summer 2002 | 47 | 0% | 2% | 53% | 45% | 3.4 |
| Winter 2003 | 50 | 0% | 0% | 42% | 58% | 3.6 |
| Summer/fall 2003 | 45 | 0% | 0% | 60% | 40% | 3.4 |
| Summer/fall 2004 | 48 | 0% | 2% | 58% | 40% | 3.4 |
| Summer/fall 2005 | 39 | 0% | 0% | 67% | 33% | 3.3 |
| Summer/fall 2006 | 45 | 4% | 0% | 58% | 38% | 3.3 |
| The activities, classes, lessons I did by myself | | | | | | |
| Summer 2002 | 47 | 0% | 9% | 60% | 32% | 3.2 |
| Winter 2003 | 48 | 0% | 6% | 44% | 50% | 3.4 |
| Summer/fall 2003 | 46 | 0% | 4% | 59% | 37% | 3.3 |
| Summer/fall 2004 | 48 | 0% | 2% | 52% | 46% | 3.4 |
| Summer/fall 2005 | 48 | 0% | 6% | 54% | 40% | 3.3 |
| Summer/fall 2006 | 45 | 2% | 4% | 76% | 18% | 3.1 |
| I enjoyed the writing class | | | | | | |
| Summer 2005 | 47 | 0% | 13% | 36% | 51% | 3.4 |
| Summer/fall 2006 | 45 | 2% | 4% | 76% | 18% | 3.1 |

168. Scholar survey: Variation in scholars' enjoyment of specific program activities



Progress towards goals and incentives

Almost all scholars (93%) were satisfied with the progress they made towards their goals

Almost all scholars (93%) either “agreed” or “strongly agreed” that they were satisfied with the progress they made on their goals this year (Figure 169). There has not been any significant trend in scholars’ response to this item over time.

169. Scholar survey: Satisfaction with progress made towards goals

| I am satisfied with the progress I have made on my goals this year | N | Percentage | | | | Mean |
|--|----|-----------------------|--------------|-----------|--------------------|------|
| | | 1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | |
| Summer 2002 | 47 | 2% | 0% | 43% | 55% | 3.5 |
| Winter 2003 | 49 | 0% | 0% | 29% | 71% | 3.7 |
| Summer/fall 2003 | 46 | 2% | 4% | 33% | 61% | 3.5 |
| Summer/fall 2004 | 49 | 0% | 2% | 35% | 63% | 3.6 |
| Summer/fall 2005 | 39 | 0% | 4% | 39% | 57% | 3.5 |
| Summer/fall 2006 | 45 | 2% | 4% | 53% | 40% | 3.3 |

Note: This question was not asked in winter 2002.

Perceptions of best things about the program and suggestions for change

Scholars found the academic services, including tutoring and classes, to be the most important features of the program

Finally, scholars were asked several open-ended questions about the Cargill Scholars program. First, they were asked to identify the most important aspect of the program. As seen in Figure 170, most scholars said that the most important aspects were the academic services (including tutoring and classes). Others mentioned the opportunities to learn new things and meet new people.

170. Scholar survey: Open-ended item – What has been the most important part of Cargill Scholars? (summer/fall 2006)

What has been the most important part of Cargill Scholars?

Learning/opportunities

Being or learning how to be more responsible.

Learning new things. (3 respondents)

Getting an opportunity you wouldn't get if they weren't here.

Getting the help that I needed. Knowing that they're preparing us for the future.

I get to learn a lot.

Learning new things and meeting new people has been the most important to me.

That they taught me to be an important person in life that I can be anybody I want to be.

The fact that they are helping me in life.

Activities/trips

End of the year trip, meetings, everything basically.

When we would go on trips like to the Science Museum.

Taken me places.

The opportunities to get involved in extra-curricular activities like the dance class.

Learning things from all sorts of places we went to.

Like going to the out-of-town trips.

The end of the year trip to Florida and everything else.

The field trips and traveling.

The Science Museum.

The new opportunities like to go to different camps. I went to the soccer camp.

