

# Cargill Scholars

*Evaluation results 2008-09*

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# Summary

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

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

This report summarizes the evaluation results collected for Cargill Scholars in the summer of 2009, following their junior year of high school. Thirty-seven of the 38 active Cargill Scholars completed a survey focusing on their preparation to graduate and their plans for attending school after high school. The eight students who attended the PEOPLE program at the University of Wisconsin-Madison completed a survey about their experiences with that program. Additionally, the Cargill Scholars coaches completed surveys for 38 scholars to share their perspective of the scholars' readiness for graduation and post-secondary education. The coaches also collected responses to six open-ended questions from 31 parents or other adults associated with Cargill Scholars to solicit feedback about the program and their child's needs. Additional information was provided by the Minneapolis school district for the 22 scholars who attend school in Minneapolis and 15 students who were part of the initial matched comparison group for Cargill Scholars.

Half of the current Cargill Scholars are female, the majority are 17 years old and two-thirds of the families speak English at home. Half of the scholars identified themselves as African American; others were identified as African immigrant, Caucasian, Hmong, Native American, and Somali. Eighteen percent were Hispanic.

In 2008-09, scholars attended 20 different high schools, seven of which are Minneapolis Public Schools. According to district data, 9 out of 10 scholars and students in the comparison group remained in one school through the entire academic year. One-fifth of the scholars (20%) enrolled in Minneapolis are eligible for gifted education services and two scholars are enrolled in special education.

## ***Key findings***

### **Academic performance**

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

- By the end of their junior year, two-thirds of the Cargill Scholars had passed their eleventh grade courses in English, social studies, math, and science. A higher percentage of students had passed their ninth grade courses in these subjects (English 90%, social studies 95%, science 90%, and algebra 79%) and tenth grade courses in these subjects (English 87%, social studies 90%, science 82%, and algebra 84%).
- According to Minneapolis School District data, one-quarter of the Cargill Scholars (27%) had passed at least one advanced level course.
- Seventeen percent of the Cargill Scholars enrolled in Minneapolis schools had passed the GRAD math test.
- According to coaches, 21 percent of the active scholars passed the Minnesota Comprehensive Assessment in math. More scholars had passed the assessment in reading (53%) and writing (92%).
- Almost all of the scholars in the Minneapolis Public Schools had passed the writing basic skills test (96%). Fewer had passed the reading basic skills test (58%) or the math basic skills test (12%).
- Of the scholars enrolled in the Minneapolis schools, 54 percent had a grade point average of 2.0 or lower.

Based on the combination of their standardized test scores and credits earned, the Minneapolis School District considers only 12 percent of the scholars to be “on track for graduation.” However, the academic data do not account for the opportunities to retake required tests or complete credits. In contrast, all of the scholars said they would (78%)

or might (22%) graduate on time. Coaches felt that 75 percent of the scholars were likely to graduate on time, with another 22 percent expected to graduate by 2012.

### **Preparation for school and work after high school**

Despite their academic challenges, coaches and scholars remain optimistic about post-secondary enrollment. Coaches predicted that most scholars would (67%) or might (28%) enroll in school after high school. Most of the scholars said they would attend (89%) or might attend (8%) school after high school. In addition, scholars were asked for ideas about their future career goals. Twenty-nine of the 37 scholars had ideas about what they would like to pursue as a career. Over half said their future career would require either an undergraduate or graduate degree.

Half of the scholars and coaches felt the scholars are ready to apply to post-secondary education. Sixty percent of the scholars have created an education and career plan and two-thirds of the scholars said they are taking the classes to prepare them for school. However, less than half (46%) said they have enough credits completed to graduate on time. One-third of the scholars were involved in a college preparation program.

To help prepare for college, 63 percent of the Cargill Scholars had taken the SAT or ACT by the end of their junior year and 92 percent planned to take the tests during their senior year. Fewer scholars had started putting the pieces together for post-secondary applications such as starting their personal essays, identifying who would write reference letters, and documenting extra-curricular activities. Thirty percent of the students received tutoring services during their junior year.

Most scholars (76%) will need financial aid to attend post-secondary school; however, only 25 percent have identified sources of financial aid they will consider and 39 percent said they had not thought about it. Scholars' knowledge of financial aid options is limited. Most scholars know "a lot" or "a little" about the scholarship offered by Destination 2010 or from individual schools and completing the Federal Application for Federal Student Aid. Fewer know about scholarships from private sources, public and private loans, government grants, financial aid applications, or college savings accounts. Parents indicated they would like more information about financial aid.

Over half the scholars said they were "very motivated" to do well in school and the rest said they were "somewhat motivated." They also mentioned that coaches, parents, program staff, other adults or family members, and teachers encourage them to further their education and that at least some of their friends would go to college or another school after high school. Another source of support for about half of the Cargill Scholars is their Big Brother or Big Sister.

When asked about the scholars' self-care, social, and academic assets that might prepare them for college, the coaches rated 27 of the 28 assets lower than the scholars did. Twenty-one of the assets were rated significantly lower. The assets rated highest by scholars and coaches include the ability to compete fairly, to do well in their personal life, and to have goals for their education.

Scholars were also asked for ideas about future careers. Twenty-nine of the 37 scholars had ideas about what they would like to pursue as a career. Over half said their future career would require either an undergraduate or graduate degree.

### **Feedback about the program**

During high school, active Cargill Scholars have been assigned to one of two academic coaches who help facilitate services and guide the scholar through the maze of applying to post-secondary education. All of the students said their relationship with their Cargill coach was "very helpful" (65%) or "somewhat helpful" (35%). They further mentioned that the coaches understand them, care about them, and help motivate them. They also provide advice and help the students stay on track. When asked which were the most helpful components of Cargill Scholars, students grouped their answers into the categories of coaches, college search assistance, home visits, school check-ins, and academic help.

When parents and adults were asked about the most beneficial part of Cargill Scholars academic advising program, respondents most frequently mentioned the support system offered by the coaches. Others mentioned the resources and information provided to the scholars and parents, or the academic support.

For their last year of high school, scholars said they would like the coaches to continue offering support and academic assistance as well as guidance to get into good colleges and look for scholarships. The adults requested the coaches stay involved with the scholars, encourage them to do well, provide resources, specifically academic assistance and tutoring, and monitor academics to keep the scholars on track for graduation.

### **PEOPLE program**

During the summer of 2009, eight scholars attended the PEOPLE Program, a pre-college program at the University of Wisconsin-Madison designed to help students acquire the skills to succeed in college and give them a glimpse of campus life by offering summer programming and internships during high school summers. For those students who are admitted to and elect to attend the University of Wisconsin-Madison, an eight-week summer session follows senior year. Students participating in this program were asked to provide some feedback about their experiences.

All of the scholars said it was a good decision to attend the program and that it gave them exposure to college and other future opportunities and increased their independence. Six of the eight students participated in the summer internship program which provided valuable experience meeting new people, learning from professionals, and gaining a new perspective on an issue. Most of the students said they will apply to the University of Wisconsin – Madison, and about half said they would definitely attend if they are accepted.

## ***Conclusions***

The Cargill Scholars and staff remain optimistic that the majority of scholars will graduate from high school in spring 2010. They see the students as working towards their goals, receiving encouragement from those around them, and clearly identifying what the scholars need to do in order to graduate. However, the academic data and scholars' responses indicate that many of the Cargill Scholars are struggling and may not graduate on time without significant effort. Furthermore, the data show that a percentage of scholars remain uncertain about what they need to do to graduate or prepare for post-secondary education.

As the Cargill Scholars program winds down, it is important to consider what has been learned about working with students as they navigate high school and prepare for post-secondary education. The following list presents some ideas of how programs can work with students with characteristics similar to Cargill Scholars.

- Help students understand the work and planning, especially highlighting specific steps, involved in graduating from high school on-time and preparing for post-secondary education.
- Encourage students to use tutoring and other academic assistance services to help them improve and maintain passing grades in their required classes.
- Provide opportunities to help students develop their motivation and other skills that will help them succeed in high school.
- Educate students and families about the realities of funding post-secondary education and guide them towards resources that can help them identify and apply for funding.
- Provide assistance for scholars to complete their “My Life Plan” or another comparable plan to map their high school and post-high school years. Use this to help students identify, enroll, and pass the classes they need to graduate on time.

# Introduction

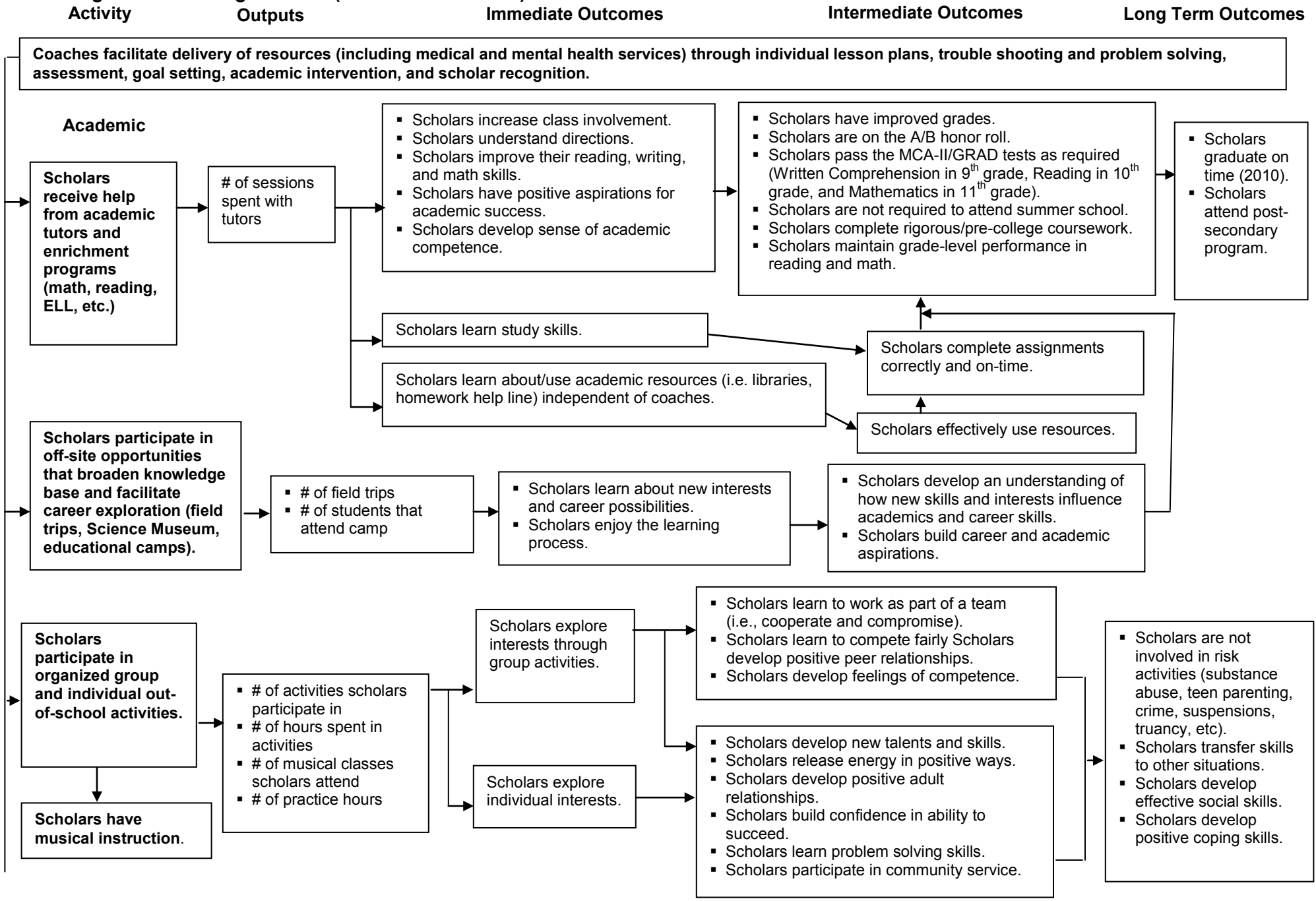
## *Description of the Cargill Scholars program*

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

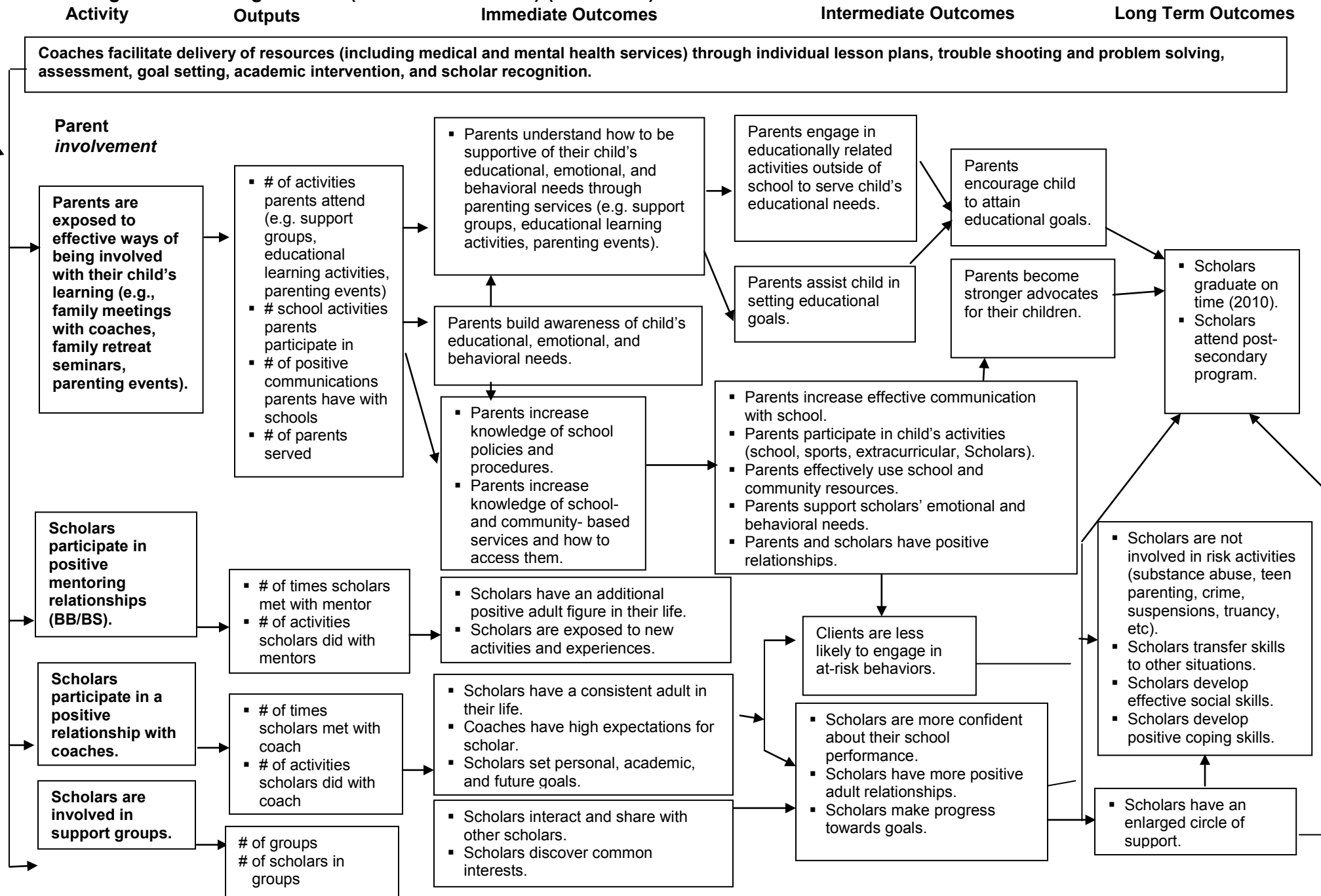
The alignment between program activities and outcomes for scholars was established through the creation of a logic model (Figure 1). This logic model was developed in 2001 and revised annually between 2004 and 2006. As seen in this model, Cargill Scholars provided the following categories of services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

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

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



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





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

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

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

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

# Research methods

The Cargill Scholars program has been evaluated since its inception. In previous years, the evaluation explored the outcomes for the scholars and their families, the processes of program implementation, and satisfaction of key stakeholders. Since the intensive program has ended and the scholars have merged with those in Destination 2010, the evaluation design has changed. The current Cargill Scholars evaluation is designed to assess how scholars are progressing towards the long-term program goals, such as graduating on time and seeking post-secondary education. This evaluation will continue until scholars graduate from high school and enter post-secondary education. For the 2008-09 school year, when the scholars were in 11<sup>th</sup> grade, the evaluation focused on the scholars' preparation to graduate on time in the spring of 2010.

