

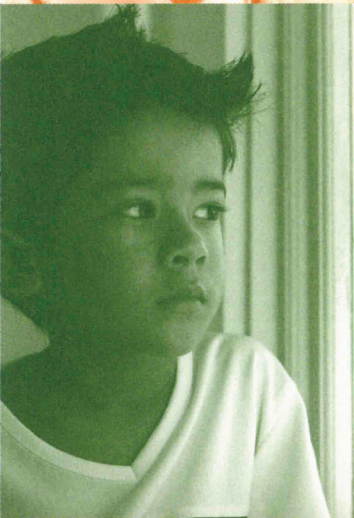


Wilder
Research

Cargill Scholars

Annual report 2009-2010

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Cargill Scholars

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Summary

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 socioeconomically-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.

At the conclusion of the 2005-06 school year, scholars transitioned into Destination 2010, a college incentive initiative sponsored by the Minneapolis Foundation. Destination 2010 was 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 had a goal of helping students who were in fourth grade during the 2001-02 school year graduate in 2010. Additional goals included inspiring students, increasing parental involvement, and further motivating teachers.

Research

This report is the final annual report of Cargill Scholars. It is written in an effort to explain what happened during the course of the initiative and the outcomes achieved by the participating students. The information in this report was derived from a variety of sources. In the spring of 2010, interviews were conducted with 34 of the 36 active Cargill Scholars, focusing on program outcomes, including their preparation to graduate and their plans for attending school after high school. Additionally, 33 parents or other adults associated with the scholars were interviewed to learn about their experiences with the initiative. The two Cargill Coaches also provided information about the students' graduation and postsecondary attendance in the fall of 2010. Additional information was provided by the Minneapolis Public Schools for the 29 scholars who attended school in Minneapolis and 16 students who were part of the initial matched comparison group.

Please remember that the results of this evaluation are drawn from a small sample of students who were selectively chosen to be in the program and had limited special education or behavioral issues. The limited number of participants prevents statistical comparisons among groups of participants. Also, the key findings are based on the

feedback from students who stayed enrolled in Cargill Scholars until they graduated. Their experiences may not reflect the experiences of all the scholars served by the program.

The findings from this report will be incorporated with feedback from other key stakeholders to draft a comprehensive report of the lessons learned from Cargill Scholars. That forthcoming report will provide recommendations for organizations and funders interested in developing or funding academic opportunities for disadvantaged youth.

Demographic background of the scholars

Thirty-six Cargill Scholars remained active in the initiative through the spring of 2010. At the end of eighth grade, in 2006, 50 students were still active in the program. By the scholars' senior year in high school, the Cargill Coaches were still working with 36 scholars. The other 14 discontinued their participation, either due to their own decision to leave the program or by the request of initiative staff.

The program served a diverse group of students. The initial set of 50 scholars represented a diverse array of backgrounds. The program served approximately equal numbers of males and females. Almost half of the students served were black/African American (48%), and about one-third of the students (35%) spoke a language other than English at home.

Academic outcomes

The percentage of scholars attending postsecondary education (69%) exceeded the district average (49%). Of the 36 students coaches worked with throughout high school, 25 (69%) graduated on time and enrolled in postsecondary education. These students attended a variety of two- and four-year postsecondary schools. In the fall of 2010, nine other scholars were enrolled in high school and continuing their efforts toward graduation. For comparison, 49 percent of Minneapolis Public School students graduated on-time in 2010, similar to the original cohort of Cargill Scholars who did not continue with the program through senior year.

The percentage of scholars who actually graduated in spring 2010 was somewhat lower than the percentage who had expected to graduate. Based on the spring interviews, 31 students (91%) planned to graduate and 29 anticipated going to college in the fall – 25 students had already been accepted to postsecondary institutions. Of the five students who did not plan to pursue postsecondary education in the fall, two planned to graduate but said they needed some time off. The other three anticipated they would be working to complete high school in the fall.

Most scholars, and their parents, felt that students had the necessary academic and social skills to succeed in postsecondary education; however, some felt that scholars lack study skills. More than 90 percent of students (93%) and parents (96%) said the students had the social skills they needed for postsecondary education. In regards to academic skills and life skills, students were more likely (93% and 96%) than parents (81% and 85%) to say the students had the skills. Eight out of 10 students (78%) and parents (81%) said students had the study skills they needed, though both groups said study skills needed to be improved.

Despite the relatively high graduation rate, some scholars struggled with academic testing, GPAs, and attendance. On average, scholars had relatively low GPAs (2.16); this was slightly lower than the GPAs for the matched comparison group in Minneapolis Public Schools (2.35). Almost half of the scholars had a grade point average of 2.0 or lower; one in ten had a GPA higher than 3.0. According to school data, only 69 percent of scholars had passed all three components (reading, math, and writing) of the Graduation-Required Assessment for Diploma (GRAD) requirement by the spring of 2010. Scholars were more likely to have passed the reading (76%) and writing (86%) tests, than the math test (35%). Results were similar for the comparison group.

On average, scholars attending public school attended school 82 percent of the time in 2009-10. This rate is similar to that reported for the comparison group (83%) and less than the 86 percent average attendance rate for seniors in the Minneapolis Public Schools for that year. Ten percent of the scholars had at least one suspension during the course of the year.

Some students wished that they had made more academic efforts in high school. As students approached their last few months of high school, they shared what they would have done differently in high school if they had the chance. The most frequent responses were that they would have improved school attendance, been more involved in school activities, or studied harder, especially during their freshman year.

Predictors of academic success

Cargill Scholars was developed based on research about established predictors of academic success such as students' motivation; parental involvement, support, and expectations; and support from unrelated individuals. The data indicate that scholars were motivated and received substantial support from family and Cargill Scholars.

Most students were motivated to do well in school; however, some scholars identified factors that impacted their school performance. Six out of 10 students (59%) said they were "very motivated," and all but one of the remaining students said

they were “somewhat motivated,” to do well in school. Much of this motivation came from families or from their own desire to fulfill personal goals or to do better in the future. In fact, many scholars said they were continuing their education to pursue a specific career, increase their skills, or pursue dreams. The Cargill Scholars were most likely to report that not trying their best (42%), missing a lot of school (33%), and having poor quality teachers (32%) impacted their school performance.

Most parents felt that they had communicated high expectations for students’ academic performance and that their children met these expectations. All but one of the parents interviewed said they communicated to their child that they expected their child to do the best they can. While 73 percent of the parents said their child met or exceeded their expectations; 36 percent of the parents also said that there were challenges or circumstances that prevented the child from meeting their expectations. Most felt the Cargill Coaches helped their child address these issues.

Parents were actively involved in the scholars’ education. Most parents said they frequently encouraged their child to do well in school and talked to their child about planning, financing, and attending postsecondary education. Three-quarters of the parents checked their child’s homework for completion, but fewer helped with homework. During interviews, students provided examples of support they received from their parents, including helping them engage in Cargill Scholars and other programs, pushing them to attend school, checking homework, attending conferences, and supporting their decisions.

Students’ were heavily influenced by the Cargill Coaches. Throughout the interview process, parents and students identified important components of Cargill Scholars, particularly the coaches. Most students credited their coach for helping them understand what they needed to do to graduate on time and make decisions about their education, guiding them through the application and financial aid process, discussing the benefits and merits of going to school, and influencing their future decisions. Many students also commented on the personal connection they built with the Cargill Coaches and their appreciation of the encouragement and support they received. Parents also frequently mentioned the personal support of the coaches, as well as the educational support, including help preparing for college, encouragement to go to college, help with homework, and tutoring.

Future plans

In spring 2010, most of the scholars had goals and plans for the future. Cargill Scholars described a range of future career goals, including the fields of arts and communication, health and human services, education, business, and engineering. Four out of five students (84%) felt that they needed higher education to achieve their career goals. The remaining students did not know what they needed for education.

Looking ten years to the future, some scholars suggested they will still be in school obtaining advanced degrees. Others spoke about working in a specific career, such as a doctor, teacher, architect, or business owner. A number of students spoke about being financially successful, and a few mentioned careers that would allow them to give back to the community.

Non-academic Cargill Scholars outcomes

While the ultimate goal of Cargill Scholars was to have students graduate on time and pursue postsecondary education, the model also supported some non-academic outcomes.

Scholars were successful in living healthy lifestyles and connecting with other students. All of the students said they lived a healthy lifestyle and most said that Cargill Scholars helped them avoid risky behaviors (89%). Ninety-seven percent of parents encouraged healthy lifestyles by helping their child make good decisions and encouraging positive friendships.

Eighty-three percent of the students said they felt connected with other Cargill Scholars, although two-thirds said their connection to other scholars changed from the earlier years of elementary school or junior high. While some students said they had lost contact as they have explored different interests, others said there is still a connection when the scholars get together.

Half of the parents said that the initiative had affected other members of the family. They described scholars acting as role models and sharing experiences with siblings, events all family members attended, the influence of the Big Brothers or Big Sisters, and the parenting skills they used with all children. Ninety-four percent of the parents reported that they received help from the Cargill Scholars Coaches during their child's high school years. Of those parents, almost all expressed satisfaction with the support.

Closing thoughts

Parents thought Cargill Scholars was valuable and had made a difference. Looking back over the nine years students were enrolled in Cargill Scholars, all of the parents reported that their child's participation in the initiative was valuable. The services they thought were most valuable included educational support and guidance about the college application process, followed by the college scholarship, coaches, field trips, and new experiences.

Some parents said that their child's life would have been different without Cargill Scholars. They commented that their child expanded social skills, increased their talents, and widened their sphere of influence by participating. Others responded that without the program their child would be struggling academically, wouldn't be attending the postsecondary school or the school they are planning to attend, or would not have had exposure to the activities and resources.

Advice for replication

Parents and students provided advice for other organizations considering similar programming. Both groups strongly recommended that programs include high quality mentors or coaches. Parents suggested that programs be prepared to keep the program running for a long time, provide academic services and tutoring that matches what the student is learning in class, offer financial support, and communicate with the families about the entire program. Students suggested programs should provide opportunities for students to work more with program staff, offer help for students in the community, and balance fun activities with a lot of work. The advice students provided to future participants is take advantage of the opportunities offered, even if they seem unnecessary at the time.