170. Scholar survey: Open-ended item – What has been the most important part of Cargill Scholars? (summer/fall 2006) (continued)

What has been the most important part of Cargill Scholars?

College preparation

Visits to different colleges.

They're going to help me pay for college.

To go to colleges.

The trip to the colleges and how to select a college to go to after high school.

That they gave us a scholarship.

Just getting through it so I can get the scholarship.

Friends

Making new friends. (3 respondents)

Meeting new people and being with them for five years.

Meeting new people and learning new things.

Meeting new people and played with them.

Meeting new people.

Meeting with all my friends and met new people.

The friendships I've made.

Spending time with other kids my age who are going through the same thing I was.

Academics

They have like taught me stuff and, given me tutors. The tutors are the most important.

Also they helped me get into good schools like for 6th, 7th, and 8th grade also high school.

Getting good grades.

Changing my education style. When I was younger and I struggled a lot but now I do almost all my homework all by myself.

The tutoring and help with the homework.

The writing class because it helped me more.

The writing class.

Them helping me do well in school, and helping me get where I am today.

They got me into a private school and they helped better my education.

Getting good grades, setting goals for my future.

My tutoring classes. I used to get my schoolwork late and not complete. The tutoring class solved all of that.

School help like tutoring.

Helping me with schoolwork and finding a tutor for me.

The learning and assistance I got at school.

Getting my grades up.

Other

Just to know that they will always be there to help me out through school and my life.

I don't know. (2 respondents)

Scholars were also asked what they would change about the program. As seen in Figure 171, many scholars said that they would not change anything about the program or that they did not know what they would change. Other scholars suggested extending the program through high school or increasing the trips.

171. Scholar survey: Open-ended item – If you were in charge, what would you change about Cargill Scholars? (summer/fall 2006)

If you were in charge, what would you change about Cargill Scholars?

Extend program through high school

Make it longer, extending the program.

I would make it continue through high school.

I would make it last until 12th grade.

Nothing. Maybe make it go on longer like all through high school.

That it would last through high school and that we would have reunions.

That the program could be all the way through 12th grade.

Program changes

Change the days and times.

I would change the number of children that they serve.

Kids in school who try hard should get a couple choices for the end of the year trip.

Increase activities.

I would have more learning and get together.

More field trips.

More trips.

Other

Participating in a musical activity in front of an audience.

That nothing really, that they would help a little more than just tutoring.

Nothing

Probably nothing.

Probably nothing. It's all good.

Nothing at all. (2 respondents)

Nothing really.

Nothing. (23 respondents)

Nothing. I just like it the way it is.

I don't want to change anything.

I wouldn't change a thing.

Scholars were also asked how the program has helped them. Scholars most often mentioned the impact of the program on their academic skills, such as improved grades, the benefits of the tutoring, and the extra classes that they were offered. Other scholars mentioned changes in their behavior, such as being more responsible (Figure 172).

172. Scholar survey: Open-ended item – How has the Cargill Scholars program helped you? (summer/fall 2006)

How has the Cargill Scholars program helped you?

Learning

They helped me learn new things.

They helped me outside of school programming, learning.

Learn new things. What doctors do.

I learned about the different universities.

They taught me how to be successful.

Learning new things.

Future/goals

The music lessons. Scholarships are all things I would.

They are good at preparing us for the future.

They gave me opportunities I otherwise would not have gotten.

They helped me by encouraging me to set my goals high.

Academics

Academically.

Do better in school.

Do homework.

Getting my grades up.

Getting better grades, tutoring, getting stuff I needed for school.

Giving me a lot of things such as school supplies and give me the opportunity to improve my grades.

Help with home work.

I got better grades and became a better learner.

They also helped me with things I needed for school (school supplies).

Improving my writing skills.

In math, reading, to participate in class more.

I'm better at reading. Getting my work in on time. Being more responsible.

Improving my grades a lot.

Improve most of my skills at school, math.

My grades are much better.

My parents could not afford the extra classes so Cargill helped me take them/pay for them.

172. Scholar survey: Open-ended item – How has the Cargill Scholars program helped you? (summer/fall 2006) (continued)

How has the Cargill Scholars program helped you?