## *Data collection procedures*

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

Scholar surveys. First, the two Cargill Scholars coaches met with 37 of the 38 active Cargill Scholars during the summer of 2009. During the meeting, the scholars were asked to complete a self-administered survey and seal it in an attached envelope. Thirty-seven students completed the survey and received a \$25 Target gift card. The eight scholars who were involved in the PEOPLE Program at the University of Wisconsin – Madison also completed a short survey about their experiences in the program.

Adult survey. Second, during their visits with scholars and their families, the coaches asked the parent or other adult a series of six open-ended questions about their experiences with Cargill Scholars. Thirty-one adults responded.

Coach surveys. Third, the two Cargill Scholars coaches completed a survey about each of the active Cargill Scholars after their 2008-09 high school year. Thirty-eight forms were completed.

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

# Client demographics

**Cargill Scholars are ethnically diverse.** According to information provided by coaches and scholars, half of the remaining Cargill Scholars are female, and the majority are 17 years old. Forty-six percent of the students identified themselves as African American. Other scholars identified as African immigrant, Hmong, Caucasian, Native American, and Somali. Eighteen percent said they were Hispanic. Two-thirds of the families spoke English at home (Figure 2).

## 2. Coaches and Scholars Surveys: Client demographics

	Number and percentage responding yes			
	Coaches' response (N=36-38)		Scholars' response (N=37)	
	#	%	#	%
<b>Gender</b>				
Male	18	49%	19	51%
Female	19	51%	18	49%
<b>Age</b>				
16	1	3%	1	3%
17	31	86%	35	95%
18	4	11%	1	3%
<b>What race/ethnicity is the student...<sup>a</sup></b>				
African immigrant	4	9%	1	3%
Black/African American	13	66%	17	46%
Caucasian	4	11%	6	16%
Hmong	7	18%	7	16%
Native American	2	5%	2	5%
Somali	0	0%	1	3%
Other	7	18%	10	27%
<b>Is this student of Hispanic origin?</b>				
Yes	6	17%	6	18%
No	30	83%	28	82%
<b>What language does this student and his or her family speak at home?</b>				
English	22	60%	22	65%
Hmong	7	19%	7	21%
Somali	0	0%	1	3%
Spanish	5	14%	3	9%
Other	3	8%	1	3%

<sup>a</sup> Respondents could check more than one category for this question. The 37 students provided 44 responses.

For 2008-09, district data were available for 26 Cargill Scholars and 15 members of the comparison group who were still enrolled in the Minneapolis Public Schools. Fewer comparison group students have remained enrolled in the district over time. While the original group was selected to reflect the demographic characteristics of the scholars, the comparison group has shifted some in terms of its racial/ethnic similarity. The comparison group includes a higher percentage of African American students, and a lower percentage of Asian American students, relative to the enrolled scholars. One of the comparison group students was in 10<sup>th</sup> grade in 2007-08. All other scholars and comparison group students enrolled in Minneapolis Public Schools were in 11<sup>th</sup> grade (Figure 3).

### 3. Minneapolis Public Schools data: Demographic data (2008-09)

Item	Cargill Scholars (N=26)		Comparison group (N=15)	
	N	%	N	%
<b>Gender</b>				
Female	14	54%	8	53%
Male	12	46%	7	47%
<b>Racial/ethnic category</b>				
American Indian	3	12%	1	7%
African American	11	42%	9	60%
Asian American	5	19%	1	7%
Hispanic	3	12%	3	20%
White	4	15%	1	7%
<b>Home primary language</b>				
English	18	69%	11	73%
Hmong	4	15%	1	7%
Spanish	3	12%	3	20%
Vietnamese	1	4%	0	0%
Number and percentage receiving free or reduced lunch	18	69%	10	67%
English Language Learner (ELL) status	3	12%	2	14%

# Academic enrollment status

## *Schools attended*

**Scholars attend a variety of schools.** The Cargill Scholars reported that they attend 20 different high schools, seven of which are Minneapolis Public Schools. The highest percentage of students attended Patrick Henry High School (19%), followed by Roosevelt High School (11%) (Figure 4).

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

	Percentage providing this response (N=37)
Patrick Henry High School	19%
Roosevelt High School	11%
Edison High School	8%
Phoenix High School	8%
Columbia Heights High School	5%
Hmong College Prep Academy Charter School	5%
Southwest High School	5%
Wayland Academy	5%
Wayzata High School	5%
Armstrong High School	5%
Blake	3%
Bloomington Kennedy	3%
Champlin Park high school	3%
Cretin-Derham Hall	3%
Hopkins High	3%
Minnesota Internship Center Charter	3%
Prestige Academy	3%
Richfield	3%
St. Paul Central High School	3%

**Note:** Attended school information was collected during the summer of 2009. Some students reported their school from the previous year and some reported the school they planned to attend in the fall.

## *Student mobility and enrollment status*

According to district data, most Cargill Scholars attended only one school during the course of the school year. Ninety-two percent of the scholars, and 93 percent of the comparison group, attended one school during the 2008-09 school year. At the conclusion of the school year, all of the comparison group students, but only 79 percent of the scholars, were described as still enrolled in the school. Other scholars were classified as transferring out of the district, moving out of the district, or being withdrawn after 15 days of consecutive absences (Figures 5-6).

### **5. Minneapolis Public Schools data: Number of schools attended during year (2008-09)**

Item	Cargill Scholars (N=24)		Comparison group (N=15)	
	N	%	N	%
<b>Number of schools attended during year</b>				
0	0	0%	1	7%
1	22	92%	14	93%
2	1	4%	0	0%
3	1	4%	0	0%

**Note:** Chi-square not significant.

### **6. Minneapolis Public Schools data: Status at end of school year (2008-09)**

Item	Cargill Scholars (N=24)		Comparison group (N=14)	
	N	%	N	%
<b>Status at end of school year</b>				
Enrolled at end of year	19	79%	14	100%
Transferred out of school district- no move	2	8%	0	0%
Moved out of district	1	4%	0	0%
Withdrawn after 15 days absent	2	8%	0	0%

**Note:** Chi-square not significant.

## *Gifted and special education status*

**One in five scholars is eligible for gifted services.** According to district data, 20 percent of the Cargill Scholars are eligible for gifted education opportunities (compared to 13% of the comparison group) (Figure 7).

---

### **7. Minneapolis Public Schools data: Gifted enrollment status (2008-09)**

<b>Item</b>	<b>Cargill Scholars (N=24)</b>		<b>Comparison group (N=15)</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Number and percentage in gifted education	5	20%	2	13%

**Note:** *Chi-square not significant.*

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

**A few Cargill Scholars are receiving special education services.** According to district data, two scholars are enrolled in special education (Figure 8).

---

### **8. Minneapolis Public Schools data: Special education status (2008-09)**

<b>Item</b>	<b>Cargill Scholars (N=26)</b>		<b>Comparison group (N=15)</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Number and percentage in special education	2	8%	1	7%

**Note:** *Chi-square not significant.*

# Scholars' assets

**Scholars rated themselves as having more assets than did their coaches.** In order to assess how prepared the scholars are for post-secondary education, scholars and coaches were asked to rate the scholars' skill level in a number of self-care, social, and academic skills that will help them pursue post-secondary education. Twenty-seven of the 28 assets were rated lower by coaches than scholars. Of those, 21 were rated significantly lower. Most of the coaches' average ratings fell between "disagree" and "agree," while the average ratings from the scholars fell mostly between "agree" and "strongly agree" (Figure 9).

The scholars most frequently said they try to do well in and have goals for their personal life and school, are interested in school, are a leader in their peer group, take responsibility for their actions, compete fairly, want to go to school after high school, and have a family that supports their school success. At least 97 percent of the scholars "agreed" or "strongly agreed" that they have those assets. They were least likely to "agree" or "strongly agree" that they study every school night, earn good grades, or are organized.

Between 95 and 97 percent of the coaches "agreed" or "strongly agreed" that scholars try to do well in their personal life, compete fairly, are interested in and have goals for their education, and want to attend school after high school. They were least likely to "agree" or "strongly agree" that scholars are leaders among their peers, manage their time well, earn good grades, come to class prepared, or ask for help when needed.

## 9. Coaches and Scholar Surveys: Ratings of scholars' assets

In my opinion, this student/l...	Scholars (N=37) Coach (N=37-38)	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
Set(s) goals for his or her personal life.	Coach	16%	62%	19%	3%	2.9***
	Scholars	32%	65%	3%	0%	3.3
Try(ies) to do well in his or her personal life.	Coach	19%	76%	3%	3%	3.1***
	Scholars	49%	51%	0%	0%	3.5
Make(s) good decisions.	Coach	11%	54%	32%	3%	2.7***
	Scholars	27%	65%	8%	0%	3.2
Eat(s) healthy foods.	Coach	0%	60%	41%	0%	2.6
	Scholars	11%	68%	19%	3%	2.9
Is/Am active (either by exercising or being involved in sports).	Coach	14%	51%	32%	3%	2.8***
	Scholars	35%	51%	14%	0%	3.2



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

In my opinion, this student/I...	Scholars (N=37) Coach (N=37-38)	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
Avoid(s) risky behaviors.	Coach	11%	76%	14%	0%	3.0
	Scholars	32%	57%	11%	0%	3.2
Is/Am a leader among his or her peers.	Coach	11%	27%	51%	11%	2.4***
	Scholars	27%	70%	3%	0%	3.2
Manage(s) my/his or her time well.	Coach	3%	49%	35%	14%	2.4***
	Scholars	19%	57%	22%	3%	2.9
Take(s) responsibility for his or her actions.	Coach	11%	57%	30%	3%	2.8***
	Scholars	35%	65%	0%	0%	3.4
Compete(s) fairly.	Coach	3%	95%	3%	0%	3.0***
	Scholars	46%	54%	0%	0%	3.5
Is/Am organized.	Coach	5%	70%	19%	5%	2.8
	Scholars	14%	54%	30%	3%	2.8
Pays attention to details on projects.	Coach	5%	68%	22%	5%	2.7***
	Scholars	24%	60%	14%	3%	3.1
Can plan a project and finish it.	Coach	14%	76%	11%	0%	3.0
	Scholars	19%	70%	8%	3%	3.1
Finish(es) his or her/my work on time.	Coach	3%	54%	30%	14%	2.5*
	Scholars	11%	61%	28%	0%	2.8
Earn(s) good grades.	Coach	14%	38%	38%	11%	2.5
	Scholars	3%	58%	36%	3%	2.6
Come(s) to class prepared.	Coach	8%	46%	35%	11%	2.5***
	Scholars	33%	58%	8%	0%	3.3
Uses good problem solving skills.	Coach	8%	65%	24%	3%	2.8*
	Scholars	19%	73%	8%	0%	3.1
Use(s) good communication skills.	Coach	19%	43%	38%	0%	2.8*
	Scholars	19%	70%	11%	0%	3.1
Know(s) when he or she needs to ask for help.	Coach	11%	51%	38%	0%	2.7***
	Scholars	32%	60%	8%	0%	3.2
Ask(s) for help when he or she needs it.	Coach	11%	30%	60%	0%	2.5***
	Scholars	35%	54%	11%	0%	3.2

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

In my opinion, this student/I...	Scholars (N=37)		Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1	Mean
	Coach (N=37-38)						
Knows how to take notes in class/Take notes in class.	Coach		5%	65%	30%	0%	2.8**
	Scholars		62%	8%	3%	0%	3.1
Study(ies) every school night.	Coach		3%	30%	57%	11%	2.2
	Scholars		6%	36%	47%	11%	2.4
Know(s) how to find a good place to study.	Coach		3%	62%	32%	3%	2.7*
	Scholars		22%	60%	16%	3%	3.0
Is/Am interested in his or her education.	Coach		24%	70%	5%	0%	3.2
	Scholars		38%	62%	0%	0%	3.4
Try(ies) to do well in school.	Coach		19%	60%	19%	3%	3.0***
	Scholars		57%	38%	5%	0%	3.5
Has/Have goals for his or her/my education.	Coach		27%	60%	14%	0%	3.1***
	Scholars		62%	35%	3%	0%	3.6
Has a family that/My family expects him or her to be successful in school.	Coach		27%	62%	11%	0%	3.2***
	Scholars		81%	19%	0%	0%	3.8
Want(s) to go to college or another school after high school.	Coach		36%	61%	3%	0%	3.3***
	Scholars		89%	11%	0%	0%	3.9

**Note:** For the matched set of data (n=34 or 35), the average ratings for the coaches were statistically significantly lower than the scholars' average ratings: \*p≤.05; \*\*p≤.01; \*\*\*p≤.005.