Introduction

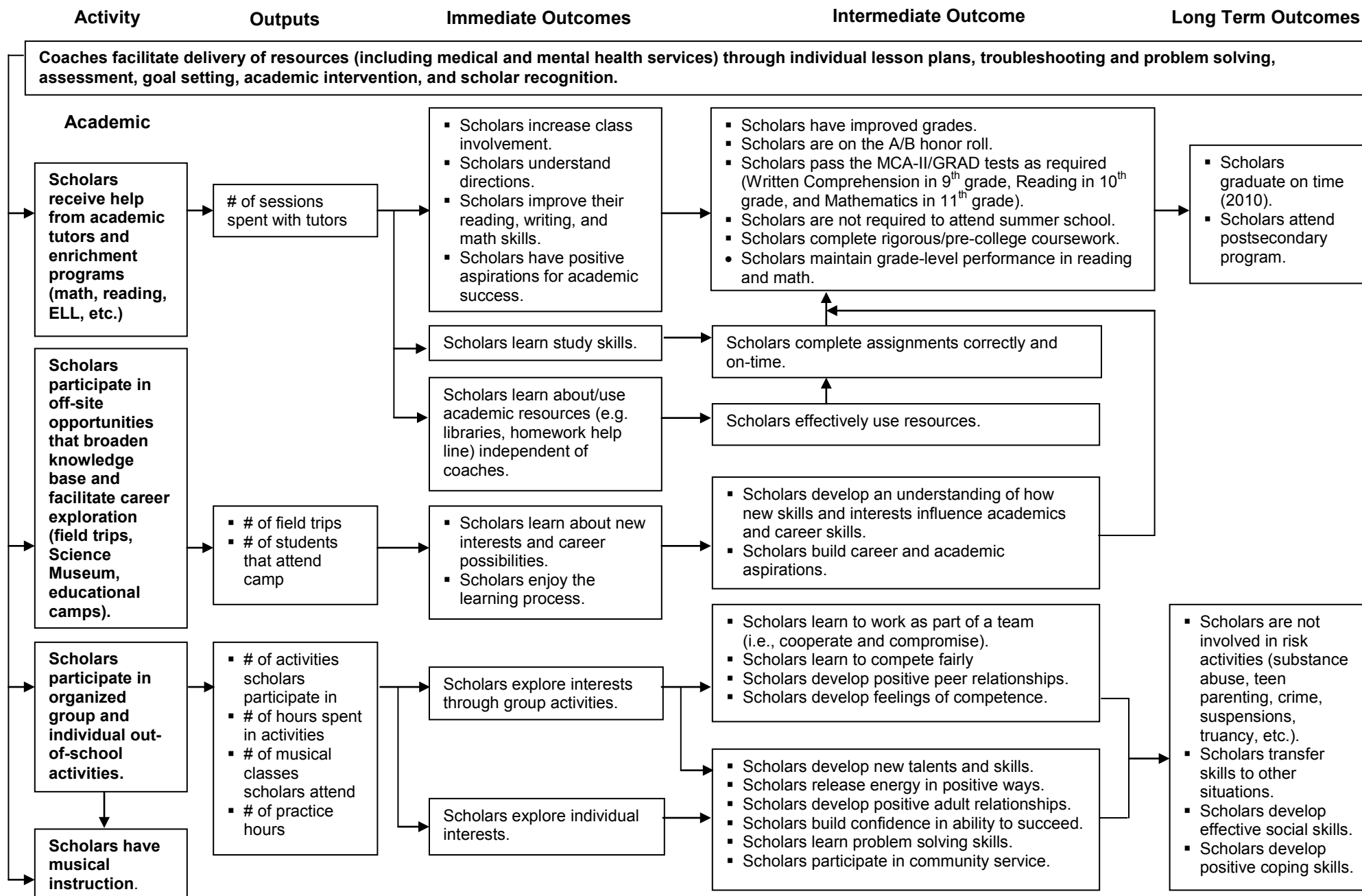
Description of the Cargill Scholars program

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.

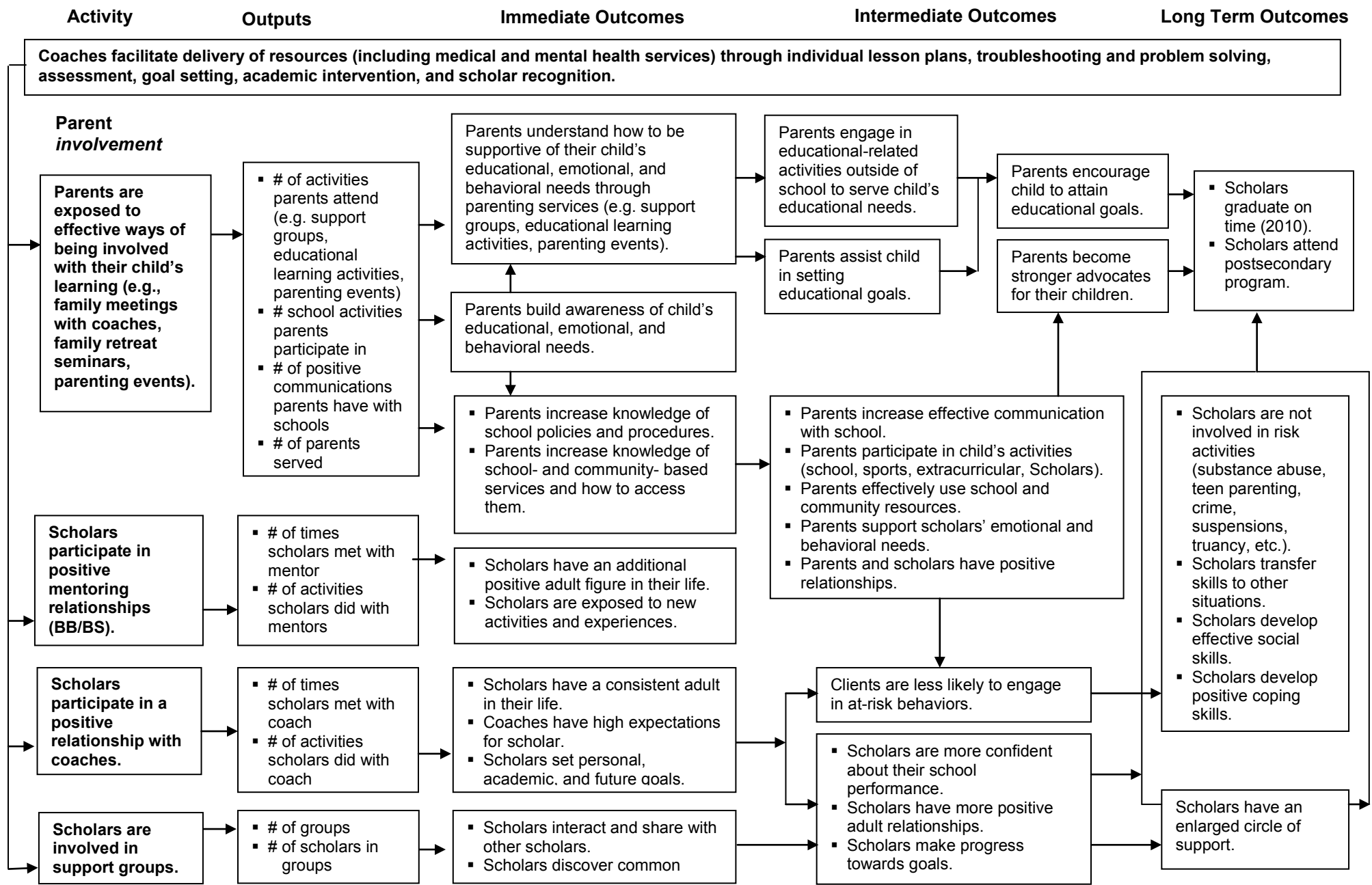
The alignment between program activities and outcomes for scholars was established through the creation of a logic model (Figure 1). This logic model was developed in 2001 and revised annually between 2004 and 2006. As seen in this model, Cargill Scholars provided the following categories of services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

- Facilitation of service delivery (including medical services) through individual lesson plans, troubleshooting 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 was 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 had a goal of helping students who were in fourth grade during the 2001-02 school year graduate in 2010. Additional goals included inspiring students, increasing parental involvement, and further motivating teachers.

While the two programs had similar long-term goals, their approach to enrollment and services differed. 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 was 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 employed family liaisons and academic advisors (while students were in high school), the program offered participants fewer personalized services. Instead, the program planned activities such as camp fairs, computer instruction and giveaways, seminars, or college visits and information fairs to help students and families take advantage of opportunities available through partnering agencies.

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

Research methods

Cargill Scholars has been evaluated since its inception. During the first five years, the evaluation explored the outcomes for the scholars and their families, the processes of program implementation, and satisfaction of key stakeholders. When the intensive program ended and the scholars merged with those in Destination 2010, the evaluation design changed. The subsequent Cargill Scholars evaluation was designed to assess how scholars progressed towards the long-term program goals, such as graduating on time and seeking postsecondary education.

The Cargill Scholars were scheduled to graduate from high school in spring 2010. This report includes the data collected during their expected final year of high school. The evaluation questions focused on the scholars' preparation to graduate from high school, their actual graduation status as of spring 2010, and their postsecondary plans. The final data collection effort also provided the opportunity to learn more about the scholars' and families' perceptions of Cargill Scholars.

Data collection procedures

This report summarizes evaluation results obtained through four strategies: interviews completed with scholars, interviews completed with parents or other adult caregivers, feedback from the two Cargill Coaches, and academic data provided by the Minneapolis Public Schools. Copies of the evaluation materials are found in the appendix.

Scholar interviews. In spring 2010, Wilder Research hosted an event at the Mall of America. Scholars were invited to dinner and were asked to complete an interview administered by a Wilder Research interviewer. Students who did not attend the event were interviewed by phone or in person. Thirty-four scholars completed interviews and received a \$25 Mall of America gift card. During these interviews, the eight scholars who were involved in the PEOPLE Program at the University of Wisconsin – Madison were also asked questions about their experiences in that program.

Parent or adult interviews. During the spring of 2010, parents or other involved adults were interviewed by Wilder Research staff by phone or in person. Respondents received a \$25 gift card to the Mall of America or Target. Thirty-three adults responded.

Coach feedback. In the fall of 2010, the two Cargill Academic Coaches provided Wilder Research with a listing of the scholars' choices of schools or other postsecondary activities.

Academic data provided by the Minneapolis Public Schools. Finally, 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 scores, graduation status, and descriptive information about the students. Please note that when the Cargill Scholars combined with Destination 2010, data from St. Paul Public Schools were also included in the analysis, though few Cargill Scholars attended St. Paul Public Schools. Also, not all Cargill Scholars attended public schools, so these data represent a subset of 29 scholars, and not all academic variables were provided for each student.

The report

This report is the final annual report of Cargill Scholars. It is written in an effort to explain what happened during the course of the initiative and the outcomes achieved by the participating students. Specifically, the report seeks to answer: What influence did Cargill Scholars have on the students?, Did the program structure contribute to the outcomes?, and What factors would future efforts to promote academic achievement in disadvantaged students have to address?

As the data are considered, remember that the information is drawn from a small sample of students who were selectively chosen to be in the program and had limited special education or behavioral issues. The limited number of participants prevents statistical comparisons among groups of participants. Also, the key findings are based on the feedback from students who stayed enrolled in Cargill Scholars until they graduated. Their experiences may not reflect the experiences of all the scholars served by the program. Interview responses and academic data are organized in the following sections:

Demographic background of scholars: Describes basic demographic characteristics of the 50 students who started Cargill Scholars in comparison to the students who completed the program. It also includes demographic data from Minneapolis Public Schools for the Cargill Scholars and comparison group.

Program support and services: Looks at the support and services students received from Cargill Scholars.

Predictors of academic success: Looks at some of the believed predictors of academic success, including: students' motivation; factors influencing their ability to do well; and parent involvement, support, and expectations.

Academic outcomes data: Includes academic measures for scholars who attended public school in Minneapolis and St. Paul, as well as a matched comparison group of students.

Preparation for postsecondary education: Presents data about the scholars' preparation for college and what they planned to do in the fall following their expected graduation.

Graduation and postsecondary enrollment: Describes the actual graduation and postsecondary enrollment rates for the Cargill Scholars in fall of 2010.

Future plans: Reports students' career ideas and ten-year plans.

Non-academic Cargill Scholars outcomes: Presents data about the non-academic outcomes such as lifestyle choices, relationships, and impact on family members.

Closing thoughts: Describes the students' thoughts on what they would have done differently in high school as well as parents' perceived value of Cargill Scholars and what would have been different without the program.

Ideas for replication: Presents parents' and scholars' advice to another organization developing a program to promote academic success for disadvantaged students.

While this report focuses on the outcomes of the students participating in Cargill Scholars, an additional report will document the perspectives of program staff and other key stakeholders. This forthcoming report will highlight the lessons learned from the 10 years of this initiative. It will include a secondary analysis of data collected from students, families, teachers, and coaches over the course of Cargill Scholars. The report will attempt to answer:

- What are the characteristics of students who succeeded as a Cargill Scholar?
- What do we know about students who left the program?
- What program components were the most helpful and the least necessary?
- What factors would future efforts to promote academic achievement in disadvantaged students have to address?
- How can what we learned from Cargill Scholars influence other organizations and policymakers?

Demographic background of the scholars

In 2011, Cargill Scholars began serving 50 socioeconomically-disadvantaged and academically-challenged fourth-grade students 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.

Thirty-six Cargill Scholars remained active in the initiative through the spring of 2010. At the end of eighth grade in 2006, 50 students were still active in the program. (In the first years of the program, four new students were welcomed to the program when four others left.) These students were enrolled in Destination 2010, an initiative of the Minneapolis Foundation, and continued to receive services from the Cargill Coaches who acted as academic advisors.