Academics (continued)

My writing skills are better.

The tutoring, study skills.

The writing class.

They helped me learn how to read. They helped with my math.

Buy me new stuff if I need it to use for school.

They helped me to be more responsible with school.

They helped me with school.

Through my educational stuff and made my life change easier.

To develop my study and organization skills.

With tutors to help me with my school work.

Helping me with my work and understanding my homework.

Behavior

Talk and listen to people more.

How to talk to adults and look them in the eye.

To be a different person, how to talk to all kinds of people.

To be more responsible, to be more grateful for the life and everything.

More respectful.

By getting me to be active and not being shy all the time.

Get along with kids, think about the future, be more responsible.

Hard work, to obey and be disciplined.

Help with getting along with other people besides friends.

Helped me by pushing me to be who I am now.

be more open-minded.

Responsibility skills.

My behavior is much better. They were really bad before Cargill. They taught me how to be respectful to get what I want in life.

Making me more responsible.

Friends

Meeting new friends.

building friendship with others.

Made new friends.

They helped me make new friends.

Spending time with other kids my age who are going through the same thing I was. They were always there for me.

172. Scholar survey: Open-ended item – How has the Cargill Scholars program helped you? (summer/fall 2006) (continued)

How has the Cargill Scholars program helped you?

Other

I don't know.

Staying off the streets.

Science camp, taking trips.

They haven't helped me at all.

A new question added in summer 2005 asked scholars to identify the most difficult part of the program. When scholars were asked this question in 2006, several themes emerged in their comments, including the difficulty following the program requirements, difficulty scheduling and participating in so many activities, pressure to change their grades or behavior, and getting along with other participants (Figure 173).

173. Scholar survey: Open-ended item – What has been the most difficult part of Cargill Scholars? (summer/fall 2006)

What has been the most difficult part of Cargill Scholars?

Participation/activities

They have events when I already have another schedule.

That because I'm so busy I had to miss some activities or meetings.

Showing up to all the activities.

Attending activities. I just didn't go even though I had the time.

They gave us a lot of things to go to like piano lessons, summer camp. They would plan a lot of things and getting here was hard and finding the time.

Nothing, well keeping up with all the activities, coordinating my schedule was difficult.

Being good, participating, when I really wanted to go out with my friends.

Other participants

Help with getting along with other people besides friends.

Getting along with some of the other kids.

There were couple of kids I didn't get along with.

The other scholars, some of them are annoying. They play too much.

Worked with the same group of people that I didn't like to work with.

173. Scholar survey: Open-ended item – What has been the most difficult part of Cargill Scholars? (summer/fall 2006) (continued)

What has been the most difficult part of Cargill Scholars?

Tutoring/schoolwork

The school thing.

The test they give us. The tutors give it to us, the math test.

The tutoring.

The writing class was the most difficult.

The writing work and keeping up with the program.

Remembering to get my incentive plan signed by a teacher.

Waking up early

Having to wake up early to go to the writing classes.

The science camp because we had to wake up early during the summer time.

Waking up in the morning.

Meeting expectations

Keeping up with the incentive plan.

Keeping a 3.0 grade average.

Having to be good all year to go on the end of the year trip.

It was hard meeting the expectations for my grades.

Meeting the end of the year standards so we could go on the end of the year trip.

Other

Making Laverne happy.

Don't know/nothing.

I don't know. (2 respondents)

I don't know. I'm not sure.

I don't know. Nothing.

Don't know. (2 respondents)

None.

Nothing at all. No problems.

Nothing. (11 respondents)

Scholars were also asked what they would like to tell the Cargill Foundation about their experiences with Cargill Scholars. Like their parents, most scholars expressed gratitude to the Foundation and said that they enjoyed their participation (Figure 174).

174. Scholar survey: Open-ended responses – What would you like to tell the Cargill Foundation about your experiences with Cargill Scholars? (summer/fall 2006)

What would you like to tell the Cargill Foundation about your experiences with Cargill Scholars?