# Academic attendance and suspensions

**Scholars attended school 85 percent of the time.** According to Minneapolis Public School data, the average attendance rate was slightly higher for the comparison group (92%). On average, scholars missed 15 days of school during the year, due to excused (3.9 days) or unexcused absences (10.8 days). The number of average unexcused absences more than doubled from 2007-08 (4.9 days). Both Cargill Scholars and their counterparts in the comparison group had an average of one suspension during the year (Figure 10).

---

## 10. Minneapolis Public Schools data: Attendance and suspensions (2008-09)

Item	Cargill Scholars (N=26)	Comparison group (N=15)
Average number of days enrolled in school	135.5	155.6
Average number of days attended	120.9	143.2
Average number of excused absences	3.9	5.0
Average number of unexcused absences	10.8	7.4
Average percentage of school days attended	85%	92%
Average number of suspensions	1.0	1.0

**Note:** *Chi-square not significant.*

# Academic performance

## *Completion of required courses*

**Two-thirds of the scholars passed their 11<sup>th</sup> grade classes.** Scholars' academic achievements progress was assessed by the coaches based on a list of classes Cargill Scholars should have completed by the end of their eleventh grade year. This list was created by research staff and coaches during the survey development phase of the evaluation.

At the end of eleventh grade, two-thirds of the scholars had passed English 11 (66%), social studies 11 (66%), science (65%), and math (61%). However, by the end of junior year, most students had made more progress on their ninth and tenth grade classes. The majority of the scholars had passed ninth grade English (90%), social studies (95%), and science 9 (90%). Seventy-nine percent passed algebra. At least 82 percent of the scholars had passed their tenth grade courses of English (87%), biology (82%), social studies (90%) and geometry (84%). Specific courses for each year are listed in Figure 12.

This year coaches also reported scholars' progress on elective classes based on the requirements for their school or district requirements. Seventy-six percent of the students had completed the necessary electives. Over 80 percent had completed the first semester of health, fine arts, and physical education. Fewer had completed the second semester. Figure 12 lists the specific courses scholars took (Figures 11-12).

---

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

	N	Passed	Did not pass	Other
<b>9th grade classes</b>				
English 9	38	90%	11%	0%
Social Studies 9	38	95%	5%	0%
Algebra	38	79%	21%	0%
Science 9	38	90%	11%	0%
<b>10<sup>th</sup> grade classes</b>				
English 10	38	87%	13%	0%
Social Studies 10	38	90%	11%	0%
Geometry	38	84%	16%	0%
Biology	38	82%	18%	0%
<b>11<sup>th</sup> grade classes</b>				
English 11	38	66%	32%	3%
Social Studies 11	38	66%	32%	0%
Math elective	38	61%	24%	16%
Science elective	37	65%	22%	14%
<b>Other required classes</b>				
Health (1 <sup>st</sup> semester)	38	81%	8%	11%
Health (2 <sup>nd</sup> semester)	35	37%	9%	54%
Fine arts (Elective 1)	38	90%	3%	8%
Fine arts (Elective 2)	36	72%	3%	25%
Physical education (1 <sup>st</sup> semester)	38	97%	3%	0%
Physical education (2 <sup>nd</sup> semester)	38	76%	5%	18%
Based on the requirements for his or her district, has this student completed the needed elective credits to be on track for graduation?	38	76%	24%	0%

**Note:** Social Studies 9 includes: geography, Government or Government Economy, World History, and U.S. History. Social Studies 10 includes: World Studies or World History, U.S. History, Mixed History.

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## 12. Coach Survey: Specific academic classes taken by scholars

### Specific classes

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#### **Social Studies 9**

Ancient History, World Geography (2)

Civics (5)

Geo/Gov

Geography (16)

Geography and additional class (Civics, Misc. Gov/Econ (2))

Government (2)

Integrated Studies/World History

Social Studies.

U.S. History (2)

Values

World Cultures

#### **Social Studies 10**

Jesus/History

Social Studies

U.S. History (7)

World

World Civilization (2)

World History (13)

World History, Open 10

World Studies (12)

#### **Social Studies 11**

American History (3)

AP European History

College in the school's American History

European History, World History

European History.

Geometry

Global St.

Gov/History

Modern Global

Moral Issues, race and class

U.S. History (22) IB (1)

World History

World History, World Issues

World Studies

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---

## 12. Coach Survey: Specific academic classes taken by scholars (continued)

### Specific classes

---

#### **Math elective**

---

Algebra II (13)

---

Algebra 2 with Geometry

---

Algebra II/Trigonometry (8) Honors (1)

---

Chance and Data (2)

---

Everyday Math

---

IB Analysis

---

Intermediate Math 3

---

Math Analysis

---

Pre Calc/Calc

---

Geometry again

---

Retook Geometry, but still didn't pass

---

#### **Science elective**

---

Chemistry (19) Honors (5)

---

Chemistry/Physics

---

Conceptual Physical

---

Honors Chemistry, Physics

---

Misc.

---

Physical Science (4)

---

Physical science/Chemistry

---

Pre AP Chemistry

---

**Most scholars in the Minneapolis district have passed their required courses in 2008-09.** In 2008-09, other academic indicators obtained from the Minneapolis Public Schools included passage of key courses over the course of the year and passage of advanced courses. Most scholars passed their math (94%) and reading (70%) courses. Seven scholars, and five comparison group students, have taken and passed at least one advanced course (Figures 13-14).

**13. Minneapolis Public Schools data: Passage of math and English courses (2008-09)**

Item	Cargill Scholars (N=16)		Comparison group (N=10)	
	N	%	N	%
<b>Math course</b>				
Fail	1	6%	3	30%
Pass	15	94%	7	70%
<b>Reading course</b>				
Fail	2	12%	0	0%
Pass	14	88%	10	100%

**Note:** Students are designated by the district as having passed, if they passed all courses taken in the subject area that year. Students are designated as failing if they failed at least one course in the subject area that year.

**14. Minneapolis Public Schools data: Passage of advanced courses (2008-09)**

Item	Cargill Scholars (N=26)		Comparison group (N=15)	
	N	%	N	%
Student has taken and passed 1-2 advanced courses	7	27%	5	33%

***Tutoring***

**Less than half the scholars received tutoring, although most said they would use tutoring services.** During their junior year in high school, 30 percent of the scholars received tutoring services from school and other tutoring agencies. Most of the tutoring focused on math and chemistry. Of the 26 students (70%) that did not receive tutoring, nine (36%) said they needed tutoring because they were struggling in classes, falling behind, or feeling confused.

The majority of scholars (86%) said they would use tutoring services if they needed them. The few that said they would not use tutoring said they do not need or want the services, have other resources, or are too busy (Figures 15-19).



**15. Scholar survey: Reported need and use of tutoring services (2008-09)**

	N	Students Responding "Yes"		Students Responding "No"	
		#	%	#	%
Did you receive any tutoring services this past school year?	31	11	30%	26	70%
Do you think you need tutoring?	25	9	36%	16	64%
If you needed tutoring, do you think you would use it?	36	31	86%	5	14%

**16. Open-ended question – Scholar Survey: In what subjects did you receive tutoring?**

**In what subjects did you receive tutoring?**

Advanced algebra (2)

Math (8)

Chemistry (2)

Biology

Reading for MCA practice

History

Writing

Spanish

Reading (2)

**17. Open-ended question – Scholar Survey: Where did you receive tutoring?**

**Where did you receive tutoring?**

At nearby neighborhood.

At school, Nancy tutoring service.

College nannies and tutors.

Home. (2)

Hopkins High.

School. (3)

The library.

---

**18. Open-ended question – Scholar Survey: Why do you think you need tutoring?**

**Why do you think you need tutoring?**

---

Because I don't like math and it's very confusing.

---

Math.

---

Because I just can't stay focused.

---

Because I know that I can always do better.

---

Because I'm falling behind.

---

Because sometimes I don't understand things.

---

If I keep struggling.

---

To get extra help on things.

---

To make sure I get my work done on time.

---

---

**19. Open-ended question – Scholar Survey: Why would you not use tutoring?**

**Why would you not use tutoring?**

---

Because I don't need tutoring.

---

I don't really want a tutor.

---

I have teachers who stay after school and siblings.

---

Tutoring doing what.

---

Will be too busy.

---

### ***Standardized test performance***

**Most scholars have not passed the GRAD math test.** In Minnesota, students must pass three tests as part of the Graduation-Required Assessment for Diploma (GRAD) requirement. In 2008-09, scholars in eleventh grade completed the GRAD tests of reading and writing. Most scholars (83%) and comparison group students (77%) did not pass the test. Those who did not pass on the first try will have subsequent opportunities to re-take the exam (Figure 20).

**20. Minneapolis Public Schools data: GRAD math test results (2008-09)**

Item	Cargill Scholars (N=18)		Comparison group (N=13)	
	N	%	N	%
<b>GRAD Math Test</b>				
Pass	3	17%	3	23%
Not pass	15	83%	10	77%

**Note:** Chi-square not significant.

**Most scholars (89%) have not met the proficiency standards on the Minnesota Comprehensive Assessment math test.** Only 11 percent of the scholars, and 8 percent of the comparison group students, met or exceeded the math standards in 2008-09 (Figure 21). According to coaches, 21 percent of the active scholars passed the comprehensive assessment in math. More scholars had passed the assessment in reading (53%) and writing (92%) (Figure 22).

**21. Minneapolis Public Schools data: Minnesota Comprehensive Assessment test proficiency levels – math (2008-09)**

Item	Cargill Scholars (N=18)		Comparison group (N=13)	
	N	%	N	%
<b>Math</b>				
Below the proficiency standards	16	89%	12	92%
Meet or exceed the proficiency standards	2	11%	1	8%

**Note:** Chi-square not significant.

**22. Coach Survey: Scholars' Minnesota Comprehensive Assessment test achievement**

How did the student do on the...	N	Passed	Failed	Did not take
Minnesota Comprehensive Assessment II in Reading	36	53%	39%	8%
Minnesota Comprehensive Assessment in Writing	36	92%	3%	6%
Minnesota Comprehensive Assessment in Math	28	21%	68%	11%

## *Basic Skills Test*

**Only 12 percent of the scholars have passed all three elements of the Basic Skills Test (reading, math, and writing).** At the end of the 2008-09 year, almost all scholars (96%) had passed the writing test, and more than half (58%) had passed the reading test. Relatively few (12%) had passed the math test, though more than one-quarter had not yet taken it. Results were relatively similar for the comparison group (Figures 23-24).

### **23. Minneapolis Public Schools data: Basic Skills Test (2008-09)**

Item	Cargill Scholars (N=26)		Comparison group (N=15)	
	N	%	N	%
<b>Reading</b>				
Not passed	10	38%	5	33%
Passed	15	58%	10	67%
Not taken	1	4%	0	0%
<b>Math</b>				
Not passed	17	65%	10	67%
Passed	3	12%	3	20%
Not taken	6	23%	2	13%
<b>Writing</b>				
Not passed	1	4%	0	0%
Passed	25	96%	14	93%
Not taken	0	0%	1	7%

*Note:* Chi-square not significant.

### **24. Minneapolis Public Schools data: Cumulative Basic Skills Test status (2008-09)**

Item	Cargill Scholars (N=26)		Comparison group (N=15)	
	N	%	N	%
Must pass all areas for grade	1	4%	1	7%
Passed all areas for grade	3	12%	3	20%
Passed only one area for grade	10	38%	3	20%
Passed only two areas for grade	12	46%	8	53%

## *Grade point average*

**Average GPA of scholars was 2.10.** Of the scholars enrolled in the Minneapolis schools, more than half (54%) had a grade point average of 2.0 or lower; 12 percent had an average higher than 3.0 (Figure 25).

### **25. Minneapolis Public Schools data: Grade point average (GPA) (2008-09)**

Item	Cargill Scholars (N=26)		Comparison group (N=15)	
	N	%	N	%
1.00 or lower	1	4%	0	0%
1.01 to 1.50	7	27%	1	7%
1.51 to 2.00	6	23%	6	40%
2.01 to 2.50	2	8%	4	27%
2.51 to 3.00	7	27%	1	7%
3.01 to 3.50	1	4%	2	13%
3.51 to 4.00	2	8%	1	7%

**Note:** Chi-square not significant. The average GPA was 2.10 for scholars and 2.27 for the comparison group. The difference in average GPA for the two groups was not significant.

## *Predicted graduation status*

**The Minneapolis School District considers only 12 percent of the scholars as “on track for graduation.”** The primary goal of the Cargill Scholars program is for the scholars to graduate from high school on time in 2010. According to Minneapolis School district data, which accounts for 26 of the active Cargill Scholars, three of the scholars (12%) and three of the comparison group members (20%) are currently designated as being on track for graduation, due to their performance on the Minnesota Basic Skills Test and/or the number of credits successfully earned (Figure 26).

### **26. Minneapolis Public Schools data: Designation by district as “on track for graduation” (2008-09)**

Item	Cargill Scholars (N=26)		Comparison group (N=15)	
	N	%	N	%
On track to graduate	3	12%	3	20%
Not on track to graduate	23	88%	12	80%

**Note:** Chi-square not significant. Twenty-three scholars, and 12 comparison group students, were designated as being not on track due to their performance on the Minnesota Basic Skills Test. Twelve scholars, and 3 comparison group students, were designated as not on track due to the number of credits earned to date.

**Scholars and coaches were more likely to report that scholars would graduate on time.** Twenty-nine of the 37 scholars (78%) surveyed prior to their senior year said they would graduate on time. The remaining 15 percent said they might graduate on time. The scholars who reported they might graduate on time said they will need to do work, finish classes and credits, pass the MCAs, and increase their GPA (Figures 27-28).

---

**27. Scholar Survey: Scholars' report of high school graduation expectations (N=37)**

	<b>N</b>	<b>Yes</b>	<b>Maybe</b>	<b>No</b>
Do you think you will graduate from high school on time, in Spring 2010?	37	78%	22%	0%

---

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

**Students who responded they might graduate on time**

---

Complete everything on time and do what I need to do.

---

Do the work.

---

Finish all my classes and finish strong.

---

Getting all my credits done and picking up my GPA.

---

Getting credits and being serious about my education.

---

Go to school everyday on time and actually do my work, hand it in on time.

---

I think I have ADHD and I'm not sure what medication maybe?

---

If I pass my reading and math MCA, that's holding me back, I can graduate.

---

MCA math.

---

Passing every thing in this school year and getting credit make up.

---

To get all my credits.