By the scholars' senior year in high school, the Cargill Coaches were still working with 36 scholars. The other 14 discontinued their participation, either due to their own decision to leave the program or by the request of initiative staff. Three of the 14 never enrolled in the high school portion of Cargill Scholars. Of these, one student had not completed eighth grade on time, and two students had parents who chose not to enroll their child in programming. Some scholars struggled with other stresses or challenges that limited their ability to participate in the initiative, such as mental health issues, lack of academic achievement, truancy, unstable housing, or criminal involvement (N=8). Two students moved out of the state early in high school. The reason the final student discontinued involvement is unknown.

The program served a diverse group of students. The initial set of 50 scholars represented a diverse array of backgrounds. The program served approximately equal numbers of males and females. Almost half of the students served were black/African-American (48%). Other students were Hmong (16%), Latino (12%), Native American (8%), Caucasian (8%), African immigrants (6%), and multi-racial (2%). Based on the 2010 interviews with students, one-third of the students (35%) spoke a language other than English at home (Figure 2).

Due to inconsistencies in how information was obtained across years, and the relatively low number of students, it is difficult to draw strong conclusions about disparities in retention. However, it does appear that a slightly higher percentage of females left the initiative. There were also some shifts in the racial/ethnic profile of the participants.

2. Demographic background of participating students

	Original group of scholars (from program records, 2001) (N=50)		Final group of scholars (from scholar interviews, 2010) (N=34)	
	#	%	#	%
Gender				
Male	24	48%	19	56%
Female	26	52%	15	44%
What race/ethnicity is the student...^a				
African immigrant	3	6%	0	0%
Somali	-	-	1	3%
Black/African-American	24	48%	10	29%
Caucasian	4	8%	3	9%
Hmong	8	16%	7	21%
Native American	4	8%	0	0%
Other/Multi-racial	1	2%	13	38%
Latino	6	12%	-	-
Is this student of Hispanic origin?				
Yes	-	-	6	19%
No	-	-	28	81%
What language does your family speak at home?				
English	-	-	22	65%
Hmong	-	-	7	21%
Somali	-	-	1	3%
Spanish	-	-	3	9%

^a Consistent categories were not used in both years. In 2010, Hispanic origin was asked as a separate category from race. In 2010, students who selected multiple races were included in the other/multi-racial category. These 13 students checked 20 categories including one African Immigrant, two Native Americans, five African-Americans, two Caucasians, and 10 others.

Cargill Scholars were more likely to remain enrolled in the Minneapolis Public Schools than the comparison group. At the onset of the Cargill Scholars initiative, a comparison group of 50 students was selected. These students were individually selected to mirror the characteristics of the participants, such as gender, race/ethnicity, standardized test scores, and free/reduced lunch status. For the 2009-10 academic year, the Minneapolis Public Schools was able to provide current information for 29 scholars, but only 16 of the comparison group members.

Some differences emerged over time between the backgrounds of the scholars and the comparison group. As of 2009-10, the comparison group was more likely to be African-American (56%, compared to 41% of the scholars), while the group of scholars was more likely to be white (17%, compared to 6% of the comparison group). The comparison group students were more likely to speak Spanish (19%, compared to 10% of the scholars) and to be designated as English Language Learners (12%, compared to 0% of the scholars). Scholars were somewhat more likely to be receiving free/reduced price lunch (83%, compared to 75% of the comparison group) (Figure 3).

3. Public schools data: Demographic data (2009-10)

Item	Cargill Scholars (N=29)		Comparison group (N=16)	
	N	%	N	%
Gender				
Female	17	59%	9	56%
Male	12	41%	7	44%
Racial/ethnic category				
American Indian	3	10%	1	6%
African-American	12	41%	9	56%
Asian American	5	17%	2	12%
Hispanic	4	14%	3	19%
White	5	17%	1	6%
Home primary language				
English	21	72%	11	69%
Hmong	4	14%	2	12%
Spanish	3	10%	3	19%
Vietnamese	1	3%	0	0%
Number and percentage receiving free or reduced lunch	24	83%	12	75%
English Language Learner (ELL) status	0	0%	2	12%

According to district data, most Cargill Scholars attended only one school during the course of the 2009-10 school year. Eighty-nine percent of the scholars, and all of the remaining comparison group students, attended one school during the 2009-10 school year. The remaining three scholars attended two schools during the year (Figure 4).

4. Public schools data: Number of schools attended during year (2009-10)

Item	Cargill Scholars (N=26)		Comparison group (N=15)	
	N	%	N	%
Number of schools attended during year				
1	23	89%	15	100%
2	3	11%	0	0%

Note: Based on chi-square testing there was no observable difference between the groups.

A small number of scholars received gifted education or special education services.

According to district data, seven scholars and three comparison group members received gifted education in 2009-10. One scholar, and one comparison group student, received special education (Figure 5).

5. Public schools data: Gifted and special education enrollment status (2009-10)

Item	Cargill Scholars (N=10-28)		Comparison group (N=3-15)	
	N	%	N	%
Number and percentage in gifted education	7/10	70%	3/3	100%
Number and percentage in special education	1/28	3%	1/15	6%

Note: Based on chi-square testing there was no observable difference between the groups.

Program support and services

The ultimate goal of Cargill Scholars was that enrolled students would graduate on time and pursue postsecondary education. To achieve this goal, Cargill Scholars offered a variety of academic and support services to students. During high school, much of the academic support focused on assisting students to complete required courses and testing, preparing students to graduate, and helping them apply to postsecondary education. This section of the report looks at the support students received.

Academic support from Cargill Scholars during high school

Scholars saw their coaches as helpful, offering a variety of services and supports to promote their academic success. During the high school years, the Cargill Coaches focused on providing academic support. Almost two-thirds of the students “strongly agreed” that the coach helped them understand what they needed to do to graduate on time (62%) and helped them make decisions about their education (65%) (Figure 6).

Scholars and parents identified many aspects of the program as helpful. When asked about specific program components, 82 percent said the relationship with their Cargill Coach was “very helpful.” In addition, students thought the academic activities such as school check-ins (74%) and informal visits over coffee or lunch (64%) were also “very helpful,” as well as the future-oriented activities like college visits (67%) and college search assistance (72%) (Figures 7-8).

My relationship with [the Cargill Coach], she stands as a role model, my mentor, a large part in my support for higher education. The one-on-one is important.

[The Cargill Coach] helped me through a tough time. The school check-ins were great and the college stuff; she guided me through that.

Ninety-four percent of the parents interviewed said Cargill Scholars helped their child academically. Parents frequently mentioned the educational support, such as help preparing for college, encouragement to go to college, helping with homework, and tutoring. They also mentioned the personal support that helped keep the students on track and grow personally. Other specific aspects of the initiative were also mentioned as ways their child was helped academically, such as pairing the scholars with a Big Brother or Big Sister, the field trips, and coaching or mentoring (Figures 9-11).

Her horizons were broadened and she was exposed to so much positive attention. She was more motivated to do the work for academic success.

Most parents and scholars did not identify any program aspects as unnecessary, and few identified additional services that would have been helpful. Both parents and students were asked what additional Cargill Scholars services would have been helpful. The few suggestions offered by students included more help applying for college, additional help with school work, tutoring, and interstate travel. Parents offered a few more suggestions clustered around requests for more supplies and computers, additional tutoring, and more communication with parents (Figures 12-13).

The vast majority of scholars and parents said there were no services offered by Cargill Scholars that were unnecessary (Figures 14-15).

6. Scholar interview: Educational support received from Cargill Coaches (N=34)

Please tell me how much you agree or disagree with the following statements.	N	Strongly agree	Agree	Disagree	Strongly disagree
[The Cargill Coach] helped me understand what I needed to do to graduate on time.	34	62%	38%	0%	0%
[The Cargill Coach] helped me make decisions about my education.	34	65%	32%	3%	0%

7. Scholar interview: Academic helpfulness of program components

How helpful have the following components been to you academically?	N	Very helpful	Somewhat helpful	Not helpful at all
Home visits by [the Cargill Coach]	29	41%	52%	7%
School check-ins by [The Cargill Coach] regarding academics	34	74%	27%	0%
Phone calls or emails to check-in with [the Cargill Coach]	33	52%	46%	3%
Informal visits such as lunch or coffee with [the Cargill Coach]	28	64%	29%	7%
After-school meetings with [The Cargill Coach] for homework help	21	38%	52%	10%
College search assistance	29	72%	28%	0%
Tutoring	22	64%	36%	0%
Visiting colleges or other schools	27	67%	33%	0%
Destination 2010 events, activities, or opportunities	31	42%	52%	7%
Participating in Big Brothers/Big Sisters	31	55%	39%	7%
Your relationship with [the Cargill Coach]	34	82%	18%	0%
Other ^a	1	1	0	0

^a Other responses included the following: "[The] connection with Cargill Scholars will look good on my resume and it's been very helpful" and "[the Cargill coach]'s just pretty cool. She helps a lot."

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

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

School check-ins by [The Cargill Coach] regarding academics

[The Cargill Coach] visits me at school, focused on my attendance, and helped drop off homework to me when I had surgery for 8 weeks.

School check-ins, you sit down with her and go through your grades.

School visits – she's helped me keep grades up. Checks on me and makes sure I get finished what she expects me to finish.

School visits after school helped me finish things that had due dates because I didn't know what to do, she was there to help me.

The check-ins with [The Cargill Coach] at school. I got a lot of information from her and it helped me keep on track.

The check-ins. She is always keeping me on track.

The school check-ins because the school counselor also has more students to look after. [The Cargill Coach] was one-on-one and that helped me stay on track more and know about resources.

The school check-ins. Anytime she came in she always made sure I was on top of things and that really helped to keep me in a positive position with school.

The school visits by [the Cargill coach], because that's where I was having problems.

Phone calls or emails to check-in with [the Cargill coach]

[The Cargill Coach] calling me (phone), kept me on track with my schoolwork.

Phone calls/emails. Whenever I have questions. I was able email her and she answered back.

College search assistance/visiting colleges or other schools

Campus visits because by doing so I was able to choose my school.

College visiting – I have the chance to see two different colleges and know what is best for me.

The college prep through [the Cargill coach]. Led me to make the final decision and led me to PEOPLE.

Visiting college and college search. She helped me settle on the two schools I have chosen.

Tutoring

Tutoring because I got my grades up.

Math tutoring.

Destination 2010 events, activities, or opportunities

D2010 activities and opportunities. Because you are given opportunities to experience new things.

D2010 events, topics I could learn from, information on financial aid.

D2010 events, activities, and opportunity, I have the chance to get or approach new opportunities. Also meeting old friends is also helpful to rebuild relationship.

8. Scholar interview: Open-ended question – 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?

Relationship with [the Cargill coach]

Having [The Cargill Coach] around in my life.

My relationship with [the Cargill coach]. You just feel like she cares.

My relationship with [the Cargill coach], she stands as a role model, my mentor, a large part in my support for higher education, the one-on-one is important.

Relationship with [The Cargill Coach] and the informal visits – had more time to talk.

Combination of components

After school meetings and homework help.

BB/BS, relationship, college search stuff. [The Cargill coach], I always come away with something useful. Big that I had [Cargill coach]; we clicked pretty well.

Big Brothers/Big Sisters, tutoring, visiting colleges.

Home visits, email definitely, visiting college events with D2010.

Keeping up with my grades. School check-ins, emails, phone calls.

[The Cargill Coach] helped me through a tough time. The school check-ins were great and the college stuff, she guided me through that.

Middle school classes, tutoring, summer camping, and \$10,000 scholarship. Because I needed a lot of help during middle school and the scholarship will give me my future.

Visiting colleges and Big Sisters. My Big Sister was very helpful in school. Most importantly I got a scholarship from BB/BS. We used to visit colleges and it was great seeing what college life is like.

Other

The bonding with other staff members and staff.

Not sure

Not sure.