I am thankful along with my family for caring for us kids and how we are doing in school.

I enjoyed the time I spent in the program.

I like to say thank you for them. I have learned lots of new things from them and they are a great program.

I like to thank them for the new things I was able to try and do. I hope they repeat this for other skills.

I loved it.

I really think they should do it again with other people.

I thank them that they chose me for the program. And for all the experiences and traveling. If I had another chance I would do it again.

I thank you for everything you have done for me. I never believed it could happen. You have given me my dream.

I want thanks for their supported and tell them that they are good program to be with.

I would like to thank them from the bottom of my heart and for them to show other kids what they did for us so they can also get help.

I would tell them thank you and to keep doing it with another set of kids.

It was a lot of fun and I thank them for taking the time to pick me.

It was a lot of fun. I will be somebody.

It was fun and thank you for letting me be in this program and for the good experience.

It was really great. Thanks so much.

It's very nice. They taught me lots of new things.

Keep up the good work.

Sometimes it can be hard but it can be fun but it helps you.

Thank you and I appreciate everything they've done for me. These last 4-5 years have been really helpful with the help for school, the chance to go on trips, and learning.

Thank you for all you have done. I'm truly grateful.

Thank you for courage and confidence.

Thank you for everything and for helping me out through school.

Thank you for everything and I appreciate it.

Thank you for everything and they should have program like this again.

Thank you for everything they have done for me and my mom and I want the program to continue so other kids can receive the opportunities I have.

Thank you for everything; taking me on trips, meeting new people and making friends.

Thank you for helping me in school.

174. Scholar survey: Open-ended responses – What would you like to tell the Cargill Foundation about your experiences with Cargill Scholars? (summer/fall 2006) (continued)

What would you like to tell the Cargill Foundation about your experiences with Cargill Scholars?

Thank you for helping me through all these years, taking us out of the state, and all the fun and experiences. I don't have anything for them but just thank you.

Thank you for the experience.

Thank you for the experience. I enjoyed it.

Thank you for the tutors, the music lessons. Thank you for everything.

Thank you.

Thank you. The trips were so fun and helping with my school work.

Thank you. They helped me a lot. Without them I don't think I could have done all this.

Thanks a lot for everything.

Thanks for everything they have done; for the trips, tutoring, and encouraging me to do good.

Thanks for everything you've done for us.

Thanks for making me a better person and pushing me to do good in school.

That I'm really grateful and thank them for the scholarship and helping us through all we needed.

That it was really helpful and thank you.

That my experience in the program has been wonderful. I hope they continue doing what they're doing.

That my experiences with the program were good.

They were fun, thank you. You helped us a lot.

No comment

No.

Nothing.

Conclusions and recommendations

Cargill Scholars is a five-year initiative that ended at the conclusion of the 2005-06 academic year. The results collected to date suggest that Cargill Scholars has had a positive impact on scholars in each of the program's goal areas, including academic skills, social skills, parent involvement in education, relationships with unrelated adults, and involvement in community activities.

Despite these improvements, it is difficult to predict whether the scholars will meet their eventual goals of successfully completing high school and enrolling in post-secondary education. Scholars remain similar to a matched comparison group, and some scholars and parents remain concerned about scholar's abilities to succeed academically.

The transition of the Cargill Scholars into the Destination 2010 initiative administered by The Minneapolis Foundation provides a unique opportunity to support the scholars as they move through high school. The Cargill Foundation will also continue to serve the scholars, by providing the services of guidance counselors to the students. The following recommendations are intended to guide the work of the guidance counselors and the Destination 2010 staff:

- Monitor school attendance and performance, and provide services to scholars who begin to show decline.
- Connect scholars with resources to assist them as needed with school work and home work, such as after-school programs or tutors.
- Provide scholars and parents with additional resources regarding strategies for paying for post-secondary education.
- Provide scholars with opportunities to explore a range of career options.
- Provide age-appropriate information to scholars and parents about behavioral and emotional issues facing adolescents and strategies for successfully navigating challenges.
- Link scholars with community programs, so that they can continue to remain involved in positive activities.