Coaches felt that 75 percent of the scholars were likely to graduate on time and another 22 percent will graduate by 2012. They predicted that one scholar will not graduate. When asked why they assigned scholars to a particular graduation status, coaches highlighted characteristics of the scholars. Coaches described the scholars they predict will graduate on time as having goals, staying on-track, rising above failures, being motivated, and being able to ask for help. The scholars who may graduate on time were described as needing to make up credits, improve their attitudes, increase maturity, and apply extra effort. Coaches said the scholar who is not likely to graduate is missing credits, has poor grades, and poor attendance (Figures 29-30).

**29. Coach Survey: Scholars' likely graduation status (N=36)**

In your opinion (based on what you know about the student's abilities and situation), is this student...	Number and percentage responding yes	
	#	%
Likely to graduate in spring 2010	27	75%
Not likely to graduate on time, but will graduate before spring 2012	8	22%
Not likely to graduate	1	3%
For those students you think are not likely to graduate by spring 2012. Do you think this student would pursue a GED? <sup>a</sup>	0	0%

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

**30. Open-ended question – Coach Survey: Why would you place the student in this category?**

**Why would you place the student in this category?**

***Will graduate on time***

He has a 3.9 GPA and will easily complete the credits required to graduate the first semester of his senior year.

He is on track and passing all classes.

She has failed a few classes, but is always on top of making up her credits.

He has earned most of his credits and when he has failed, his school provides ways to make it up.

She has passed most of her classes and is on track.

She is an excellent and motivated student.

He is actually ahead in credits and is a motivated, highly intelligent student who excels academically.

She has been on track and excelled academically until last year when she struggled a bit, but should still graduate if she makes up credits.

He's earning the required credits.

She has completed all her required course work and is a motivated, bright student.

He has a lot of motivation (sports career) and support from home, school, athletics.

She is current with her credits and will graduate on time with ease!

He is a very motivated student who is current with all of his credits.

She really struggled this year emotionally and as a result her grades suffered, but I still believe she will graduate on time.

She has earned all her credits and is a bright, motivated student.

He is on track for most part. He needs to make up a semester of math and work towards passing the MCA tests.

---

**30. Open-ended question – Coach Survey: Why would you place the student in this category? (continued)**

---

**Why would you place the student in this category?**

---

***Will graduate on time (continued)***

---

She is ahead on her credits and taking courses that are preparing her for college.

---

He can graduate on time if he successfully completes summer school and gets to work next year.

---

She is on track to graduate.

---

She is attending summer school to make up credits and she will retake both MCA exams. Her goal is to play college basketball and she will achieve it.

---

If she continues to make up her failed credits, she should graduate on time.

---

He has a solid B average, is a part of PEOPLE and Admission Possible, so he's where he needs to be to graduate and is preparing for college admissions process.

---

He has passed all his classes and is currently on track to graduate.

---

Doing well with a lot of support.

---

Is on track and doing well.

---

She has passed most of her classes and those that she hasn't, has promptly made up. She seeks help when she needs it and did great academically last quarter.

---

She was so far behind in credits, but this year she's put in the extra effort to make them up so I am confident she will.

---

He will be changing schools to an art program next year. He is doing a lot of credit make up over the summer and could do more next year. It's possible for him to graduate on time, but it's not likely.

---

He could catch up if he was willing to work hard and put in some extra time.

---

She is quite far behind in credits, which makes it unlikely for her to graduate on time, but I believe with a little maturity and the right environment she can eventually pass her required course and graduate.

---

He has several failed classes to make up along with a grad tests to pass. He will be out of school for six weeks for surgery this year.

---

He could graduate on time if he passes all subjects this year and attends after school credit make up all year. He would also have to pass all math requirements for graduation which will be a challenge.

---

She has the ability to graduate, but her attitude, effort, and attendance get in her way. She is transferring to an alternative American Indian school this fall so I am hopeful this will help turn things around for her.

---

He has attended four schools and really fallen behind this last year and seems discouraged. I am currently unable to locate him or his father and fear they might have moved.

---

She is so far behind in credits and seems to struggle every spring.

---

***Will not graduate***

---

He has one-third of the credits he needs to graduate. His attendance and grades are poor as is his motivation.

---



**Coaches felt that some scholars would be able to graduate on time with additional support.** Coaches were asked what additional supports would help students graduate on time. Of the 11 scholars coaches described as likely to graduate late or not at all, they said four would be able to graduate on time with extra supports and four may be able to. When asked to describe extra supports, they suggested students needed to make up credits, attend summer school, work hard, and put in more effort (Figures 31-32).

---

**31. Open-ended question – Coach Survey: Scholars’ needs of extra assistance to graduate (N=11)**

For those students you think are not likely to graduate by spring 2010, would it be possible for the student to graduate on time with additional resources or supports?	Number and percentage responding	
	#	%
Yes	4	36%
Maybe	4	36%
No	3	27%

---

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

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

Continue to attend credit make up – counselor will encourage success in senior year classes. Internal motivation pass state MCA, support classes at school.

He would have to put in large amounts of time and effort towards credit make up. He’s not been interested in this in the past. He would also need summer school and did not show up for this summer.

He would have to take six classes each quarter and attend some credit make up classes after school.

He would need to attend credit make up for the year and keep up with his school work when he is out of school for surgery.

Possibly if she successfully completes summer school, but she is quite far behind in credits at this point. A very small supportive learning environment may help, but there really is no option that mom is willing to try in that area of the city.

Basically he would need to put in way more time and effort than he’s been willing to do in the past.

For another perspective, parents and other adults close to the Cargill Scholars were asked what their scholar needs to do to graduate from high school. Responses were divided between several categories. Respondents said the scholars need to stay focused, study harder, and improve their grades and academics. They also suggested scholars should attend school regularly and change their attitude. About one in five respondents said the scholars need more motivation and support to complete school on time (Figure 33).

---

**33. Open-ended question – Adult survey: What does your child need to do to graduate from high school?**

---

**What does your child need to do to graduate from high school?**

---

***Staying focused***

Focus and study.

He needs to stay focused and organized. Get the work done.

Stay focused and grounded.

To focus more on his studies. He's too laid back about things. He needs to work harder.

***Improve grades and academics***

Improve grades and pass classes.

Keep grades up. Be responsible and on top of homework.

Make up credits. Any help would be appreciated.

Making up any missing credits and staying on track.

Tutoring – help with reading, organization, change of attitude for Scholar must come from him.

Must pass all subjects to graduate on time – maybe tutoring from the school.

***Study harder***

Keep studying.

Study harder and get his grades up. Volunteer work.

Study harder than before. English not spoken or read at home so that may be a barrier.

Study harder; hang out with friends who are positive.

To study harder, push and try harder this year.

***Needs motivation and support***

Get motivated and attend school on regular basis.

More motivation and me being more on his back.

Needs motivation to improve grades and do well in school.

He needs someone like you to coach him with what he has to do senior year.

Be on top. Be on time and improve grades.

She needs more support. Not prepared for exams and classes.

***Change attitude***

Change his attitude. Don't let pride hold him back. Be more of a leader.

He needs to crack down and try harder. His only barrier is himself. He needs to take responsibility for himself.

Scholar needs to realize that it's up to him to graduate. I can't do it, the school can't do it. Scholar has to put in the work and the time. He just doesn't want to do it. He has to mature and get it done.

He needs to get his head in the game and start working. He'll be 18 next year and then he's on his own.

---

## *Planning for post-secondary education*

### **Classes and activities to prepare for college**

**One-quarter of the scholars do not know if they have an established education and career plan.** The Cargill Scholars who attend school in Minneapolis are part of the first group of students required to have an academic plan called “My Life Plan.” Students in St. Paul complete a “Six-Year Plan.” When they were asked, 60 percent of the scholars said they had a plan and all of them said the plan will help them attend college. One-quarter of the scholars (24%) do not know if they have a plan (Figure 34).

**Two out of three scholars said they are taking classes to prepare for post-secondary education; fewer said they have enough credits to graduate.** All of the scholars were asked if they are taking classes that will prepare them to attend school after college. Sixty-five percent of the scholars replied “yes.” The remaining scholars replied either “no” (13%) or “I do not know” (15%) (Figure 34).

---

#### **34. Scholar Survey: Scholars’ report of high school academic plans (N=37)**

	<b>N</b>	<b>Yes</b>	<b>No</b>	<b>I don’t know</b>
Do you have an academic plan that will guide you through high school and following graduation (such as “My life plan” or the “6 year plan”)?	37	60%	16%	24%
If you follow the plan, will it prepare you to attend college or another school after high school?	22	100%	0%	0%
Are you taking classes that will prepare you for college or another school after high school?	37	65%	19%	16%
Have you completed the credits you need to graduate on time, in Spring 2010?	37	46%	30%	24%

### **Applying to school**

**Half the students are ready to apply for college.** When asked, 53 percent of the Cargill Scholars said they were ready to apply for college or another school. Some said they had already started the process, others said they were ready because they know what is entailed in the process, they are motivated, they have skills, and they know where they want to go and do for a career. The scholars who said they are not ready to apply to school attribute it to their grades, credits, SAT scores, or the need to finish school (Figures 35-37).

---

**35. Student Survey: Readiness to apply to post-secondary education (N=36)**

	<b>N</b>	<b>Yes</b>	<b>No</b>
Do you think you are ready to apply for college or another school?	36	53%	47%

---

**36. Open-ended question – Scholar Survey: Do you think you are ready to apply for college or another school? If yes, why?**

---

**Do you think you are ready to apply for college or another school? If yes, why?**

---

I got all the info.

Because I have done some things to get to college.

Ready to live for myself.

I know what schools I might want to go to.

I'm ready to get my own life going, successful.

Because I already started.

Because I am motivated to and I'm ready to look toward college.

I now know what it takes to apply and prepare.

Because I am very confident in my last year of high school.

Yes, I am prepared and know how to apply for schools.

I am interested in starting my own career and going for higher education.

Because I am ready to start a new chapter in my life, and I know my high school has prepared me well.

Yes, I am ready to learn for better opportunities.

I have strong interests in majors and I want expand my knowledge on these things.

On task.

Because I already know what I want to do and I feel I am ready.

I feel like I have many skills I received over the summer.

My school has prepared me as well as the programs I'm in.

---

---

**37. Open-ended question – Scholar Survey: Do you think you are ready to apply for college or another school? Why not?**

---

**Do you think you are ready to apply for college or another school? Why not?**

---

***Finish school***

---

Need to finish high school.

---

Because I'm not done with school.

---

***Grades, credits, or ACT***

---

I need to retake the ACT.

---

I haven't taken my ACT or passed my test I'm supposed to pass.

---

Because my grades are bad and I haven't taken the SAT or ACT yet.

---

Because I haven't gotten all my credits.

---

Because I do not have all the credits I need.

---

Focusing on getting my grades up first.

---

I still need to catch up on some credits and stay focused all year long.

---

***Not sure***

---

Don't know how to at the moment.

---

I'm not ready and haven't done any volunteering work or any of the things required to.

---

I'm not sure what I want to do or go at.

---

Because I'm not sure which school to go to.

---

I need more time.

---

Easy help.

---

Scared.

---

**Scholars have different levels of preparation for college.** At the end of their junior year in high school, 63 percent of the Cargill Scholars had taken the SAT or ACT and 92 percent planned to take the tests during their senior year. Fewer scholars had started putting the pieces together for post-secondary applications: 39 percent had started their personal essays; 53 percent had identified who would write reference letters; and 56 percent had documented their extra-curricular activities. Three-quarters of the scholars reported having done volunteer work.

Most scholars expressed ideas about where they want to go to school. Nearly 80 percent had visited colleges or other schools (77%) or decided what characteristics are important to them (78%). In addition, 82 percent of the scholars had identified what schools they want to apply to. These schools ranged from the University of Minnesota and other state schools to smaller, private schools such as Beloit, or a two-year school such as Minneapolis Community and Technical College (Figures 38-39).

**38. Student Survey: Preparation for applying to college (N=36)**

	N	Students responding "yes"	
		#	%
Have you taken the ACT or SAT?	35	22	63%
Do you plan to take the ACT or SAT next school year?	36	33	92%
Have you identified who you will ask to write reference letters?	36	19	53%
Have you documented your extracurricular activities?	36	20	56%
Have you done any volunteer work?	35	27	77%
Have you decided what characteristics of a school are important to you (i.e., location, size, curriculum, cost)?	36	28	78%
Have you started writing your personal essay?	36	14	39%
Have you visited any colleges or other schools?	35	27	77%
Have you identified what schools you would like to apply to?	33	27	82%

**39. Open-ended question – Scholar Survey: Have you identified what schools you would like to apply to? If yes, where are you going to apply to school?**

**Have you identified what schools you would like to apply to? If yes, where are you going to apply to school?**

Any school that would help me further my education to the highest level.

Augsburg, U of M, NDSU.

Beloit, St. Olaf, University of Wisconsin-Madison, University of Minnesota, Carleton College, Howard University, St. Thomas.

California Creative Arts.

Houston Tillison in Austin, Texas.

Howard, Fisk, Hampton, Georgia State.

I applied to UW-Madison and am thinking about Bethel University.

I want to apply at Mankato State University and ITT Tech maybe.

I wanted to try U of M (Morris), but I'm not sure.

Maybe Morehead College.

MCTC, NCU, U of M.

MCTC. International Arts and (Design) Institute, MCAD, Dunwoody College, Brown College.

Minnesota School of Cosmetology.

Morehouse College, Clark Atlanta, Florida A&M.

Southern Cal, Oklahoma University, Notre Dame, Florida, Ohio State.

U of M, Augsburg, Normandale, or Aveda.

**39. Open-ended question – Scholar Survey: Have you identified what schools you would like to apply to? If yes, where are you going to apply to school? (continued)**

**Have you identified what schools you would like to apply to? If yes, where are you going to apply to school?**

U of M, St. Cloud State, U of Illinois.

UW-Madison, UM-Minnesota, UM-Duluth.

University of Minnesota – Duluth and maybe St. Thomas later in college years.

UW-Madison, St. Thomas, Augsburg, St. Olaf.

UW-Madison, U of M Twin Cities, other small schools.

UW-Madison, U of M, and MN State. St. Thomas, St. Kate's, Beloit.

Not sure but probably MCTC.

I'm going to apply at MCTC.

MCTC.

Yes, most likely MCTC.

I want to go to that free college at MCTC.

**College preparation programs**

**One-third of the scholars reported involvement in college preparation programs.**

Twelve of the 35 (34%) scholars who answered this question said they were involved in college preparation programs. The identified programs include Admission Possible, AVID, Destination 2010, and the PEOPLE Program (Figures 40-41).