9. Parent interview: Academic support from Cargill Scholars (N=33)

	Number and percentage responding "yes"	
	#	%
Has Cargill Scholars helped your child achieve academically?	31	94%

10. Parent interview: Open-ended question – How has Cargill Scholars helped your child achieve academically?

How has Cargill Scholars helped your child achieve academically?

College preparation/encouragement to go to college

Exposed her to college and set expectations. It was a well-rounded program and exposed her to things and opportunities to meet people.

Talking to her about college.

They encouraged her to stay in school and go to college.

They had a lot of good workshops like test preparation and college preparation. That helped him focus on doing good in school.

They helped her with homework. They taught her good stuff. She got a scholarship to go to college.

They helped him get into college a little early, now he is in Wisconsin for college.

They helped him with how to treat parents, how to study in school, and prepare himself to go to college.

They helped with homework. Took her to visit colleges.

They took her to college visits and gave her other schools after high school.

Very much. They took my daughter to visit and get to know the University of Wisconsin.

Encouragement/motivation/positive attention

Because her horizons were broadened and she was exposed to so much positive attention. She was more motivated to do the work for academic success.

By being here for him. It's an uplifting positive thing for kids and that's what they need.

Encouragement and giving good advice to keep going.

Helped keep him on track as much as possible. Helped him want to do something productive with his life.

They checked to see if she was in school and checked on her grades.

They did as much as possible to help her keep up with her academic responsibilities. It was up to her to follow through and that didn't always happen.

They encouraged my child to go to school.

Financial support

Big Brother and paying for boarding school. Bought him a computer.

They pushed him to go to school and every year at the beginning of school year they bring school supplies and gave him money to buy things that he needs.

They supported with different finances and encouragement.

10. Parent interview: Open-ended question – How has Cargill Scholars helped your child achieve academically? (continued)

How has Cargill Scholars helped your child achieve academically?

Tutoring help/extra help/general help

[Child's coach] did good. Got him information for tutoring.

By helping with a tutor, asking him if he needs help with certain things.

Counselor has been with my child to meet him and his counselor whenever needs help. Also meet after work and weekend when extra help is needed.

He understands his subjects and reads better. He still studies for his speech – pronounces the R with a problem.

Helped her in reading and math with tutors.

The tutors and talking with him.

They took him to camp, helped with homework, and kept him in school such as checked on him at school.

Personal growth (not specific to academic)

It has helped my daughter to get involved in more activities that can help later in the future.

Made him more open to talking to people to get help.

She's a more rounded person and that helped her because she had more life experience.

To better communicate verbally. He learned to be more independent.

Other

My child didn't have a problem and she always does well in school.

11. Parent interview: Open-ended question – What about Cargill Scholars helped your child the most academically?

What about Cargill Scholars helped your child the most academically?

Educational support

Also helped with homework and took summer job at campus.

Monitored him and grades, was very involved, would send letter to get grades up.

More help with homework at the school and when came home, if necessary.

Put in program so that she can improve her grades, provided tutor to help with her homework.

They checked her grades and attendance at school. They talked grades, colleges, and influenced my daughter to go to college.

Tutor in math for free and they let her know that they are there to support her with whatever she needs.

Tutoring which was recommended for him.

Tutoring. She liked or loved the tutoring. It was the main thing that helped her.

11. Parent interview: Open-ended question – What about Cargill Scholars helped your child the most academically? (continued)

What about Cargill Scholars helped your child the most academically?

Field trips/programs/events

All the field trips and the support and help from all the teachers/tutors.

Gave him experiences such as time away from home, on the campus, with the group, being with everyone.

Her trip to Atlanta was huge. It had a powerful impact upon her going to the MLK Center and the historic Black colleges where she saw people like herself achieving things at a very high level. Also her coach, made an enormous difference. It was because of her that she was able to get a tutor from the Minneapolis schools to help her make it through trigonometry. That is just one example.

They let him go to University of Wisconsin - Madison for the summer program. He learned and improved a lot from there.

They tried to find college for my child. They asked her to go to college, took her to visit colleges.

Big Brother program/other programs

The art classes/programs.

The Big Brother program. The liaison that's assigned to him.

The Big Brother, the tutor.

The Tuesday program after school, can't recall the name.

They got Big Brothers/Big Sisters and helped with school supplies.

Coaching/mentoring/checking-in

[Coach] came to school to help my child with whatever he needed.

[Coach] helped him keep on track and accountable.

Being concerned about the child.

The coaches – how they worked with him about making the effort.

The counseling helped her a lot to stay on track and make up poor grades.

The motivation classes to continue going to school [Coach] was always on top of things for us.

The same thing; support and checking on him.

They gave him time to be with the coach, to visit other places such as colleges and other new places to learn new things.

Nothing

Nothing much, mostly my child was able to do things on her own when she entered high school.

She was left on her own. She kind of let it go too. When it merged with Destination 2010, they kind of all grew apart. We weren't as involved with D2010. It wasn't the same.

Unsure

I'm not sure.

Undecided on that question. Can't think of anything.

12. Scholar interview: Open-ended question – What additional services would have been helpful?

What additional services would have been helpful?

Suggestions

A little more help with searching for a college.

College search and preparation.

Interacting or more activities with [the Cargill coach].

[The Cargill Coach] could have been more helpful or give me a tutor to help with my school work.

Nothing more, sometimes I'd like a more immediate response.

Traveling to different states.

Other

We go to places, to the movies, to eat and buy books from the store.

None/nothing/everything great

No, she was right on. It was different because I got a lot of stuff from my school.

No. (3 respondents)

None, they really gave me a lot.

None. (3 respondents)

None. Everything they offered was great.

Nope.

I don't know, I got everything I need.

I don't think anything. I think she has helped a lot.

I got everything I needed.

I think it has been pretty helpful the way it is.

Nothing really, [The Cargill Coach] was super helpful.

Nothing really.

Nothing. (2 respondents)

She told me everything I needed to do that was good.

There's really nothing, it's top notch.

They really helped me by updating me about new programs, activities, meeting all of the Cargill Scholars.

They're all covered.

No, can't think of anything.

No, I don't really know.

Not that I can think of.

Can't think of anything.

Nothing that I know of.

13. Parent interview: Open-ended question - When your child was in high school, what additional services or opportunities would have helped your child academically?

What additional services or opportunities would have helped your child academically?

Computer/school supplies

If they gave him a computer, it might be better for doing his homework.

Maybe more school supplies for students.

More like Cargill Scholars. They reneged on promises like getting computers and the program through Wisconsin. I didn't see the support.

She needs a laptop, needs help with computer at home. If she did receive a computer, then it might be easier to do homework.

Tutoring: More availability/more subjects

If he would have had his tutor more often.

She needed help in some subjects and it would really have helped it that was part of the program for her.

The tutors could have been more available.

More opportunities for tutoring.

Other

He is at St. Olaf.

More help with the issue with the coach. Help with Scouts and figuring out the college process. More recommendations.

More communication with parent, listen to what mom had to say about the child.

Nothing/none/can't think of anything/everything good

None. [10 respondents]

None. They were all covered. They were all so very good.

Nothing I can think of.

Nothing that I see or have.

Nothing.

Nothing. They did a very good job at providing services.

They already attend as much as they could.

They offered a lot of them. No others were needed.

Can't think of anything. [2 respondents]

Everything okay.

Everything was fine.

I think the program is complete and very good.

14. Scholar interview: Open-ended question – Were any of the services you received from [The Cargill Coach] unnecessary?

Were any of the services you received from [The Cargill Coach] unnecessary?

Yes

I didn't like her opinions about the sorts of views where I was going to go or what I wanted to do.

No

No. (25 respondents)

None. (7 respondents)

N/A

N/A

15. Parent interview: Open-ended question – When your child was in high school, did any of the program components seem unnecessary? If so, which ones?

Did any of the program components seem unnecessary? If so, which ones?

Yes

Computer, they gave her a computer but didn't receive [?] with it.

They really didn't do much.

No

No. [18 respondents]

None. [11 respondents]

Very necessary.

Don't know

I don't know.

Support from Cargill Scholars during the early years

During the final parent interview, parents were asked about the early years of the program, when scholars were in fourth through eighth grade. Although this question required parents to recollect after a few years, scholars received substantial programming during this time and parents were able to provide feedback about the most useful aspects of the program, as well as what would have been more useful.

Parents thought the educational support, mentoring, and activities were the most useful part of the early years of Cargill Scholars. Similar to what parents thought was the most useful part of Cargill Scholars during high school, they typically said the most

useful part of the early years was the educational support, mentoring, and activities. Specifically, parents mentioned the homework help, encouragement, guidance, and skill building around test taking and studying. The comments about activities mentioned how students learned from them and were exposed to new places and ideas.

The different program opportunities like gymnastics and the summer camp she got to go to her first time ever. Also, she made friends with other Cargill Scholar students but then that lasted all the way through high school and that was really helpful.

He had a very good mentor who helped him with grades and checked on him.

The majority of the parents did not provide any suggestions for program components that were unnecessary. Similarly, most parents did not offer suggestions for additional services that would have been useful. A few parents suggested helping with an ADHD diagnosis, offering summer programming, and listening to the parents (Figures 16-18).

16. Parent interview: Open-ended question – What things about Cargill Scholars were most useful for your child during the early years of Cargill Scholars from fourth to eighth grade?

What things about Cargill Scholars were most useful for your child?

Educational support

Getting him involved in things like tutoring and helping with work.

Helped to complete her math homework. They taught her to play piano. They have a Big Sister, helped reading and took her to see places, talked more, and be a role model to my daughter.

Helping him in school, helping with his social skills.

I don't remember. I think the mentoring, homework help.

Staff came to school and her house to discuss her education. Big Sisters came to house to help do homework.

The tutoring and the music lessons. They all got to play instruments.

The ways they built his study skills from 3rd grade until now.

They gave her homework support, provided workshops about education for parents and our children.

They gave her ways to study before taking tests and gave her lots of time to work with Big Brother and Sister to do her school work.

They have a tutor that goes to help with his school work and helped with his homework.

They helped him with his school work and checked with his grade at school.

They helped the child to learn how to prepare for higher education, taught my child to keep grades good in school, study harder.

They provided Big Brother and Sister to help with his homework.

They supported and encouraged my child to go to school and stay with and focus in school all the time.

16. Parent interview: Open-ended question – What things about Cargill Scholars were most useful for your child during the early years of Cargill Scholars from fourth to eighth grade? (continued)

What things about Cargill Scholars were most useful for your child?

Mentoring/coaching

Having older people, the mentors, there for her to look up to.

He had a very good mentor who helped him with grades and checked on him.

She has a coach. She can go to her coach for resources, college visit and scholarship.

The tutoring, a lot of support. The support of the liaison. They were active as a friend/parent. A second person to keep up with your kid.

Trips/activities/events

He liked the programs and outings.

I don't remember that far back. Different things for the family to be involved with, going to different meetings they were having.

I like how the trips exposed him to different places, museums, travel. When he was younger he was more willing to learn. Big Brother helped quite a bit.

She was able to attend field trips that I cannot offer and to visit the colleges in other states.

Summer camp for my child to participate in, took her to or picked her up for program meetings. She learned a lot from workshops and meetings.

The coaches talking with him about college and, like I said, the different workshops they gave. Also, the overnight experiences at colleges were good for him.

The different program opportunities like gymnastics and the summer camp she got to go to her first time ever. Also, she made friends with other Cargill Scholar students but then that lasted all the way through high school and that was really helpful.

The events he has attended over the years, not all events interested him but a couple did.

The exposure to trips, camping, going to the colleges.

The music/instrument that he plays. Big Brother program.

The trips to Chicago, Orlando Florida, Washington DC. He did not know another state outside of Minnesota.

The trips to Washington, Florida, and Wisconsin and all the camps. The private classes for math, music, karate.

The visiting different colleges and tutoring.

When they had events where they were teaching something to the children, when they took them to the museum.

Other

Great job for my son. Helped financially. Gave Big Brother. Private school.

17. Parent interview: Open-ended question – Did any of the program components seem unnecessary? If so, which ones? (when your child was in fourth through eighth grade)

Did any of the program components seem unnecessary? If so, which ones?

Yes

No, but one staff was not necessary.

No, if the program is done again, communication could be improved. More communication between coaches and parents.

No/don't remember

I don't think so. It helped them be well-rounded.

I don't remember anything unnecessary at the program.

No, all nice.

No. [12 respondents]

None. [12 respondents]

Nope, none. They are all very good for a young man.

Nothing seems unnecessary.

Nothing. [2 respondents]

18. Parent interview: Open-ended question – What else would have helped your child?

What else would have helped your child?

Financial/in-kind support

He might need to start his postsecondary school a little early, but he has no money.

Make sure she is able to afford her college or attend half-time college when she was in high school.

That he would have received a computer for our home.

Other (related)

A bit more attention to what the parent knows about the child and listens to what they say.

Probably to push for the ADHD diagnosis.

Student activities during the summer and time; coach spends lots of time with student.

Other (unrelated)

She did a pretty good job on most things. Stayed in school more during 9th and 10th grade.

Don't know/can't think of anything

Don't know. Really don't know, don't remember.

I can't say.

I can't think of anything.

I don't know.

18. Parent interview: Open-ended question – What else would have helped your child? (continued)

What else would have helped your child?

Nothing/none/everything good

Can't think of anything.

Cargill Scholars did a good job of helping my child. He always appreciated it.

I don't think there was anything that they didn't do.

It was all good. They provided a lot.

None. [6 respondents]

Nothing comes to mind.

Nothing I can think of.

Nothing really.

Nothing. Everything was provided.

Nothing. [2 respondents]

The program motivated my child about education. That is why she completed high school and wants to continue her postsecondary education.

They did great.

They offered a lot.

They took him on different trips to different states.

Tutors helped with homework, took her to see movies, and ate out a couple times.

Well, I think everything is fine. They have done a lot.

Additional support from coaches during high school

Almost all scholars felt that their Cargill Coach had been supportive. Ninety-seven percent of students “strongly agreed” (76%) or “agreed” (21%) that their Cargill Coach offered encouragement and support by checking in at school, encouraging them to do their best, and discussing current and future opportunities. The coaches also gave advice and connected students with resources for postsecondary education, like researching schools, connecting them with people, and taking them on school tours. Two students also mentioned the support received through the personal relationship they formed with the Cargill Coaches (Figures 19-20).

She did more than she had to to get me into the schools I applied for, like talking to the admissions counselors and scheduling meetings with them with me.

She kept me motivated and kept me going. She encouraged me to stay in school.

19. Scholar interview: Encouragement and support from Cargill Coaches (N=33)

Please tell me how much you agree or disagree with the following statements.	N	Strongly agree	Agree	Disagree	Strongly disagree
[The Cargill Coach] offered encouragement and support.	33	76%	21%	3%	0%

20. Open-ended question – Scholar Interview: How did [The Cargill Coach] encourage and support you?

How did [The Cargill Coach] encourage and support you?

Checked in with me/encouraged/motivated

By always being there for me, always helping too. Even when I felt like I didn't need help, she still helped.

Keeping me updated and checking up on me at school.

She always pushed me and met with me and if I had something to do, she would help me, like with my resume.

She came to school and told me to buckle down.

She encouraged and influenced me to go to college.

She had discussions with me about my grades, classes, and what I needed to do to achieve my goals.

She kept me motivated and kept me going. She encouraged me to stay in school.

She likes me to report to her when I can't do my school work and she is always there to help me.

She sent me email and checked in with me to see that everything was OK.

She tried to keep me motivated even when I wasn't feeling like it. She let me know about different opportunities I could take advantage of.

She would check on me and anytime I needed help she would provide whatever kind of help I needed. She was always there for me.

She would validate/reward me if I got full credit in a quarter. Even when she was disappointed, I felt encouraged to try harder.

Telling me that I can do better and setting up schedules and letting me know the credits I need.

We would talk about my grades and how to bring them up. Talk about college choices. Talk about events coming up. We talked about everything.

20. Open-ended question – Scholar Interview: How did [The Cargill Coach] encourage and support you? (continued)

How did [The Cargill Coach] encourage and support you?

Gave advice/information/connected with resources for postsecondary education

Give me advice and help me find scholarships and answers my questions.

Helped me get tutors and explained the options.

Helped me look for school and apply for other scholarships through other programs.

Helped me to know what my requirements were to graduate.

I remember a time she set up an interview/tour of IPR (Production & Recordings), going above and beyond. Looked at scholarships. Went to the U for an interview.

She advocated for me by calling schools, looking into programs, and with applications.

She always got me help and people to talk to.

She did more than she had to, to get me into the schools I applied for, like talking to the admissions counselors and scheduling meetings with them with me.

She gave good and helpful advice. She encouraged me to finish my on-line course and helped me in deciding which colleges to apply to.

She helped make decision about which college is best for me to go.

She reminded me of the things I need to do in order to graduate on time and ready for college.

She talked to schools for me. She always visits me at school to see how I am doing.

She was there whenever I needed help. She took me on a campus visit and helped me make a decision about college.

She would be there for me and gave me resources about financial aid.

She's been there academically, whatever comes up, took me to college campuses, etc. Helps me out a lot. Because she's on my back, that motivates me. I don't want to let her down.

She's helped me do my college applications and helped me do scholarships, she introduced me to. She's very supportive.

Personal relationship

[Cargill coach] opened up to me and gave me a chance to trust her. She invited me to her house, she opened up her arms to me and I got to meet her husband and kids.

I saw her as my friend and liaison and another mother. School related or not, I know she wanted better.

Other academic activities

Three in four scholars felt that the coaches connected them with academic resources.

Cargill Scholars tried to increase the resources and opportunities available to students. Three-quarters of the students (77%) reported that their Cargill Coach helped them connect with other academic programs during high school, including tutoring, college preparation such as the Admission Possible program, scholarship applications, and extracurricular activities like volunteering and intercultural groups (Figures 21-22).

21. Scholar interview: Connection with other academic activities

	Number and percentage responding "Yes"	
	#	%
During high school, did [The Cargill Coach] help connect you with other programs or organizations to help you academically?	26	77%

22. Scholar interview: Open-ended question – Which programs did [The Cargill Coach] help you connect with to help you academically?

What programs did [The Cargill Coach] help you connect with to help you academically?

Tutoring

She helped me and also got me a tutor.

Tutor programs or help to pass my reading test.

Tutoring for math and science that helped me improve my grades.

Tutoring in math.

Tutoring programs in Spanish, math, and science.

Tutoring.

College prep/scholarships

Admission Possible. She would bring summer camps for me to go to.

PEOPLE program and outside activities.

PEOPLE program – they prepared me for college.

Scholarships and Annexstead scholarship.

She tried to get me to do Admission Possible, some other things I don't remember.

The ACT prep.

22. Scholar interview: Open-ended question – Which programs did [The Cargill Coach] help you connect with to help you academically? (continued)

What programs did [The Cargill Coach] help you connect with to help you academically?

Extracurricular activities

I don't remember the names. They helped me get along with other kids from other cultures and nationalities in Mankato, MN.

She made me volunteer to make it look good on my resume.

Textile Center, help me with my sewing skills.

Young Women's group, not academic, but extracurricular.

Combination of program types

Power of You, study groups.

SAT prep classes, tutoring program. Community work with my school (volunteer).

Teen parenting classes, support groups, tutoring.

Tutor – help me in math. Scholarship information, AVID program, college prep.

Don't know/remember

I don't remember.

Maybe, I think so. I don't remember.

Other

AVID (Advancement Via Individual Determination) was on my own. (Programs at colleges, she would have gotten me into them.)

Cleared with me at school to make sure I do okay or good in my courses and stay in school.

It was brought up, but I did not need it.

She tried but usually I wasn't eligible for them.

The 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. Cargill Scholars worked with the PEOPLE Program to enroll scholars.

While none of the eight students who participated in the PEOPLE program intended to attend college there, they did feel that the program had been beneficial to them. Eight students participated in the PEOPLE Program; however, none of the students said they would attend the University of Wisconsin – Madison. Some students expressed concern about the size of the school or being too far from home. Other students had chosen schools that they felt better met their needs.

Despite their plans to attend other schools, students said the program allowed them to meet new people, learn about college life, and experience an internship. They also said the program was helpful and impacted their future decisions by increasing self-expectations and changing their perspective on careers (Figures 23-26).

23. Scholar interview: Participation in the PEOPLE Program

	Number and percentage responding "yes"	
	#	%
Did you participate in the PEOPLE Program?	8/34	24%
Will you attend the University of Wisconsin – Madison in the fall?	0/8	0%

24. Scholar interview: Open-ended question –Why aren't you planning to attend the University of Wisconsin – Madison?

Why aren't you planning to attend the University of Wisconsin – Madison?

Because as an undergrad, I want smaller classes and to be taught by professor not a T.A. Too big. Also, the traveling would get expensive.

I don't like the fact that it is far and I don't feel comfortable there.

I felt I wasn't good enough – grades. Wanted to stay in town to help support my family.

I got denied.

I was accepted at Morehouse.

It does not have the classes that I want (need).

Too far away from home and I need help close to home.

25. Scholar interview: Open-ended question – What was the best part of the PEOPLE program?

What was the best part of the PEOPLE program?

Being able to learn new skills and network more with other people from different places and backgrounds of Wisconsin like Milwaukee.

Experiencing college life and it showed me what a big University was like. Helped me come to the conclusion that I wanted a smaller school where I could get classes I wanted and have one-on-one relationships with professors.

Meeting all the people and the people who helped me, the staff there.

Meeting new people.

Networking and getting the college experiences.

The internship, I did fashion design and interior design.

The nursing internship – because I found out what I wanted to do.

26. Scholar interview: Open-ended question – Did the PEOPLE Program impact your decisions for your future? If so, how?

Did the PEOPLE Program impact your decisions for your future? If so, how?

Yes

Yes, made me realize I didn't want to be a nurse. And, afterward, I loved it, it changed my perspective.

Yes, I know or have experienced how to live in school; it's different from living at home.

Yes. By adding on to my expectations of myself. You went home knowing people in Wisconsin were waiting on you and wanted you to do well. You knew they cared.

Yes. They sent letters to me at home and helped make sure I stayed in school.

I don't know/other reasons for going

I do want to go there for grad school because they have a top program.

I don't know. I'm not sure.

No

No.

No, my mind was already set.

Cargill Scholar's influence on future decisions

Most students said that Cargill Scholars influenced their decisions about the future.

About one-third of the students said the initiative influenced them or reinforced their decision to go to college. Likewise, another group mentioned how they were motivated and encouraged to stay on track so they could reach for more in the future. A few students also mentioned that Cargill Scholars helped make them a better person (Figure 27).

All the trips we had showed me new things that I would like to have in the future.

I think because I was around this sort of environment, I learned I could have a better life. Look up to the Cargill Scholars; strive to be like my Big Brother.

27. Scholar interview: Open-ended question – Has your participation in Cargill Scholars impacted your decisions for the future? If so, how?

Has your participation in Cargill Scholars impacted your decisions for the future? If so, how?

Furthered/reinforced decision to go to college

Reinforced my wanting to go to college.

Yeah, it pushed me more to go to school because I had help financially. Money would have been a reason not to go to school, but now I don't have that excuse.

Yes, because before I wouldn't have been ready for college.

Yes, by taking me to other colleges and seeing other people. This motivated me to do the same.

Yes, I actually made the first step going to college.

Yes, I was not sure if I was going to college, but now I am because of the program.

Yes, it helped a lot, they gave resources about college.

Yes, prepared me to go to school. Helped me think more about colleges.

Yes. Going to college campuses helped me decided to go to college.

Yes. Helped me decide what I want to do and make a goal to complete post -secondary education.

Personal growth (better person, etc.)

Yes, it made me a different person. It encouraged me to be a better person.

Yes, just to be a part of something positive is a big thing. I changed to be a better person than I used to be.

Yes, without Cargill I might not be here today, like who I am now.