**40. Scholar Survey: Scholars' involvement in college preparation programs**

	N	Number and percentage responding "yes"	
		#	%
Are you involved in any college preparation programs such as Admission Possible, Educational Talent Search, Upward Bound, or YCAP?	35	12	34%

---

**41. Open-ended question – Scholar Survey: Are you involved in any college preparation programs such as Admission Possible, Educational Talent Search, Upward Bound, AVID, or YCAP? If yes, which programs?**

**Are you involved in any college preparation programs such as Admission Possible, Educational Talent Search, Upward Bound, AVID, or YCAP? If yes, which programs?**

---

Admission Possible, Destination 2010, Cargill Scholars.

---

Admission Possible. (2)

---

AVID. (4)

---

AVID, D2010/Cargill Scholars.

---

Destination 2010, College seminar at school.

---

PEOPLE Program.

---

**Financial assistance**

**Many scholars will need financial aid to attend post-secondary school.** Three-quarters of the scholars said they will need financial aid to attend school after high school and 22 percent said they had not thought about whether they will need financial aid. However, only 25 percent of the scholars identified sources of financial aid they will pursue (Figures 42-43).

---

**42. Scholar Survey: Scholars perception of need for financial aid (N=37)**

Will you need financial aid to attend college or other school after high school?	Number and percentage responding	
	#	%
Yes	28	76%
No	1	3%
I have not thought about it	8	22%

---

**43. Scholar Survey: Scholars report of options for financial aid (N=36)**

Have you identified any sources of financial aid you will seek in order to attend school after high school?	Number and percentage responding	
	#	%
Yes	9	25%
No	13	36%
I have not thought about it	14	39%



**Awareness of financial aid is limited.** The majority of the scholars (89%) know “a lot” or “a little” about the scholarship offered by Destination 2010 and 70 percent know “a lot” or “a little” about scholarships from individual schools and completing the Free Application for Federal Student Aid (FAFSA). More scholars said they know “not much” or “nothing” about scholarships from private sources (52%), public and private loans (57%), government grants (57%), or college savings accounts (31%).

Scholars said they intended to apply for a variety of scholarships and financial assistance for school including scholarships from Big Brothers/Big Sisters or Destination 2010, sports scholarships, loans, and financial aid after filling out the FAFSA.

Parents and adults were also asked how Cargill Scholars coaches can help families access financial aid opportunities. While a few adults said they were familiar with the financial aid process, the majority said they needed information and assistance. Some mentioned the FAFSA forms, the Destination 2010 scholarship, and additional guidance to fill out applications. Some families had specific concerns about immigration status or their home language and ability to understand the materials (Figures 44-46).

---

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

How much do you know about...	N	A lot 4	A little 3	Not much 2	Nothing 1	Mean
Scholarships from individual schools?	37	19%	51%	27%	3%	2.9
Scholarships from private sources?	37	11%	41%	43%	4%	2.6
Public and private loans?	37	8%	49%	32%	11%	2.5
Government grants?	37	14%	43%	24%	19%	2.5
Applying for financial aid (i.e., completing the Free Application for Federal Student Aid)?	36	8%	62%	16%	11%	2.7
College savings accounts, also known as 529 accounts?	36	0%	31%	42%	28%	2.0
The scholarship offered by Destination 2010?	37	46%	43%	11%	0%	3.4

---

**45. Open ended question – Scholar Survey: Where do you intend to apply for financial aid or what scholarships do you intend to apply for?**

**Where do you intend to apply for financial aid or what scholarships do you intend to apply for?**

---

Basketball scholarships, D2010 Scholarships, Big Brother/Big Sister scholarships, African American woman scholarships.

---

Concordia.

---

D2010, People scholarships, Big Brothers/Big Sisters scholarship, Boys and Girls Club, etc.

---

Destination 2010.

---

FAFSA, Alan Page.

---

FAFSA, Destination 2010, PEOPLE program.

---

FASFA, D2010. I plan to sign up for more as well.

---

I don't know yet. I applied for the beat the odds scholarship and the 2.0 GPA scholarships.

---

I intend to get financial aid through the FAFSA and the Big Brothers/Big Sisters program scholarship select schools.

---

Private scholarships.

---

Schools, race.

---

Work and other places.

---

You can at school.

---

I want a scholarship for soccer.

---

I'm not sure. Maybe some loans or financial aid.

---

***Not sure***

---

I am not sure where I intend to apply for financial aid or for what scholarship I would be eligible for.

---

I don't know at this moment.

---

I don't know. (3)

---

None. (2)

---

Not sure yet. (7)

---

---

**46. Open-ended question – Adult survey: How can I help you access financial aid opportunities for your child?**

**How can I help you access financial aid opportunities for your child?**

---

***General information and assistance***

---

Any classes or information. FAFSA training.

---

Doesn't know much about financial aid or scholarships so would appreciate information.

---

Familiarize family with financial aid process and FAFSA.

---

Gather information and share with mom.

---

Help with financial aid and scholarships. Any help you can give would help us.

---

I am very concerned about money. I don't have it and I want her to go all the way with your help in all areas. I can't do it. I need you to.

---

I never went through it with my others so I need your help with information.

---

I'd need help – financial forms.

---

Inform about D2010 scholarship workshops.

---

Let mom know any information or scholarship opportunities.

---

Make me and him aware of scholarships, help with forms.

---

Need lots help in this area. Any information would be helpful.

---

Provide resources and links. Help him with college applications and scholarships.

---

Providing information and help fill out applications. Be available for questions.

---

Sure. There's no way I can pay for even a two year college. Your help would be great.

---

To help the best I can so he can get the most financial aid and grants he can.

---

***Other concerns***

---

Whatever help you can give. Her sister had a 3.9 and got a good scholarship so I know nothing about this.

---

Talk to people you know and tell them about Scholar and that he is deserving.

---

Scholar has specific financial needs due to his undocumented status so will have to look into different avenues and keep family informed.

---

Well, he needs to graduate first. If he enters the military they will keep him.

---

If needed, we can walk through.

---

Whatever you can do would be helpful.

---

***Parent is familiar with financial aid***

---

Mom is familiar with financial aid. More information on Power of You.

---

Mom is in school and so is familiar with financial aid but is interested in D2010 scholarship.

---

I'm pretty knowledgeable about financial aid.

---

I went to MCTC so I know who to talk to when the time is right. I don't want to waste my time now. I know how to fill out financial aid forms. When I see him doing his part, I'll get busy and you can help me.

---

---

**46. Open-ended question – Adult survey: How can I help you access financial aid opportunities for your child? (continued)**

---

**How can I help you access financial aid opportunities for your child?**

---

***Help in languages other than English***

---

Needs help with applying and finding out what's available. Financial aid workshop in home language.

---

Give us as much information in Spanish as possible.

---

Will need help applying for financial aid, etc. in Spanish.

---

Needs information in Spanish.

---

Mom doesn't know much about financial aid so any help with Hmong interpreter would be helpful.

---

***Predicted post-secondary education enrollment***

**Scholars were more likely than coaches to predict scholars will attend school after high school.** Eighty-nine percent of the scholars said they would attend school after high school, and 8 percent said they may attend post-secondary education. Those that said they may attend post-secondary education said earning good grades, having a goal, being motivated, and receiving scholarships would help make it possible to go school.

Coaches predicted that 67 percent of the scholars would enroll in school after high school and an additional 28 percent (10 scholars) may enroll. They thought that two students would not seek any post-high school education. Coaches added students who will likely attend post-secondary education have good grades, and are good students with goals and motivation. Students that may attend school were described as lacking motivation, being uncertain, or having poor grades. The other students are behind academically or have an interest in the military and will likely not pursue post-secondary education.

Coaches said slightly less than half of the students (46%) are taking appropriate steps to apply for post-secondary education such as taking the SAT or ACT, participating in college preparation programs, visiting colleges, or taking challenging classes. The students who are not designated as taking appropriate steps to apply for post-secondary education have been focusing their attention elsewhere, making up credits, struggling to stay in school, or are feeling uncertain about what they want to do (Figures 47-52).

---

**47. Scholar Survey: Scholars' report of post-high school academic plans**

	<b>N</b>	<b>Yes</b>	<b>Maybe</b>	<b>No</b>
Do you think you will attend college or another school after high school?	37	89%	8%	3%

---

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

---

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

---

Bringing my GPA up and take my ACT.

---

Get my life straight, go to school on time and turn everything in.

---

Good grades.

---

Have a goal that you can follow and follow it strongly.

---

I need to get all my credits and get everything done.

---

Scholarships, my own motivation.

---

---

**49. Coach Survey: Prediction of post-secondary education enrollment (N=36)**

	<b>N</b>	<b>Yes</b>	<b>Maybe</b>	<b>No</b>
In your opinion (based on what you know about the student's abilities and situation), this student will enroll in college or another school after high school?	36	67%	28%	6%
In your opinion (based on what you know about the student's abilities and situation), this student taking appropriate steps to apply for post-secondary education?	37	46%	0%	54%

---

**50. Open-ended question – Coach Survey: Why do you think this student will or will not attend school after high school?**

***Why do you think this student will or will not attend school after high school?***

---

***Will likely attend school***

I think she has the grades to enroll in a two year school and perhaps eventually continue.

Is a great student.

He has goals and interests and is totally capable of succeeding in college.

I think she has goals and aspirations and with support and guidance, I believe she will pursue some sort of post-secondary.

She is in PEOPLE and has goals of higher education.

Again, he is incredibly bright and motivated. He has goals for himself and I have no doubt he'll reach them!

She has an excellent GPA and is very motivated to attend a four year college.

She has always had this goal and she is a bright student.

She's motivated to do so and has the grades and work ethic to be successful!

She has had the goal of going to Cosmetology school since I met her.

She wants to become a nurse and play Division I or II basketball and college is required. She's a motivated young woman!

He has had goals and preparing for college since I met him.

***May attend school***

If she gets her credits made up, I could see her going onto another program with a little guidance.

She doesn't speak often of post-secondary goals, but could succeed if she found the right program.

He seems to lack the motivation to stick with something and succeed.

She seems uncertain about her future and has little drive and motivation.

He has the ability, but currently lacks the motivation to do what needs to be done.

I'm not sure what her interests are, and whether she wants to pursue post-secondary.

I think she is very bright and has potential, so once she gets back on track I could totally see her pursuing some sort of post secondary.

He's interested in enrolling in a two year program but will need remedial work to be successful.

He's interested in going on after high school, but his grades are quite low and he would need to graduate from high school first.

It all depends on her ability to stay in school and do well.

***Will not likely attend school***

She is far too behind academically to earn enough credits on time. I fear she will become discouraged and continue negative choices such as using drugs.

He is interested in the military.

***Don't know***

He has a consistent interest in Culinary Arts. If he could graduate or get a GED, he could attend school for this.

---

---

**51. Open-ended question – Coach Survey: Is the student taking appropriate steps to apply for post-secondary education? Why?**

**Is the student taking appropriate steps to apply for post-secondary education? Why?**

---

A lot of school support that requires.

---

He has taken ACT and is in IB where there is a large focus on college prep. Admission Possible.

---

He has taken the ACT and will retake it. He's begun his college search and I've taken him on college visits.

---

He is in AVID and Admission Possible and that helps with college prep.

---

He was on track until spring quarter. He has an ACT score better than most of my students.

---

He's in AVID and has researched colleges, taken the ACT twice and is working at colleges.

---

He's taken the ACT and visited several colleges already.

---

He's taken the ACT, requested letters of recommendation and in the process of applying to colleges.

---

Minimally, but has taken ACT prep and has asked questions about college and scholarships.

---

Probably a minimum, but his school provides support and guidance and his athletic ability has put a lot of pressure, but opportunity.

---

She has a good ACT score and will retake it this fall. She's in the process of exploring schools and has visited two.

---

She is in PEOPLE, so has had a lot of college prep.

---

She is taking some IB and other advanced classes.

---

She's signing up for the fall ACT and starting to research colleges.

---

Somewhat. Has been involved with PEOPLE, but didn't do program this year.

---

We've been working on college search and he's had several college visits.

---

With help from PEOPLE and Admission Possible.

---

---

**52. Open-ended question – Coach Survey: Is the student taking appropriate steps to apply for post-secondary education? Why not?**

---

**Is the student taking appropriate steps to apply for post-secondary education? Why not?**

---

Doesn't seem interested right now and is focused on credit make up.

---

Due to her pregnancy and prep for the baby, her focus is more personal right now rather than educational.

---

Focusing on credit make up.

---

For her post-secondary goals, she wouldn't need ACT, but we recommended and she did not follow through.

---

He has started the process, but has not put the time and effort into planning, searching, etc. I believe he will do this his senior year. Minimal planning, but typical for his age and stage.

---

He is short too many credits to focus on post-secondary yet.

---

He is struggling to stay in high school.

---

He needs to focus on getting caught up first.

---

He seems to lack motivation when it comes to academics. His school is very pro-active with post-secondary planning so things will get done.

---

He's behind, but he has gone on a few college trips and I talked to him and mom about taking the ACT in October.

---

He's still 22 credits away from graduation.

---

I do not think she has done any of the above.

---

I don't think she's certain of what she wants.

---

I think she has had so many other things going on this past year.

---

I think there is a lack of knowledge, parental push, and motivation. Very typical teenage behavior of procrastinating.

---

Is focusing on credit make up.

---

It's not a realistic goal for him at this time.

---

She has been focused on making up failed credits.

---

She has not signed up to take ACT even after multiple proddings.

---

She's not there yet.

---

### ***Future career plans***

**Most of the Cargill Scholars have ideas about future careers.** Of the 37 scholars who completed forms, 29 had ideas about careers they would like to pursue. Their chosen careers represented the arts, science, medical, business, math, and legal fields. A few scholars had a broad range of interests such as business and social work or fashion design and nursing. Fifty-four percent of the scholars said their chosen career would require a



four year college degree (38%) or an advanced degree (16%). A quarter of them (27%) did not know what level of education they would need (Figures 53-54).

---

**53. Open-ended question – Scholar Survey: What type of career would you like to pursue?**

**What type of career would you like to pursue?**

---

A career in the arts and business.

---

A filmmaker and a comic book artist.

---

I would like to work in business and management.

---

Well, actually I would enjoy a career in Business Management.

---

Business and arts.

---

Business, acting, singing, modeling, pre-natal nurse, or social worker.

---

Business, psychology, social work, and education. Physical therapy.

---

Computer engineering or something to do with sports.

---

I really don't know. Just think I could learn more about computers.

---

Construction, Law.

---

Cosmetology and nursing.

---

A career in the medical field.

---

Dental Assistant.

---

Dental Hygienist, Surgical Tech.

---

Dentistry, Engineer.

---

Doctor.

---

Engineering.

---

I am pursuing education.

---

I want to be a nurse.

---

I would like to become a probation officer.

---

I would like to pursue my career as of being a fashion designer for modeling and to pursue of being a nurse.