27. Scholar interview: Open-ended question – Has your participation in Cargill Scholars impacted your decisions for the future? If so, how? (continued)

Has your participation in Cargill Scholars impacted your decisions for the future? If so, how?

Motivated/encouragement for future/kept on track

It showed me how to look forward to something in my life.

Led me to find what I wanted to do with my life.

Yeah. All the trips we had showed me new things that I would like to have in the future. Going to Washington, DC for example.

Yes, because I wanted to be something ever since I started the program and they helped me to get there.

Yes, because now I know I have a place here on earth and I have to choose a career and be successful.

Yes, I think because I was around this sort of environment. I learned I could have a better life. Look up to the Cargill Scholars; strive to be like my Big Brother.

Yes, it encouraged me to do my best; it opened different doors and opportunities for me.

Yes, it pushed me to where I wanted to go in life.

Yes, motivation to do something in life.

Yes, they have made me want to go to school.

Yes. I plan to live my life for the children of the future.

Yes. It kept me more on track and thoughtful of what I had to lose.

Other

I learned more about graduation requirements and got encouragement from other people.

Somewhat. I know that I have the scholarship so that helps.

Yes, they gave me goals to follow in order to succeed, especially as a Latino.

Yes, they make sure I'm in school; this had a big impact on my future.

No

No, not really.

No. (3 respondents)

I don't know. Can't think of anything.

Predictors of academic success

Cargill Scholars was developed based on research about established predictors of academic success. This section of the report looks at some of these predictors including: students' motivation; factors influencing their ability to do well; and parent involvement, support, and expectations.

Motivation to do well

Most students were motivated to do well in school, drawing this motivation largely from their family and friends. As the scholars finished high school, they were asked about their motivation to do well in school. Six out of ten students (59%) said they were “very motivated” and all but one of the remaining students said they were “somewhat motivated” to do well. The last student was “not motivated at all,” indicating that he/she would rather have a job. Further questioning indicated that the students are very motivated by their families and friends. Other students said that their source of motivation was their own desire to fulfill personal goals or to do better in the future (Figures 28-29).

“I’m the oldest of my sisters. I want to show them if I can do it, they can definitely do it and follow in my footsteps.”

28. Scholar interview: Students' motivation to do well in school (N=34)

How motivated are you to do well in school?	Number and percentage responding	
	#	%
Very motivated	20	59%
Somewhat motivated	13	38%
Not motivated at all ^a	1	3%

^a When asked why they were “not motivated at all,” the respondent said it was because he/she would rather have a job.

29. Scholar interview: Open-ended question – What motivates you to do well in school?

What motivates you to do well in school?

Family influence

My mother.

My mom.

Parents.

My father.

My family. (2 respondents)

My family, my mom.

My daughter.

My family and future.

My parents and sibling.

My family and being successful.

I'm the oldest of my sisters. I want to show them if I can do it, you can definitely do it. Follow in my footsteps.

My dad, because he had learning disabilities and knows that I have to do better than him. He wakes me up on Saturdays and we have a positive talk about life.

Family and/or other people

My peers, family, and everybody around me.

My teachers, friends, and family.

Support of friends and family and my own drive to be successful.

To know the faster I get done with things the better. I have a friend who motivates me.

My family and [Cargill coach].

I have an aunt who is in a nursing job, really likes her job.

My support system. My expectations of myself.

Fulfilling personal goals/good job/better future

My dream (goal).

Getting a good job in my future.

To leave the barrio, the gang bangers.

Education, what's going to happen to me in the future. I want to have the best education possible.

My own personal goals.

The experiences I've gone through and personal goals. Self-motivated.

The outlook of having a better life in future. Good grades is a good reward.

Myself. I tell myself to do better.

I know that I want the best for myself.

So I can see how much I know and understand and improve from it.

29. Scholar interview: Open-ended question – What motivates you to do well in school? (continued)

What motivates you to do well in school?

Other motivational factors

Getting finished before I have my son.

Nothing/don't know

I don't know.

Nothing really.

Factors impacting school performance

Scholars identified a number of factors that impacted their school performance, such as not trying their best and missing too much school. The Cargill Scholars were asked about factors influencing their school performance. Students were most likely to “strongly agree” or “agree” that not trying their best (42%), missing a lot of school (33%), and having poor quality teachers (32%) impacted their school performance. About one in five students “strongly agreed” or “agreed” that taking the wrong classes (23%), changing schools (21%), financial difficulties (21%), their living situation (21%), family responsibilities (18%), work (18%), friends or peer pressure (18%), or physical health issues (18%) affected their school performance (Figure 30).

30. Scholar interview: Factors that impacted school performance

How much do you agree or disagree that the following factors had a negative impact on your school performance?	N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
Learning disabilities	34	6%	0%	32%	62%
Poor quality of teachers	34	3%	29%	27%	41%
Taking the wrong classes	34	0%	23%	38%	38%
Changing schools	33	6%	15%	24%	55%
Missing a lot of school (absences)	34	18%	15%	24%	44%
Language barriers	33	0%	12%	27%	61%
Not trying my best	33	9%	33%	36%	21%
Family responsibilities (e.g., taking care of siblings or other family members, chores)	34	6%	12%	44%	38%
Friends or peer pressure	34	0%	18%	38%	44%
Work	33	0%	18%	36%	46%

30. Scholar interview: Factors that impacted school performance (continued)

How much do you agree or disagree that the following factors had a negative impact on your school performance?	N	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
Financial difficulties	34	6%	15%	47%	32%
Physical health issues	34	0%	18%	29%	53%
Mental health issues	34	3%	6%	35%	56%
Living situation (e.g., physical location, safety, conditions such as overcrowding, or moving)	34	6%	15%	38%	41%
Pregnancy or parenting a child	34	0%	9%	32%	59%
Experiencing abuse	34	0%	3%	44%	53%
Alcohol or drug use or chemical dependency	34	0%	0%	41%	59%
Delinquent behaviors or legal issues	34	0%	3%	35%	62%
Other	9	0%	0%	11%	89%

Parental expectations for scholars' academic performance

Most parents felt that they had high expectations for students' academic performance and communicated with them about these expectations. One goal stated in the Cargill Scholars' logic model is that parents will be involved in their child's education, including communicating academic expectations and helping their child set educational goals. All but one of the parents interviewed said they talked to their child about their academic expectations for them. Most parents said they expected their child to do the best they can. Others mentioned they expected their child would pursue and complete postsecondary education and a few said they expected their child to finish a Ph.D. or become a doctor (Figures 31-32).

While most parents felt that their child met their academic expectations, more than one-third felt that challenges had prevented their child from doing their best. Seventy-three percent of the parents said their child met (58%) or exceeded (15%) their expectations. However, 36 percent of the parents also said that there were challenges or circumstances that prevented the child from meeting their expectations. These challenges included the child's personal circumstances such as attention-deficit concerns, parenting a child, friendships, and dissatisfaction with school (Figures 33-35).

Most parents felt that coaches had helped scholars address their challenges. Of the parents who said their child had challenges, 92 percent said Cargill Coaches helped their child address these issues by offering encouragement and keeping the student focused, offering academic help, or providing other resources (Figure 36).

Her coach kept on top of her, noticing when her attitude or effort would slip and helped her get back on track.

31. Parent interview: Communicating expectations to their child (N=33)

	Number and percentage responding "yes"	
	#	%
During high school, have you talked with your child about what you expect them to do in school?	32	97%

32. Parent interview: Open-ended question – What have you expected your child to do academically?

What have you expected your child to do academically?

Do the best student can academically/personally/etc.

Go to school. Do his best and learn all he can.

I really want my child to be the top student all the time, as my wish, but he can try his best.

To do the best she could, no expectations. She wanted to go to college.

Yes, but I only wanted her to do the best she can, nothing else. She also always did well in school.

Succeed academically/improve grades/maintain grades

Get good grades and excel in whatever he was involved with.

I want her to do well in all academics. She has a basketball scholarship so she is doing very well.

Keep her grades up and graduate on time.

Make good grades. Be successful.

She met our expectations. She did very good at all of her classes and programs that she participated in.

To at least carry a 3.0 or 3.5.

To at least stay on the B honor roll.

To get his GPA up and be more involved in class work.

32. Parent interview: Open-ended question – What have you expected your child to do academically? (continued)

What have you expected your child to do academically?

Complete college degree/university degree/continue education

For him to have a longer educational career/profession.

I expected her to complete four-year college and always complete her homework on time for all classes.

I expected him to go to college and do work in school but he is working now and no more school.

I thought he would graduate on time and enroll in a community college.

I want her to complete 4-year college.

I want her to go to college and get a good job to help the family.

That he would continue to study after high school. He really likes school.

That she attend a college/university.

To get good grades to go to college.

We as parents wish her to be able to reach our goal, such as a degree, and want her to be a good person.

Get a Ph.D./become a doctor

I wanted her to get higher and better education. I wanted her to get her Ph.D. degree.

To get his Ph.D.

I really want my child to be a doctor. He wants to be a surgeon.

I want my son to get his doctoral degree and be able to get a good job.

To graduate high school on time.

I had hoped he would finish high school on time, but he is not completing it now.

I planned for him to graduate high school this June, but he had surgery so he can't finish on time.

At this point, to get through high school on time and have help for better grades.

Other

Achieve his goal so he can be successful in the real world.

Completed high school, expected more, but not sure what she is doing now.

I have tried to get my daughter to attend events so that she can see her different options.

She's doing fine but I expected more.

33. Parent interview: Meeting parents' academic expectations

In terms of academics, would you say	Number and percentage responding	
	#	%
My child exceeded my expectations	5	15%
My child met my expectations	19	58%
My child did not meet my expectations	9	27%

34. Parent interview: Challenges students encountered meeting expectations (N=33)

	Number and percentage responding "yes"	
	#	%
Have there been any challenges or circumstances that have prevented your child from meeting your academic expectations?	12	36%
Has Cargill Scholars helped you or your child address any of these challenges?	11	92%

35. Parent interview: Open-ended question – What challenges or circumstances have prevented your child from meeting your academic expectations?

What challenges or circumstances have prevented your child from meeting your academic expectations?

Financial issues

Financial issues. College costs a lot of money and can't afford it.

Money. I am a single parent with kids so it's hard to get all the money and help with his education.

Child's personal circumstances/attributes

His laziness. He's not very well motivated.

I suspect she is mildly ADD.

Problem with math and study skills but he is getting better.

She is 18 years old and has a baby.

The ADHD, attendance, the school wouldn't help get it diagnosed. The teachers wouldn't send feedback to the doctors.

**35. Parent interview: Open-ended question – What challenges or circumstances have prevented your child from meeting your academic expectations?
(continued)**

What challenges or circumstances have prevented your child from meeting your academic expectations?

Child's friendships

Sometimes the people she chose to hang around with presented challenges.

The choice of friends for a short time during high school.

Dissatisfaction with school

Not happy with Washburn High School. He changed to Richfield High School. He has little adjustment and he also had back surgery in January 2010.

The school at Columbia Heights. He played football and the coach didn't give support.

Other

Times when he was away from school and couldn't make up work because it wasn't an excused absence.

36. Parent interview: Open-ended question – How has Cargill Scholars helped you or your child address any of these challenges?

How has Cargill Scholars helped you or your child address any of these challenges

Encouragement to stay on track/keep focused

Gave her leadership program, tutoring, and paid attention to her school, like what she needs for school.

Helped him with study skills and to try to stay focused.

Her coach kept on top of her, noticing when her attitude or effort would slip and helped her get back on track.

The testimonies from college students that pushed my son to stay away from gangs. The seminars about being a good son, student, person.

They encouraged him to get there on time and do the things expected of him.

With counseling and so forth to help her stay on track.

Extra academic help

They initially (after her grades dropped) had her tested for learning problems. Looked at putting her in another academy. Also gave her a tutor and sent her to Sylvan for extra help.

They dropped off homework and tutored him when he was out of school for surgery, about 7-8 weeks.

Other

They helped him overcome his shyness. He's very quiet and timid.

They went to the principal and addressed it.

The private school he attends now. They pay some of his tuition.

Parental involvement in scholars' academics

Most parents reported being involved in the scholars' education. The majority of the parents reported they were involved with their child's education. Almost all of the parents (97%) said they "very frequently" encouraged their child to do well in school. Most "very frequently" talked to their child about postsecondary education opportunities (91%), planning for postsecondary education (79%), or financing postsecondary education (82%).

While three-quarters of the parents "very frequently" checked their child's homework for completion (76%), fewer helped with homework (33%). Slightly over half of the parents said they attended events at their child's schools "very frequently" (52%).

When asked to expand on how they are involved in their child's education, parents mentioned their ongoing support and encouragement, attending conferences, communicating with the school, helping the student focus, providing opportunities for new experiences, and providing transportation (Figures 37-38).

Some parents felt that issues such as work or family responsibilities limited their involvement with their child's education. About one-quarter of the parents reported their engagement was impacted by family responsibilities (24%), work or schedule conflicts (27%), and physical health issues (21%). Slightly fewer mentioned that language barriers (18%), living situation (18%), and transportation (15%) affected their participation. Four parents said they lacked the interest to be more involved (Figure 39).

37. Parent interview: Involvement with their child's education (N=33)

How frequently do you do the following things with your child?	Very frequently 1	Somewhat frequently 2	Not very frequently 3
Help your child with homework	33%	49%	18%
Check that your child completes homework	76%	18%	6%
Encourage your child to do well in school	97%	3%	0%
Attend events at your child's school	52%	27%	21%
Talk to your child about college or postsecondary education	91%	6%	3%
Help your child plan for postsecondary education	79%	18%	3%
Talk to your child about scholarships, financial aid, and other ways to pay for college or other schooling after high school?	82%	12%	6%

38. Parent interview: Open-ended question – What other ways have you been involved in your child’s education?

What other ways have you been involved in your child’s education?

Attending school events/communication with teachers

Attended open house and conferences.

Attended school activities when she needed. Pay attention to my child for her needs.

Attending events and stuff, speaking with his counselor and his mentor.

Attending his parent/teacher conferences. Talking to his teachers and following up with teacher recommendations.

I contacted his teachers and student counselor. All of them have my number, it is a way to keep [child] in school. Anytime he is not in school or anything they call me.

I have gone to the school to talk to her counselor to see how she is doing.

I went to her conferences and read online about communication skills, talked with [The Cargill Coach] at Cargill Scholars about her college.

Just being there for her and going to parent meetings. She has an IEP and I go to those meetings.

Talked to his counselors, changed what classes he took, called the school to assure that he attended, talked to him about the importance of a good education.

Active academic support/encouragement

Allowing her to study when she needs to, instead of chores, trying to expose her to a lot of different situations.

Asking his older sibling to help him out when there is trouble with his school.

Being there for him. Being sure he gets to school every day, being supportive.

Encouraged and exposed her to other opportunities like making friends, college visits, and financial support.

Getting her additional classes, online education. Tried to see if home schooling would work but it didn't.

I always help whenever my child needs help such as providing money, transportation, and food for him.

Just keeping her focused and on top of her schoolwork. I prefer for her to do her schoolwork at home instead of her chores.

Learning the different or new techniques or being hands-on all the time with her when doing things.

Mentoring him, his friends, watching his study time, and reading and monitor his reading, asking questions.

Trying to help him to keep focus on his education and steer him away from things that interfere with school.

With transportation to and from after-school programs, activities, and events.

38. Parent interview: Open-ended question – What other ways have you been involved in your child’s education? (continued)

What other ways have you been involved in your child’s education?

Verbal academic support/encouragement

I always ask or tell my child to go to college and study hard for school.

I always encouraged her to go to higher education in college.

Just staying on him about studying and insisting he come home with good grades.

Personal support/encouragement

To encourage him to learn to have good manners, morals, and respect his elders like teachers, leaders, and coaches.

Trying to help her get through peer pressure and her personal issues as she was growing up.

Other support

She’s always wanted to be a veterinarian so I let her be involved in the health care of our pets. I also took her to animal shelters so she would see what that’s like.

Working as a single parent. It’s been hard.

No/none

No.

None. I’m too busy with homework.

None. [4 respondents]

39. Parent interview: Factors that affected parents' ability to be engaged in their child's education (N=33)

Did any of the following factors affect your ability to be engaged in your child's education?	Number and percentage responding "yes"	
	#	%
Work or schedule conflicts?	9	27%
Family responsibilities?	8	24%
Physical health issues?	7	21%
Language barriers?	6	18%
Living situation (including physical location, safety, conditions such as overcrowding, or moving)?	6	18%
Transportation?	5	15%
A lack of interest?	4	12%
Didn't know how to be involved?	3	9%
Feeling uncomfortable in the schools?	3	9%
Mental health issues?	3	9%
Other? ^a	3	9%
Alcohol or other drug use or chemical dependency?	0	0%
Legal issues?	0	0%
Abuse in your home?	0	0%

^a Other responses included the following: Baby; the principal lost control. She was not involved with the students/school.

Parental support of academics and Cargill Scholars

Most students felt that their parents supported their education and their participation in Cargill Scholars. During the 2010 interviews, almost all students “strongly agreed” (71%) or “agreed” (27%) that their parents are supportive of their education. Students provided examples of the verbal support they received, as well as the active support in the form of helping them engage in Cargill Scholars and other programs, pushing them to attend school, checking homework, attending conferences, and supporting their decisions. One student said their parent was unsupportive, attributing it to the parents’ desire for them to graduate on time and get a job.

They are always supporting every decision I make. My dad has always told me I will get a college education.

My mom tries to attend [Cargill Scholar] events – that really helps me – knowing that she supports me.

The majority of students “strongly agreed” (67%) or “agreed” (29%) that their parents supported their involvement in Cargill Scholars. They described their parents’ support of attending events, providing transportation, and asking about what was happening. Others said their parents reminded them about and encouraged them to attend events (Figures 40-44).

40. Scholar interview: Parental support for education and program involvement

Please tell me how much you agree or disagree with the following statement:	N	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
My parents are supportive of my education.	34	71%	27%	3%	0%
My parents are supportive of my involvement in Cargill Scholars.	34	67%	29%	3%	0%

41. Scholar interview: Open-ended question – How have your parents supported your education?

How have your parents supported your education?

Verbal support/encouragement

They encourage me to do well in school.

They have encouraged me to do well in school.

By encouraging me to do my best all the time and keep on going to school.

Just telling me to stay in school and do well.

My mom wants me to succeed a lot; she bugs me all the time.

Forced me to get good grades and do best I can.

They never pressured me, they told me to focus on school. School was my only job.

They encouraged me to stay in school.

I don't know how she hasn't. Always tells me to focus on school.

By always encouraging me to do my work.

My grandma is the one who encouraged me to do everything that is necessary for my education.

They always push me to do well.

They are always encouraging me to do what I want.

When my grades went down she kept on supporting me and she never gave up on me.

41. Scholar interview: Open-ended question – How have your parents supported your education? (continued)

How have your parents supported your education?

Active support (making sure homework is done/financial support/driving to activities, etc.)

Every day they checked to see how I'm doing and if I needed help.

My mom makes sure I get up in the morning and go to school.

Remind me to do homework and keep me in school.

She put me in better schools and has been there for me whenever I need help.

My mom listened to me and picked me up at school every day.

Always staying on top of me, school wise and making sure my stuff was done.

My mom helped me with a lot and pushed me.

My parents have helped me financially.

They asked me to complete my homework all the time. They pushed me to go to Cargill Scholars.

Get me to school every day and getting my school supplies.

When I asked them about what I need and a ride from them to be at school for something they always came through.

Conferences, always on me, wake me up, talk to me about why it's important.

My mom makes me attend. If I'm not at school I can't learn.

Signing me up for tutoring. Talking to me to encourage me. Going over the homework with me and studying for test.

That was a long time ago. My dad was always on top of me participating in the Cargill Scholars events we had.

By helping me with my homework.

Accepted my decisions

They accepted what I wanted to do and why, they didn't want me to go to community college.

They are always supporting every decision I make. My dad has always told me I will get a college education.

Other

Always have an expectation that I would do my best in school.

Being there.

42. Scholar interview: Open-ended question – Why do you think your parents have been unsupportive of your academics?

Why do you think your parents have been unsupportive of your academics?

They want me to get a job; they think I should have graduated this year.

43. Scholar interview: Open-ended question – How have your parents supported your involvement in Cargill Scholars?

How have your parents supported your involvement in Cargill Scholars?

Attending events

Always go to meetings because I haven't been able to go myself, being in WI, so they would go for me.

Have attended a lot of events. Want to know what's going on – really involved. If I miss an event, they get ticked, ask why I didn't go.

My mom tries to attend events – that really helps me – knowing that she supports me.

She drove me to all the piano lessons. She did not use the free transportation. She attended almost all the events.

They attend all the events. My mom has a very good and positive relationship with [Cargill coach].

They attend events and activities.

They have attended events to help me get information that helps me get to college.

They keep in contact with the Cargill people. They try to get to the events.

Encourage me to go to events/update me on events

Asked me to attend Cargill Scholar activities and meetings.

Being happy that I'm a participant.

Encourage me to go to activities Cargill hosts.

Getting me into the activities.

My parents did their best to get me involved in Cargill Scholars by reminding me about their activities.

Remembers events more than I do. Stays on top of things.

She bugs me to go to everything they do.

She reads materials and encourages me to attend, participate.

She signed me up and she always encouraged me.

She wanted me to attend all the events and reminded me about the events all the time.

Tells me to go to events.

They always gave me the updates. When they call they had me go to the events.

They always want me to go wherever Cargill was, something to go or do.

They are always telling me to go to all the meetings.

They made sure I went to every Cargill Scholar activity.

They made sure we went to all of the appointments and events. Helping me take it seriously.

They make sure I know when the activities are going on.

They wanted me to participate with the activity and have more experiences.

They were the ones who actually told me to keep trying and participating in Cargill events.

Wanted me to attend as much as I could and did whatever they could to get me to events.

Ask me about how the activities are

They always asked how it was, what we did, more positive support. Mom did not participate much but she asked.

They asked me how the activities with the Cargill Scholars were going.

44. Scholar interview: Open-ended question –Why do you think your parents have been unsupportive of your involvement in Cargill Scholars?

Why do you think your parents have been unsupportive of your involvement in Cargill Scholars?

I'm not too sure; my dad just doesn't like the program.

Academic outcomes

Beginning when the Cargill Scholars were in fourth grade, Wilder Research has obtained academic data annually from the Minneapolis Public Schools. The data included academic measures for scholars as well as a matched comparison group of students. When the students were enrolled in Destination 2010 in ninth grade, the district data also included information for any scholar enrolled in St. Paul Public Schools or a few non-district alternative schools. Therefore, the academic data are only available for a subset of all Cargill Scholars who attended Minneapolis or St. Paul Public Schools.

Academic attendance and suspensions

Scholars attended school 82 percent of the time. According to public school data, the average attendance rate was similar for the comparison group (83%). Only three scholars, and one comparison group student, had any suspensions during the 2009-10 year (Figure 45).

45. Public Schools data: Attendance and suspensions (2009-10)

Item	Cargill Scholars (N=27)	Comparison group (N=14-15)
Average number of days enrolled in school	128.7	146.9
Average number of days attended	113.2	134.4
Average percentage of school days attended	82%	83%

Note: Based on Analysis of variance not significant testing there was no observable difference between the groups.

Advanced coursework

One in four scholars completed at least one advanced course in 2009-10. Forty-three percent of the comparison group students had taken at least one advanced course in 2009-10, compared to 28 percent of the Cargill Scholars (Figure 46).