---

Librarian.

---

Medical or fashion designer.

---

Music, producer.

---

Nursing field.

---

Photography.

---

Something in medical school or law school.

---

Sports medicine, communication.

---

Veterinarian.

---

---

**53. Open-ended question – Scholar Survey: What type of career would you like to pursue? (continued)**

**What type of career would you like to pursue?**

---

***Uncertain***

---

Uncertain right now.

---

Not really sure yet.

---

I really don't know what I want to do after high school yet.

---

Undecided.

---

I don't know.

---

I'm not sure yet, I'm still looking.

---

I'm not too sure yet.

---

I am not sure yet but maybe something with computers.

---



---

**54. Scholar Survey: Education needed to pursue chosen career (N=36)**

<b>What education do you need to pursue that career?</b>	<b>Students responding "Yes"</b>	
	<b>#</b>	<b>%</b>
High school diploma	2/36	5%
Two year technical or associates degree	5/36	14%
Four year college degree	14/36	38%
Advanced degree (i.e., Masters, Law, PhD., etc.)	6/36	16%
Don't know	10/36	27%

# Motivation to do well in school

**Half the scholars said they are “very motivated” to do well in school.** The Cargill Scholars described themselves as either “very motivated” or “somewhat motivated” to do well in school. Scholars said their parents, desire to have a good education or job, peers, Big Brothers, and family all motivate them to do well.

Parents and other adults had similar responses to what or who motivates scholars to do well in school. They included family members, mostly parents and siblings. In addition, adults also mentioned that the scholars were a source of motivation for themselves, especially when they have support and encouragement. One respondent said, “She is motivated when people have faith in her.” Teachers and classes were also cited as sources of motivation. A few adults mentioned the difficulty they have encountered trying to motivate students (Figures 55-57).

---

## 55. Scholar Survey: Motivation to do well in school (N=36)

How motivated are you to do well in school?	Students Responding	
	#	%
Very motivated	19/36	53%
Somewhat motivated	17/36	47%
Not motivated at all	0/36	0%

---

## 56. Open-ended question – Scholar Survey: How motivated are you to do well in school? What or who motivates you to do well in school?

**How motivated are you to do well in school? What or who motivates you to do well in school?**

Family/friends, self-confidence/motivation, everyone who believes in me.

Dad, mom, counselor, friends.

Dad.

Family and friends.

Family and teachers, friends.

Friends and family are my main motivators.

Good education to do well in life.

I just don't know how to get motivated but sometimes I think it's the ADHD or ADD whatever it's called.

I motivate myself to do better for myself. My mother somewhat pushes me to focus more.

---

**56. Open-ended question – Scholar Survey: How motivated are you to do well in school? What or who motivates you to do well in school? (continued)**

**How motivated are you to do well in school? What or who motivates you to do well in school?**

---

I want to have a suitable job.

---

I'm not sure.

---

If I do well in school, I'll graduate.

---

Me, I just want to see what my future will be like.

---

Mom motivates me. Big Brother motivates me.

---

My dad and peers.

---

My family and my dreams to be good at whatever I want to do.

---

My family and the need to be successful.

---

My goals and aspirations keep me motivated.

---

My mom and cousins motivate me to do well, to be successful in the future.

---

My mom and daughter.

---

My mom, dad and relatives.

---

My mom's negativity, family, my strive.

---

My parents and the fear of getting an F and the fear of ranking lower.

---

My teachers.

---

My whole family.

---

Because I want to be able to make it.

---

Myself and my parents.

---

Myself, my liaison and a few teachers.

---

Myself, my sister and older brother and my dad.

---

Myself.

---

Parents.

---

Patricia, mom.

---

That I don't want to be working in a fast food restaurant all my life.

---

To get out of school.

---

---

**57. Open-ended question – Adult survey: Who or what motivates your child to do well in school?**

**Who or what motivates your child to do well in school?**

---

***Parents and family***

---

Family and parents encourage and support her to do well.

---

Family encourages her to pursue education.

---

Her parents.

---

Her sisters and brother, uncle, and mom.

---

His family, his siblings, you.

---

His mom and dad.

---

His older brothers who are in college.

---

Home, mom.

---

Mom and her best friend, scholar.

---

Mom, family, friends, sports, and coaches.

---

Mom, herself.

---

Mom, his family members.

---

Mom. (2 respondents)

---

Parents understanding each other.

---

Parents, of course.

---

# Support for post-secondary enrollment

## *Influence from friends and family*

**Scholars have support for attending school after high school.** As the scholars near high school completion, they have people in their lives that encourage them to attend school after high school. All of the scholars reported the Cargill Scholars coaches, friends, teachers, program staff, and parents encourage them to further their education. Between 86 and 97 percent said other family members, other school staff, and other adults from the community encourage them (Figure 58).

---

### 58. Scholar Survey: Scholars' report of support for attending school after high school (N=36)

Do the following people encourage you to go to college or another school after you finish high school?	Yes	Sometimes	No
Friends	75%	25%	0%
Parents	92%	8%	0%
Other family members	81%	11%	8%
Teachers	86%	14%	0%
Other school staff	75%	22%	3%
Staff from programs you participate in	86%	14%	0%
Other adults from your community (i.e., neighbors, people from church)	69%	17%	14%
Cargill Scholars coaches	94%	6%	0%

When they were asked about their friends' intentions to attend school after high school, 81 percent of the scholars said most of their friends will continue their education. One-fifth of the scholars said some of their friends would go to college or another school after high school (Figure 59).

---

### 59. Scholar Survey: Scholars report of their friends' intentions for school after high school (N=36)

Do your friends intend to go to college or another school after high school?	Number and percentage responding	
	#	%
Most of them probably will go to college or another school.	29/36	81%
Some of them will probably go to college or another school.	7/36	19%
Most of them will not go to college or another school.	0/36	0%

## ***Big Brothers and Big Sisters***

During the early years of the Cargill Scholars program, all of the scholars were matched with a mentor through the Big Brothers/Big Sisters program. Seventeen scholars reported that they still have a Big Brother/Big Sister. Of those, 94 percent said their Big encourages them to go to school after high school. Most of the scholars described their current relationship in positive terms using words such as unique, special, part of the family, a good bond, and fun. A few said they had limited or no contact (Figures 60-61).

---

### **60. Scholar Survey: Report of Big Brothers and Big Sisters?**

	Students Responding "Yes"	
	#	%
Do you have a Big Brother or Big Sister?	17/33	52%
Does your Big Brother or Big Sister encourage you to go to school after high school?	16/17	94%

---

### **61. Open-ended question – Scholar Survey: Describe your relationship with your Big Brother or Big Sister**

---

#### **Describe your relationship with your Big Brother or Big Sister**

A good relationship.

It's great we are good friends and just get along very well.

Our relationship is unique and special.

We call and get together sometimes maybe once or twice every couple of months.

We get along very well.

We have a very good bond. He is like a family member.

We meet about every two weeks and bake cookies or go on an outing.

We talk every once in a while not as much as we used to.

Well, we have a good relationship and are always having fun.

No contact.

Haven't talked to her in a long time.

I no longer talk to her, we lost contact a long time ago.

## *Support from Cargill Scholars program*

**Scholars found program components to be helpful.** During high school, active Cargill Scholars have been assigned to one of two academic coaches. These coaches were charged with helping the scholars navigate through high school and prepare for post-secondary education. Scholars were asked their opinion of various components offered or facilitated by the coaches. All of the student said their relationship with their Cargill coach was “very helpful” (65%) or “somewhat helpful” (35%). Between 54 and 61 percent of the students said the school check ins, college search assistance, tutoring, informal visits, and visits to colleges or other schools were “very helpful.” Most of the remaining students said they were “somewhat helpful.” Students were more likely to classify home visits, phone calls, after school meetings, and Destination 2010 events as “somewhat helpful.”

When asked which were the most helpful components, students grouped their answers into the categories of coaches, college search assistance, home visits, school check-ins, and academic help. They further mentioned that the coaches understand them, care about them, and help motivate them, they also provide advice, and help the students stay on track.

When parents and adults were asked about the most beneficial part of Cargill Scholars academic advising program, respondents most frequently mentioned the support system offered by the coaches. Others mentioned the resources and information provided to the scholars and parents, or the academic support. One respondent said, “The school system was so hard for me to navigate. Having you help me has been invaluable” (Figures 62-64).

---

### **62. Scholar Survey: Helpfulness of the Cargill Scholars program components?**

<b>How helpful the following components of Cargill Scholars have been to you academically</b>	<b>N</b>	<b>Very helpful 3</b>	<b>Somewhat helpful 2</b>	<b>Not helpful at all 1</b>	<b>Mean</b>
Relationship with my Cargill Coach	37	65%	35%	0%	2.7
School check-ins – Academics	36	61%	39%	0%	2.6
College search assistance	34	62%	32%	6%	2.6
Tutoring	23	57%	35%	9%	2.5
Informal visits such as lunch or coffee	31	55%	42%	3%	2.5
Visits to colleges or other schools	35	54%	43%	3%	2.5
Home visits	37	49%	49%	3%	2.5
Phone calls or emails to check-in	36	42%	50%	8%	2.3
After school meetings – homework help	28	39%	57%	4%	2.4
Destination 2010 events	34	35%	50%	15%	2.2
Other	1	0%	100%	0%	2.0

*If you have not used a component, please mark “Not applicable.”*



---

**63. Open-ended question – Scholar Survey: Which of the components listed above were the most helpful and why?**

---

**Which of the components listed above were the most helpful and why?**

---

***Coaches***

---

Coach, she's been there for me, very helpful. College visits, preparing for future.

---

I personally believe that having access to all of these things are helpful, but yet being able to have a coach to give advice and follow you the whole way through is the best component.

---

Meeting with my D2010 coach, because she helped me really understand what I have to do to succeed.

---

My coach because she is a friend, she supports me and she keeps track of my grades for me.

---

My relationships with Cargill Coach because we have an understanding with each other.

---

Phone calls or e-mails to check-in, because it helped me build a strong relationship with my counselor.

---

Relationship with coach and school check ins.

---

Relationship with my Cargill Coach has been most helpful. She has been helping search for colleges and universities and has been a real good friend.

---

Relationship with my coach, she's extremely welcoming, and helping me with my academics.

---

Retain relationship with my Cargill Coach because she cares academically and personally.

---

***College search assistance***

---

The visits to colleges or other schools because I really liked the MSU Campus. It was cheap and they teach what I want to learn.

---

The college search assistance and relationship with my coach because they have made things much easier.

---

Cargill, they took us to colleges and taught us to be prepared and how to be successful.

---

College search assistance, to help know what schools provide education.

---

***Home visits***

---

Home visits because I could tell you guys really wanted for me to do good.

---

Home visits to get me back on track with my school work.

---

Home visits, schools check-ins. Informal, because shows sign that they actually care.

---

Home visits.

---

---

**63. Open-ended question – Scholar Survey: Which of the components listed above were the most helpful and why? (continued)**

---

**Which of the components listed above were the most helpful and why?**

---

***School check-in***

---

School check-in because I sometimes worry if my grade don't reach that expectation, so I work hard for my grade to go up.

---

School check-in, face-to-face and helpful thoughts and great advice.

---

School check-ins and home visits because it helps motivate me more. Also it reminds to work harder.

---

School check-ins because she motivates me to complete my work.

---

School check-ins because they keep up with my academics and keep me on track.

---

School check-ins, academics and home visits were the most helpful to help me achieve and finish my works on time.

---

School check-ins, emails and phone calls.

---

School check-ins.

---

School visit because I realize that I need to work on that month.

---

***Academic help***

---

After school homework, to get help with school work.

---

The tutoring because it helped me with the stuff (like math) when I needed it (even though I didn't see at the time).

---

Homework help from teachers.

---

Tutoring, because that helped me build up my confidence and understand skills better and when my D2010 coach visit me on a regular basis.

---

Tutoring, I really needed it.

---

Tutors, check-ins.

---

***Other***

---

Don't know.

---

---

**64. Open-ended question – Adult survey: What has been the most beneficial part of Cargill Scholars high school academic advising program?**

**What has been the most beneficial part of Cargill Scholars high school academic advising program?**

---

***Support system***

---

Counseling and coaching.

---

Good support system for Scholar.

---

All the people helping her with her education. I can only be thankful.

---

Cargill has helped Scholar a lot in every way.

---

Helped him get where he is today – all the help and support to move him along.

---

Support and help provided, the resources, and your help to keep him motivated.

---

Support and information from me.

---

Support of liaison.

---

You – he's not part of D2010 anymore. You've stuck with him. I wish I'd had someone like that when I was his age.

---

Someone who's there to help him stay organized and on track. You have been valuable. Scholar needs to take advantage of it.

---

The help and support given to him by you and everyone.

---

Providing information and resources.

---

A lot of information, opportunities, liaison support, school/liaison connection.

---

Assistance and help from you in the past and in the future.

---

***The resources and information***

---

There has been opportunities and information, but Scholar has not always taken advantage of them so may not have benefitted.

---

The resources – your support of him has been great. You've built a good relationship with him. That's what's important.

---

The flow of information. Keeping up on things, knowing what's needed.

---

You keeping me informed on credits.

---

***Academic support***

---

Checking his grades at school and communicating with parents since they don't speak English.

---

Checking on student at school and following up on academics.

---

Having you to help with his school. It's been a great help to have you. The school system was so hard for me to navigate. Having you to help me has been invaluable.

---

The focus on Scholar's education. Helping Scholar learn what it takes to get ahead. It has helped him blossom. He seems more worldly – can converse well in English. You have continued to encourage him no matter what.

---

Keeping on top of missing credits and other options.

---

Tutoring at school. Helping Scholar at school.

---

---

**64. Open-ended question – Adult survey: What has been the most beneficial part of Cargill Scholars high school academic advising program? (continued)**

**What has been the most beneficial part of Cargill Scholars high school academic advising program?**

---

***Other comments***

---

My role in assisting.

---

You have done a good job from your end but I haven't been involved in D2010. You've been the biggest help.

---

Continue program.

---

All services were good and helpful.

---

In mom's eyes Cargill has helped in many ways.

---

It's wonderful. You have helped shape Scholar and invested in his life. It has helped a lot.

---

### ***Future support from Cargill Scholars coaches***

**Scholars and adults offered advice on how Cargill Scholars coaches could help during senior year.** In addition to what has been helpful for them, the scholars identified ways the coaches can support them during their last year of high school. Scholars specifically said they would like the coaches to continue offering support, especially providing encouragement, pushing them, and offering support. Other scholars requested help getting into good colleges, looking for scholarships, or academic help (Figure 65).

The adults associated with Cargill Scholars also gave ideas for helping the scholars such as providing support and ongoing communication. There were requests for the coaches to stay involved with the scholars and continue to encourage them to do well. Additional suggestions included providing resources, specifically academic assistance and tutoring, and monitoring academics to keep the scholars on track for graduation.

In order to help themselves assist their students this school year, the adults requested that the coaches provide information about academics and how their scholar is doing at school. They also requested that the coaches encourage the scholars and parents and assist them in finding resources such as college preparation programs and scholarships. A few respondents requested that the coaches continue what they have done and provide whatever resources they see as needed (Figures 66-67).

---

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

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

---

***Continue with what they are doing***

---

Already helpful enough.

---

They are already.

---

By doing what they are doing.

---

By doing the same things they've been doing but with a little more visits and help with school work and financial aid.

---

***Offering support***

---

Being supportive, helping me with college applications.

---

By encouraging me to do my credit make-ups and help me out on my college applications and be prepared for college!

---

Encouragement, that if we don't go on what the coach wants us to that it's okay and just encourage us to keep on going on what we want to.

---

Keep Coach and just keep working with me, keeping me up.

---

Just be there for us and don't slack on us, we don't slack on ourselves.

---

Just keep pushing me to be successful.

---

Just staying on me to make sure I don't fail.

---

Helping me finish strongly.

---

Help me in everything, which they always do.

---

It would be helpful for them to be there if I had any questions or concerns.

---

Just to make sure I'm doing what I need to do to be successful.

---

Tell me what I can do specifically to be ready for graduation and push me to do the best that I possibly can.

---

By telling me I made it and I would thank them, because they brought me so far in life and that means so much to me.

---

Yes and just bear with me in something new.

---

***College and financial aid search***

---

Continue college and scholarship assistance.

---

Finding scholarships, being there if I have questions about college and helping to register for college (maybe).

---

Help getting into college.

---

Getting into good colleges.

---

Help me find more scholarships.

---

Remind me that after high school, college you have to pay for your education and college is also to determine where you are going to be when you grow up.

---

They can help with the college.

---

---

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

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

---

***Academic help***

Give me help with school work.

Help me get caught up on where I'm at in school.

Helping me transfer from high school to college.

Tutors, check-ins, etc.

With school, scholarships, graduating.

***Other***

I don't know.

Don't know.

---

---

**66. Open-ended question – Adult survey: How can I (Kim or Patricia) best help your student this school year?**

**How can I (Kim or Patricia) best help your student this school year?**

---

***Support and communication***

Calling, meeting, sharing information, talking, planning – all the things you are doing now.

Continue to do what you're doing – encourage him, keep an eye on him.

Encouraging graduation on time.

Just stick with him. I call you his guardian angel because you're still here when I'm ready to give up on him. It's so frustrating.

Help and guide in the right direction and encourage her to do the best she can.

Stay involved, visiting him, doing everything you've been doing. He listens to you so stay on him.

Keep dogging him – everyone needs to stay on him.

Keep in touch. Scholarships.

Keep supporting him.

***Providing resources***

Help him find a good school and help him get in.

Help/support finding a college from you. Extra help with organization/study skills, projects from coach and a tutor.

Support her and mom. Give resources.

Whatever resources liaison thinks are best, guide Scholar toward the ones that are most beneficial.

---

---

**66. Open-ended question – Adult survey: How can I (Kim or Patricia) best help your student this school year? (continued)**

---

**How can I (Kim or Patricia) best help your student this school year?**

---

***Monitoring academics***

---

To follow up with him on everything.

---

Continue to monitor grades and notify family if slipping.

---

Credit checks. Stay on him.

---

Find out exactly where Scholar is at with credits and what she can do for credit recovery.

---

***Tutoring or academic assistance***

---

Help in tutoring. Test taking strategies. Concentrate more on education.

---

Help with credit make up.

---

Tutoring in math. Contacting school about address change.

---

Tutoring, ACT prep, monitoring.

---

***Other comments***

---

Stick with the goals – with the basics that will get her into college.

---

Putting time and energy into church and leadership. Wants help with talking to Scholar about finding a balance.

---

Replace mom. You must be her parent because I know nothing about it.

---

Compliments of current involvement.

---

I think you are doing a good job.

---

Just do the best you can and help her.

---

Just what you've been doing is great.

---

***No response/Don't know***

---

Had no answer despite problems.

---

Not that I can think of.

---

Don't speak English so any help in keeping up on grades and school.

---

I really don't know. I feel you've done more than your job. I feel you've cared and gone beyond. Continue to support and encourage him. The only other thing you could do is go to school with him.

---

---

**67. Open-ended question – Adult survey: What information or assistance can I (Kim or Patricia) provide to you to help you support your student this year?**

**What information or assistance can I (Kim or Patricia) provide to you to help you support your student this year?**

---

***Provide school and academic information***

---

Any information about how he's doing in school.

---

Call mom after receive email from their advisor at Wayland.

---

Continue communication and keep parents aware. They think I have a better relationship with him than they do. He trusts me and confides in me. They want that to continue. Have translator call after I meet with him at school.

---

Grades and school information.

---

Keep informed.

---

Keep me informed. Call me after I meet with him.

---

Keep mom posted on progress.

---

Keep up to date. Call after every meeting with Scholar with a check-in.

---

Keep us informed of opportunities. Make me aware of what I need to do.

---

Keeping mom informed about credits.

---

Let me know what's going on after you meet with him. I'll try to do what I can from my end but he has to show me he's at least trying.

---

Progress from each class. Let me know when you meet with him and how he's doing.

---

***Advice/encouragement to Scholar and parent***

---

Encouragement. Keep on top of credits.

---

Hearing me encourage Scholar, helps family know how to support Scholar.

---

Whatever advice I have for mom to help Scholar. Mom – no English.

---

Reinforce mom's priorities of education.

---

***Resources***

---

Find resources that will help Scholar complete high school.

---

Help find a good college that's a good fit for him.

---

Help him with college search. Take him to look at MCTC culinary arts program.

---

Requested money for shoes.

---

Scholarships.

---

Information on full athletic scholarship, clearinghouse information.

---

Information on Power of You.

---



---

**67. Open-ended question – Adult survey: What information or assistance can I (Kim or Patricia) provide to you to help you support your student this year? (continued)**

**What information or assistance can I (Kim or Patricia) provide to you to help you support your student this year?**

---

***Other comments***

---

Help her with MTS online to make up credits.

---

Not really. I appreciate the phone calls. Keep that up. You just need to keep doing what you're doing. You've kept me up-to-date and you care often.

---

Scholar is a good communicator and discusses openly with parents.

---

She does need support – whatever you can help her with.

---

Whatever ideas or resources I have.

---

Whatever ideas you have. I have none.

---

Just keep doing what you're doing. You have been her parent. Keep on doing that.

---

Lack of English, parents need assistance in sorting through opportunities and resources for Scholar.

---

**Coaches plan to focus activities with scholars during senior year.** As the scholars prepared for their final year in high school and the Cargill Scholars program, the coaches were asked how they intend to focus their work with their students. The coaches' comments reflected their efforts to keep kids on track for graduation by offering encouragement and support and helping the student make up credits as needed. They also said they intended to help students explore their interests for post-secondary education and then guide them through choosing schools and the application process (Figure 68).

---

**68. Open-ended question – Coach Survey: How will you focus your work with this student this school year?**

---

**How will you focus your work with this student this school year?**

---

***Make up credits***

Continue to see him at school every two weeks and help him make up as many credits as possible.

Continue to work closely with him to stay on track with current classes and to work at credit make up in his other classes.

Help her plan and take steps for post-secondary. Stay on top of credit recovery.

Ensure credit recovery and explore career options.

Try to get him caught up on credits on task in all subjects. Work with the family and school to see if he qualifies for special services.

Continue to see him every two weeks at school to encourage attendance and earning credit. Help him schedule the ACT for fall and encourage him to look to the future.

I'll work with her new school to help her stay on track and also try to get her to MTS for credit make up.

***Offer support and advice***

Support her emotionally and academically. Help in searching for colleges and scholarships.

To support her being a young, single mother and hope to find resources locally that will help her achieve her goals of going to college.

Continue to support emotionally and help him sort out options and choices for college.

Monitor his adjustment to his new school which is arts based and encourage him to get back on track. I did take him to talk to the head of the film department at MTC so I'm hoping that experience will help motivate him.

Take a look at where she is realistically at so I can honestly advise her on what next steps she should take.

***Explore post-secondary options***

Track academics and help explore interests and options.

Monitor academics, and provide support. Continue to explore interests, challenges and scholarships.

Ensuring she is enrolled in required courses and exploring interests and post-secondary options.

Explore college options and scholarships.

Explore interests and colleges and scholarships.

Staying on top of academic progress and looking into resources and programs for post-secondary.

Explore interests and options.

Explore interests, college and scholarships.

Look at interests, college options and scholarships.

Look at local Cosmetology schools and scholarships.

Help her transition to her new home and school situation by keeping close tabs on her. Help her research MCTC and other school that interest her.

---

---

**68. Open-ended question – Coach Survey: How will you focus your work with this student this school year? (continued)**

---

**How will you focus your work with this student this school year?**

---

***Help with choosing school***

---

Looking at college and programs that will support him socially. Find scholarships and explore post-secondary closer to home.

---

She and I will meet over the summer and early fall (before basketball) to select and apply to three colleges of interest to her. Then she will focus on basketball scholarships.

---

I will work with him to come up with some realistic college choices for him and some sources of financial aid.

---

Help him narrow his search and meet with him to complete applications. Take him on a visit to St. Thomas.

---

Help him search for colleges and programs that will support him socially and academically. Look for scholarships.

---

Work closely with him to find a school that he can get into and succeed. Help him adjust to a new school environment.

---

Take her on visits to a few local schools and work with her closely on the application process.

---

I would like to get her in for an interview at St. Thomas and St. Kate's as she doesn't want a large school or want to leave the state. Help with the application/scholarship process.

---

***Assist with application process***

---

Help with essays and scholarships.

---

I'll work with him to get applications completed in a timely manner and will help him research financial aid.

---

I will visit him at school every two to three weeks and report back to both parents. I'll work with him on college applications while he's out of school.

---

If she remains in the area, I will try to find smaller learning environment where she can be held accountable and may establish closer relationships with adults.

---

Keep on top of him to see that college applications are completed before December 1. I'll work with his academic advisor at Wayland to be sure he stays on task with his senior year courses.

---

Write letters of recommendation. Work with him on the college process when he is home.

---

# PEOPLE program

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

During the summer of 2009, eight Cargill Scholars attended the PEOPLE Program. All of the scholars said it was a good decision to attend the program. They explained that it gave them exposure to college and other future opportunities and increased their independence (Figures 69-70).

---

## 69. PEOPLE Program Survey: Scholars' report of attending the PEOPLE Program

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

---

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

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

Because I had a great experience and continued to expand my own expectations.

Because it gave me many experiences on campus and making a network with students and adults.

Because it's life-changing experience.

Because the PEOPLE Program shaped the way I look at my future.

I had a great experience. I loved it.

It gave me a little taste of what after high school's going to be like.

It was a good experience in what to look forward in the future.

To have an experience being away from home.

## Summer internship

Six of the eight students said they participated in the summer internship program. Their internships ranged from using computers for fashion and interior design to conducting research about Hmong students seeking higher education. The most valuable aspects of their internships included meeting new people, getting a new perspective on a topic, and learning from professionals (Figures 71-72).

---

### 71. Open-ended question – PEOPLE Program Survey: What did you do for your summer internship during the people program?

---

#### What did you do for your summer internship during the people program?

---

Fashion and interior design. Made stuff on the computer forever.

---

I did Hmong Research. It was how to do many readings and creating a research on Hmong students seeking higher education.

---

I was in the Research Apprentice Program (RAP).

---

Nursing assistant.

---

Psychology site.

---

Worked at MARC (Madison Area Rehabilitation Center) with disabled clients.

---

---

### 72. Open-ended question – PEOPLE Program Survey: What was the most valuable aspect of your internship?

---

#### What was the most valuable aspect of your internship?

---

Being able to meet new people and understand the concept of how disabled people are humans too.

---

Being around professional instructors that can answer questions.

---

Learning how to do research and getting to know professors at UW-Madison.

---

The experience I got.

---

The experience I guess.

---

To learn how to do research and do all the process.

---

**PEOPLE Program participants agreed that the program helped them in a variety of ways.** All of the scholars said the program helped them make friends, get an idea of what college will be like, understand what they need to accomplish to go to college, meet people that can help them get to college, improve their social and academic skills and decide what classes to take their senior year either “a little” or “a lot.” The scholars were least likely to say that the program helped them learn about the college application process or how they will navigate the college application process (Figure 73).

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

<b>Has the PEOPLE Program helped you...</b>	<b>N</b>	<b>A lot</b>	<b>Yes, somewhat</b>	<b>Not really</b>	<b>Not at all</b>
Make friends with other students?	8	88%	13%	0%	0%
Get an idea of what life at college will be like?	8	88%	13%	0%	0%
Understand what you need to accomplish in school to go to college?	8	75%	25%	0%	0%
Meet people who can help you get to college?	8	75%	25%	0%	0%
Improve your social skills?	8	63%	38%	0%	0%
Improve your academic skills?	8	25%	75%	0%	0%
Decide what classes to take during senior year in high school?	8	38%	63%	0%	0%
Learn about the college application process?	8	63%	13%	25%	0%
Think about how you will navigate the college application process?	8	25%	38%	38%	0%

**Most of the Scholars plan to apply to Madison.** Student who participated in the PEOPLE program are encouraged to apply to the University of Wisconsin – Madison. If they are accepted they will receive a full scholarship. Six of the eight students said they plan to apply to the University of Wisconsin – Madison and one said “maybe.” Four of the students said they will attend Madison if they are accepted because of the scholarship and their high opinion of the school. Three said they might attend the school and that their decision is hinging on the distance from home, acceptance at other schools, and available majors. One scholar said they will not apply because of home responsibilities (Figures 74-76).

**74. PEOPLE Program Survey: Scholars' report of future education (N=8)**

	Number and percentage responding					
	Yes		Maybe		No	
	#	%	#	%	#	%
Do you think you will apply to the University of Wisconsin - Madison	6/8	75%	1/8	13%	1/8	13%
If you are accepted to the University of Wisconsin-Madison, do you think you will attend school there?	4/7	57%	3/7	43%	0/7	0%

**75. Open-ended question – PEOPLE Program Survey: Why won't you apply**

**PEOPLE Program Survey: Will you attend – no**

I have home responsibilities.

**76. Open-ended question – PEOPLE Program Survey: If you are accepted to the University of Wisconsin-Madison, do you think you will attend school there? Why or why not?**

**If you are accepted to the University of Wisconsin-Madison, do you think you will attend school there? Why or why not?**

***Those that responded "maybe"***

If they have a major I am looking for.

Too far.

It depends. I want to attend another school but it depends on what I want.

***Those that responded "yes"***

I have wanted to go there as a young kid and hope to finish up my dream by going there.

Because it is the number one school on my list and because they offer to pay for my tuition.

Because it's four years of free tuition and it's a good college.

Because I really like the campus and everything I have learned about the school since I started the PEOPLE Program. I loved my experience overall.

The scholars said the best part of the PEOPLE Program was meeting people and participating in the internship. Students offered many responses to what was the most important part of the program including the internship, taking classes, experiencing college classes, and having a program believe in them.

The scholars offered suggestions for program changes, such as providing better food, including students from other locations, being more organized, adjusting the schedule, and better defining what they want from students (Figures 77-79).

---

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

**What was your favorite part of the PEOPLE Program?**

---

Meeting everyone and the dorm life.

---

Meeting new people and learning about the campus.

---

Meeting new people from around Wisconsin and learning about colleges and what it takes to get into them.

---

Meeting students, meeting and making networks of who they are and what they can provide.

---

My internship class.

---

Probably my internship.

---

The internship classes and job.

---

No response.

---

---

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

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

---

Admissions meeting. Experience in the college life. Friends, etc.

---

Getting a college experience and seeing the campus in person.

---

Getting to know what college is like.

---

Internship and applying to UW Madison and going through that process.

---

The internship and getting the chance to do it.

---

The opportunity to take classes that are for college students as a high school student.

---

The way that they want students of color and that they want to help us students to make it.

---

To show students like me that we can make it far and that the PEOPLE Program believes in us and want us to be successful.

---

---

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

**What could make the PEOPLE Program better?**

---

Allowing students from around the nation rather than limiting it to Wisconsin and some Minnesota students.

---

Better food.

---

Better people with better attitude.

---

Have more fun activities as groups on the first year. The academic classes should be fun and educational at the same time.

---

More organized with paperwork and some staff didn't seem to care as much as other staff.

---

The time schedule and being time scheduled.

---

To understand what they want from the students and how the students have to give.

---



# Conclusions

The Cargill Scholars and staff remain optimistic that the majority of scholars will graduate from high school in spring 2010. They see the students as working towards their goals, receiving encouragement from those around them, and clearly identifying what the scholars need to do in order to graduate. However, the academic data and scholars' responses indicate that many of the Cargill Scholars are struggling and may not graduate on time without significant effort. Furthermore, the data show that a percentage of scholars remain uncertain about what they need to do to graduate or prepare for post-secondary education.

As the Cargill Scholars program winds down, it is important to consider what has been learned about working with students as they navigate high school and prepare for post-secondary education. The following list presents some ideas of how programs can work with students with characteristics similar to Cargill Scholars.

- Help students understand the work and planning, especially highlighting specific steps, involved in graduating from high school on-time and preparing for post-secondary education.
- Encourage students to use tutoring and other academic assistance services to help them improve and maintain passing grades in their required classes.
- Provide opportunities to help students develop their motivation and other skills that will help them succeed in high school.
- Educate students and families about the realities of funding post-secondary education and guide them towards resources that can help them identify and apply for funding.
- Provide assistance for scholars to complete their “My Life Plan” or another comparable plan to map their high school and post-high school years. Use this to help students identify, enroll, and pass the classes they need to graduate on time.



# Appendix

## *Data collection instruments*







## Cargill Scholars Student Survey Summer 2009

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

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

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

Please circle the most accurate response	Strongly agree	Agree	Disagree	Strongly disagree
20. I ask for help when I need it.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
21. I take notes in class.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
22. I study every school night.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
23. I know how to find a good place to study.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
24. I am interested in my education.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
25. I try to do well in school.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
26. I have goals for my education.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
27. My family expects me to be successful in school.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
28. I want to go to college or another school after high school.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>

### Current and future education activities

29. Do you have an academic plan that will guide you through high school and following graduation (such as "My life plan" or the "6 year plan")?

<sup>1</sup> Yes      <sup>2</sup> No      <sup>8</sup> Don't know

30. If you follow the plan, will it prepare you to attend college or another school after high school?

<sup>1</sup> Yes      <sup>2</sup> No      <sup>8</sup> Don't know

31. Are you taking classes that will prepare you for college or another school after high school?

<sup>1</sup> Yes      <sup>2</sup> No      <sup>8</sup> Don't know

32. Have you completed the credits you need to graduate on time, in Spring 2010?

<sup>1</sup> Yes      <sup>2</sup> No      <sup>8</sup> Don't know

33a. Did you receive any tutoring services this past school year?

<sup>1</sup> Yes



33b. In what subjects?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

33c. Where did you receive tutoring?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<sup>2</sup> No



33d. Do you think you need tutoring?

<sup>1</sup> Yes      <sup>2</sup> No



33e. Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



34a. If you needed tutoring, do you think you would use it?

<sup>1</sup> Yes

<sup>2</sup> No



34b. Why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

35a. Do you think you will graduate from high school on time, in Spring 2010?

<sup>1</sup> Yes

<sup>2</sup> Maybe

<sup>3</sup> No



35b. What would make it possible for you to graduate on time?



35c. Why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

36a. Do you think you will attend college or another school after high school?

<sup>1</sup> Yes

<sup>2</sup> Maybe

<sup>3</sup> No



36b. What would you need to make it possible to attend school after high school?



36c. Why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

37. What type of career would you like to pursue?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

38. What education do you need to pursue that career?

- <sup>1</sup> High school diploma
- <sup>2</sup> Two year technical or associates degree
- <sup>3</sup> Four year college degree
- <sup>4</sup> Advanced degree (i.e., Masters, Law, PhD., etc.)
- <sup>5</sup> Don't know

## Motivation and encouragement

39a. How motivated are you to do well in school?

- <sup>1</sup> Very motivated     
 <sup>2</sup> Somewhat motivated     
 <sup>3</sup> Not motivated at all  
 ↓                                      ↓                                      ↓

39b. What or who motivates you to do well in school?

---



---



---



---

39c. Why not?

---



---



---



---

40. Do your friends intend to go to college or another school after high school?

- <sup>1</sup> Most of them will probably go to college or another school.  
<sup>2</sup> Some of them will probably go to college or another school.  
<sup>3</sup> Most of them will not go to college or another school.

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

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

42a. Do you have a Big Brother or Big Sister?

<sup>1</sup> Yes →→

42b. Does your Big Brother or Big Sister encourage you to go to school after high school?

<sup>1</sup> Yes      <sup>2</sup> Sometimes      <sup>3</sup> No

<sup>2</sup> No (Go To Q. 43)

42c. Describe your relationship with your Big Brother or Big Sister.

↓

↓

↓

---



---



---

## Applying to college or another school after high school

	Yes	No
43. Have you taken the ACT or SAT?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
44. Do you plan to take the ACT or SAT next school year?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
45. Have you identified who you will ask to write reference letters?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
46. Have you documented your extracurricular activities?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
47. Have you done any volunteer work?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
48. Have you decided what characteristics of a school are important to you (i.e., location, size, curriculum, cost)?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
49. Have you started writing your personal essay?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
50. Have you visited any colleges or other schools?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
51. Have you identified what schools you would like to apply to? If yes, where are you going to apply to school?		
_____	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>
_____		
_____		

52a. Are you involved in any college preparation programs such as Admission Possible, Educational Talent Search, Upward Bound, AVID, or YCAP?

<sup>1</sup> Yes →→ 52b. Which programs? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<sup>2</sup> No

53a. Do you think you are ready to apply for college or another school?

<sup>1</sup> Yes



53b. Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<sup>2</sup> No



53c. Why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Financial assistance for college or another school after high school

How much do you know about...	A lot	A little	Not much	Nothing
54. Scholarships from individual schools?	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
55. Scholarships from private sources?	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
56. Public and private loans?	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
57. Government grants?	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
58. Applying for financial aid (i.e., completing the Free Application for Federal Student Aid - FAFSA)?	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
59. College savings accounts, also known as 529 accounts?	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
60. The scholarship offered by Destination 2010?	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>

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

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> I have not thought about it

62. Have you identified what sources of financial aid you will seek in order to attend school after high school?

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> I have not thought about it

63. Where do you intend to apply for financial aid or what scholarships do you intend to apply for?

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## The Cargill Scholars program

64. Thinking about your high school years, please tell us how helpful the following components of Cargill Scholars have been to you academically. If you have not used a component, please mark "Not applicable."

	Very helpful	Somewhat helpful	Not helpful at all	Not applicable
a. Home visits	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
b. School check-ins – Academics	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
c. Phone calls or emails to check-in	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
d. Informal visits such as lunch or coffee	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
e. After school meetings – homework help	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
f. College search assistance	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
g. Tutoring	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
h. Visits to colleges or other schools	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
i. Relationship with my Cargill Coach	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
j. Destination 2010 events	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>
k. Other (Please list: _____ _____)	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>9</sup>

65. Which of the components listed above were the most helpful and why?

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66. As you complete your last years of high school, how can the Cargill Scholars coaches be the most helpful?

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Please turn over to complete the last page.

## The last questions are about you

67. Are you:

- <sup>1</sup> Male      <sup>2</sup> Female

68. How old are you? \_\_\_\_\_

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

- <sup>1</sup> African immigrant      <sup>5</sup> Native American  
<sup>2</sup> Black/African American      <sup>6</sup> Somali  
<sup>3</sup> Caucasian      <sup>7</sup> Other (Please specify: \_\_\_\_\_)  
<sup>4</sup> Hmong

70. Are you of Hispanic origin?

- <sup>1</sup> Yes      <sup>2</sup> No

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

- <sup>1</sup> English      <sup>4</sup> Spanish  
<sup>2</sup> Hmong      <sup>5</sup> Other (Please specify: \_\_\_\_\_)  
<sup>3</sup> Somali

72. What school do you attend? \_\_\_\_\_

Thank you so much for your time. Please turn your survey into either Patricia or Kim to receive your Target gift card.

## 2008-09 Cargill Scholars Evaluation Coaches Survey

Student name: \_\_\_\_\_

Student's school and location: \_\_\_\_\_

Cargill Coach: \_\_\_\_\_

Student Wilder ID #: \_\_\_\_\_  
Date completed: \_\_\_\_\_

**Please provide details of the Scholar's academic achievements**

	Passed (or exempted out)	Did not pass	Other (please explain in the space provided)
1. English 9	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
2. English 10	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
3. English 11	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
4. Social Studies 9 (Please specify class: _____ _____)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
5. Social Studies 10 (Please specify class: _____ _____)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
6. Social Studies 11 (Please specify class: _____ _____)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
7. Algebra	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
8. Geometry	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
9. Math Elective (Please specify class: _____ _____)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
10. Science 9	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>

	Passed (or exempted out)	Did not pass	Other (please explain in the space provided)
11. Biology	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
12. Science Elective (Please specify class: _____ _____)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
13. Health (1 <sup>st</sup> semester)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
14. Health (2 <sup>nd</sup> semester)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
15. Fine arts (Elective 1)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
16. Fine arts (Elective 2)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
17. Physical education (1 <sup>st</sup> semester)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>
18. Physical education (2 <sup>nd</sup> semester)	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>6</sup>

19. Based on the requirements for his or her school district, has this student completed the needed elective credits to be on track for graduation? (i.e. have they completed enough credits so they can realistically finish their credits this school year?)  
<sup>1</sup> Yes    <sup>2</sup> No

How did the student do on the...	Passed	Failed	Did not take	If the student did not take, why not ?
20. Minnesota Comprehensive Assessment II in Reading?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	
21. Minnesota Comprehensive Assessment in Writing?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	
22. Minnesota Comprehensive Assessment in Math?	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	

23a. In your opinion (based on what you know about the student's abilities and situation), is this student:

- <sup>1</sup> Likely to graduate in Spring 2010?
- <sup>2</sup> Not likely to graduate on time, but will likely graduate before Spring 2012?
- <sup>3</sup> Not likely to graduate? → → → → → → →

23b. Do you think this student would pursue a GED?  
<sup>1</sup> Yes    <sup>2</sup> No    <sup>3</sup> Don't know

23c. Why would you place the student in this category?

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24a. If you currently do not think the student will graduate in Spring 2010, would it be possible for the student to graduate on time with additional resources or supports?

- <sup>1</sup> Yes
- <sup>2</sup> No (**GO TO QUESTION 25a**)
- <sup>3</sup> Maybe

24b. What additional supports?

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25a. In your opinion (based on what you know about the student's abilities and situation), do you think this student will enroll in college or another school after high school?

- <sup>1</sup> Yes (**GO TO QUESTION 26a**)
- <sup>2</sup> No
- <sup>3</sup> Maybe

25b. Why would you say this?

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26a. In your opinion (based on what you know about the student's abilities and situation), is this student taking appropriate steps to apply for post-secondary education? (i.e., taking ACT or SAT, filling out applications, searching for schools, identifying references, thinking about financial aid)

- <sup>1</sup> Yes
- <sup>2</sup> No



26b. Why?

26c. Why not?

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27. How will you focus your work with this student this school year?

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Please respond to the following comments.

In my opinion, this student...	Strongly agree	Agree	Disagree	Strongly disagree
28. Sets goals for his or her personal life.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
29. Tries to do well in his or her personal life.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
30. Makes good decisions.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
31. Eats healthy foods.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
32. Is active (either by exercising or being involved in sports).	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
33. Avoids risky behaviors.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>

In my opinion, this student...	Strongly agree	Agree	Disagree	Strongly disagree
34. Is a leader among his or her peers.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
35. Manages his or her time well.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
36. Takes responsibility for his or her actions.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
37. Competes fairly.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
38. Is organized.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
39. Pays attention to details on projects.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
40. Can plan a project and finish it.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
41. Finishes his or her work on time.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
42. Earns good grades.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
43. Comes to class prepared.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
44. Uses good problem solving skills.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
45. Uses good communication skills.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
46. Knows when he or she needs to ask for help.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
47. Asks for help when he or she needs it.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
48. Knows how to take notes in class.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
49. Studies every school night.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
50. Knows how to find a good place to study.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
51. Is interested in his or her education.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
52. Tries to do well in school.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
53. Has goals for his or her education.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
54. Has a family that expects him or her to be successful in school.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>
55. Wants to go to college or another school after high school.	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>1</sup>

56. Is this student:  
<sup>1</sup> Male      <sup>2</sup> Female

57. How old is this student? \_\_\_\_\_

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

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

59. Is this student of Hispanic origin?  
<sup>1</sup> Yes      <sup>2</sup> No

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

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