46. Public schools data: Passage of advanced courses (2009-10)

Item	Cargill Scholars (N=29)		Comparison group (N=16)	
	#	%	#	%
Student has taken and passed at least one advanced course	8	28%	6	43%

Standardized test performance

Most scholars have passed all required GRAD tests. In Minnesota, students must pass three tests (reading, math, and writing) as part of the Graduation-Required Assessment for Diploma (GRAD) requirement. At the end of the 2009-10 school year, most of the scholars (69%) had passed all three tests (along with 75% of the comparison group). Most scholars had passed the reading (76%) and writing (86%) tests; fewer (35%) had passed the math test. Results were similar for the comparison group (Figures 47-48).

47. Public schools data: cumulative GRAD results (2009-10)

Item	Cargill Scholars (N=29)		Comparison group (N=16)	
	#	%	#	%
Cumulative GRAD status				
Must pass all areas for grade	2	7%	1	6%
Passed all areas for grade	20	69%	12	75%
Passed only one area for grade	3	10%	2	13%
Passed only two areas for grade	4	14%	1	6%

Note: Based on chi-square testing there was no observable difference between the groups.

48. Public schools data: GRAD test results (2009-10)

Test	Cargill Scholars (N=29)		Comparison group (N=16)	
	#	%	#	%
Reading				
Not passed	4	14%	2	12%
Passed	22	76%	12	75%
Missing	3	10%	2	12%
Math				
Not passed	5	17%	3	19%
Passed	10	35%	6	38%
Not taken	1	3%	0	0%
3 attempts	10	35%	5	31%
Missing	3	10%	2	12%
Writing				
Not passed	1	3%	0	0%
Passed	25	86%	14	88%
Missing	3	10%	2	12%

Note: Based on chi-square testing there was no observable difference between the groups.

Grade point average

Average GPA of scholars was 2.16. The comparison group's average GPA was 2.35. Of the scholars enrolled in the public schools, almost half (46%) had a grade point average of 2.0 or lower; 12 percent had an average higher than 3.0 (Figure 49).

49. Public schools data: Grade point average (GPA) (2009-10)

GPA	Cargill Scholars (N=26)		Comparison group (N=14)	
	#	%	#	%
1.00 or lower	1	4%	0	0%
1.01 to 1.50	7	27%	0	0%
1.51 to 2.00	4	15%	6	43%
2.01 to 2.50	4	15%	2	14%
2.51 to 3.00	6	23%	3	21%
3.01 to 3.50	2	8%	2	14%
3.51 to 4.00	2	8%	1	7%

Note: The average GPA was 2.16 for scholars and 2.35 for the comparison group. Based on chi-square testing there was no observable difference between the groups.

Preparation for postsecondary education

In addition to the academic and extracurricular activities students were involved in during high school, a big part of their junior and senior years should have been devoted to thinking about postsecondary opportunities. This section of the report looks at the scholars' preparation for college, and what they expected to do in the fall following their expected graduation.

Graduation plans

Most scholars anticipated graduating on time and attending postsecondary education. In the spring of 2010, 31 of the 34 (91%) students surveyed said they would graduate on time. Of those, 29 students intended to go to postsecondary education. This is equivalent to 85 percent of the students surveyed. Parents were slightly less likely to predict their child would be enrolled in postsecondary education (79%). However, two parents were unsure of their child's plans (Figures 50-52).

50. Scholar interview: Student plans to graduate in spring or summer of 2010 (N=34)

Will you graduate this spring or summer?	Number and percentage responding	
	#	%
Yes	31	91%
No	3	9%
I don't know	0	0%

51. Parent interview: Student plans for fall 2010 (N=33)

What will your child do in the fall of 2010?	Number and percentage responding "Yes"	
	#	%
Continue with high school	4	12%
Work full time	1	3%
Work part time	0	0%
Attend a two year school	8	24%
Attend a four year school	18	55%
Attend a training program that is less than two years	0	0%
I don't know	2	6%

52. Parent interview: Open-ended question – Where will your child go to school in the fall of 2010?

Where will your child go to school in fall of 2010?

In-state, 2 year college (MN)

Hennepin Technical – Brooklyn Park.

MCTC. (3 respondents)

Minneapolis Business College.

In-state, 4 year college/university (MN)

Augsburg College.

Mankato State.

Minnesota Art Institute.

Moorhead.

St. Kate's hopefully, waiting to hear about financial aid.

St. Olaf.

U of M.

In-state, other

Brooklyn Park.

Minneapolis. (3 respondents)

St. Paul. (2 respondents)

Out of state

Eau Claire Wisconsin.

Georgia.

Wisconsin, don't know the name.

Unknown/undecided

Don't know.

Hasn't picked yet.

Postsecondary plans for graduating students

Twenty-nine of the Cargill Scholars interviewed said they intended to attend postsecondary school in the fall. Their reasons for continuing with school included specific career goals, such as becoming a teacher or a chef, as well as the desire to build a successful future or a high-paying job. Other students mentioned wanting to increase their skills and pursue their dreams (Figures 53-54).

I know education is the only way I can have a stable/future family and help out my family. What else would I do? Getting an education equals better paying jobs.

53. Scholar interview: Student plans to go to school in the fall (N=31)

Do you plan to go to school in the fall? Remember, school can be any postsecondary education such as a two- or four-year college, trade school, etc.	Number and percentage responding	
	#	%
Yes	29	94%
No	2	7%
I don't know	0	0%

54. Scholar interview: Open-ended question – Why do you want to continue your education?

Why do you want to continue your education?

For specific career/educational goals

I can pursue my dreams of becoming a teacher.

I want to be a chef.

I want to be kindergarten teacher; I don't want to struggle in my future.

I want to become what I always wanted to become, and I need to go to school to do that.

I'm going to school for film-making.

I'm trying to eventually get to grad school, right after college I want to go to grad school.

For successful future/better job/better pay

Further my career and get a good high-paying job.

I feel education is the key to success.

I know education is the only way I can have a stable/future family and help out my family. What else would I do? Getting an education equals better paying jobs.

I want a better job than (mom). I want to be successful.

I want a job in the future that will give me enough money.

I want to get a good job and have money.

I want to have a better career, not just a job at McDonalds.

Just to get a better outlook on life. Get better educated to be successful.

So I can be successful in the future.

So I could have a successful future.

Would like to continue my education for my future, to get a better future.

Further education/skills

I want to have more education.

I want to learn a skill and a trade instead of studying from a book. I want to start making money.

To further my skills and make my dreams turn into reality.

To get a better education and better career.

54. Scholar interview: Open-ended question – Why do you want to continue your education? (continued)

Why do you want to continue your education?

Pursue dreams/goals

I want to meet the goal I want to achieve.

To better my life, pursue my dream career/studies.

Really I have no choice. It's a personal goal and the best way to get me where I want to be in life.

I have a dream to pursue.

Other reasons

Other people go to college and that makes me want to go too. Also, I got the scholarship.

There's nothing else to do. School is important, you have to have it.

Why not? That's the best course to go. I have a ton of friends who will not, but I'm going to.

Applying to and accepting schools

Twenty-five scholars had been accepted at a postsecondary institution by spring 2010. By spring 2010, 27 students had applied to school and 25 had been accepted. Of those who had not applied, one was planning to move and one said they were too busy. Those students who did apply were asked what factors contributed to the schools they chose to apply to. Three-quarters of the students (77%) said campus visits were an important factor. Slightly fewer said that recommendations from friends, family, and coaches (70%), location (70%), and programs or courses offered by the school (65%) were contributing factors. About half of the students said the cost (59%), SAT or ACT test scores (54%), or their GPA (52%) contributed to their decision. Thirty-two percent of the students listed other reasons, including the proximity to home and teacher influence.

Students were accepted at private and public two-year and four-year institutions, such as Minneapolis Community and Technical College, Minneapolis Business College, the Art Institute of Minnesota, Augsburg College, North Dakota School of Science, Mankato State University, University of Minnesota, Hamline University, and Morehouse College. Students who had accepted a placement had picked such diverse schools as Bethel University, Art Institute of Minnesota, St. Catherine's University, and Iowa Lakes (Figures 55-59).

55. Scholar interview: Scholars' report of applying to and accepting schools (N=29)

	Number and percentage responding "Yes"	
	#	%
Have you applied to school for the fall?	27/29	93%
Have you been accepted to school?	25/27	93%
Have you decided where you are going to go?	20/24	83%

56. Scholar interview: Open-ended question – Why have you not applied to school?

Why have you not applied to school?

Because we are going to move.

I'll do it later. I've been busy.

57. Scholar interview: Scholars' perceptions of factors that contributed to their choices about where to apply to school (N=22-27)

What factors influenced your choices about where you would apply to school?	Number and percentage responding "Yes"	
	#	%
Campus visits?	20	77%
Recommendations from friends, family, or coaches?	19	70%
The school's location?	19	70%
The courses or programs offered by the school?	17	65%
The school's cost?	18	59%
Your test scores, such as SAT or ACT?	14	54%
Your grades or GPA?	14	52%
Something else? ^a	7	32%

^a "Something else" responses included the following: football team; I didn't have any other choice because I wanted to stay with my family; my family; my teachers; and when I could come home.

58. Scholar interview: Open-ended question – Where have you been accepted?

Where have you been accepted?

2-year colleges, Midwest (only)

Hennepin Technical. (2 respondents)

Minneapolis Community Technical College (MCTC) and Uterzing University.

Minneapolis Community Technical College, then transfer to Mankato.

Minneapolis Community Technical College. (3 respondents)

Minneapolis Business College.

Normandale Community College and Minneapolis Community Technical College.

North Hennepin Community College. (2 respondents)

4-year colleges/universities, Midwest (only or + 2 year)

Art Institute of Minnesota, Minneapolis College of Art and Design, Minneapolis Community Technical College.

Art Institute.

Augsburg College.

Augsburg College, Gustavus Adolphus College, University of Minnesota, Beloit College, Bernard/State, Concordia, St. Paul.

Bethel University.

Concordia University, Hamline University, St. Catherine's University, or University of Minnesota.

Iowa Lakes and Mankato State.

Marquette, University of Wisconsin - Madison, St. Olaf, St. Thomas University, four others.

Minneapolis Community Technical College, St. Catherine's University, St. Benedict's, Mankato State University.

Moorhead State University, Mankato State University, Augsburg College, Concordia University, St. Cloud State, University of Wisconsin - Milwaukee.

Moorhead, not sure where else, have to call.

North Dakota School of Science, Concordia University in St. Paul.

St. Catherine's University. (2 respondents)

University of Wisconsin - Eau Claire.

University of Minnesota – Twin Cities, Gustavus Adolphus College, Hamline University.

4 year colleges/universities, outside of the Midwest

Morehouse College. (2 respondents)

University of Minnesota, Morehouse College, Clark Atlanta.

University of Southern California (USC).

59. Scholar interview: Open-ended question – Where are you going?**Where are you going?**

In-state, 4-year colleges/universities

Art Institute. (2 respondents)

Augsburg College. (2 respondents)

Bethel University.

St. Catherine's University. (3 respondents)

University of Minnesota

University of Minnesota /Hamline.

Out-of-state, 4 year colleges/universities

Morehouse, Clark, University of Minnesota.

North Dakota.

University of Wisconsin.

University of Southern California.

2-year college

Iowa Lakes.

Paying for school

Scholars reported they would use a variety of resources to pay for school. All scholars said they would access financial aid, and 92 percent said they would use the Destination 2010 scholarship. Other students said they would use scholarships offered by the school (81%), government grants (76%), work income (75%), and savings (62%). About half of the students said they would look into public and private loans (54%), the Annexstead Scholarship from Big Brothers/Big Sisters (50%), scholarships from private sources (46%), or family contributions (44%) (Figure 60).

60. Scholar interview: Resources scholars will use to pay for school (N=20-27)

Will you use any of the following resources to pay for school? What about...	Number and percentage responding “Yes”	
	#	%
Financial aid?	27	100%
Destination 2010 scholarship?	24	92%
Scholarships from individual schools?	21	81%
Government grants?	19	76%
Working while in school, or a work study program?	18	75%
Personal savings?	16	62%
Public and private loans?	14	54%
Annexstead Scholarship from Big Brothers/Big Sisters?	12	50%
Scholarships from private sources?	11	46%
Family?	11	44%
Any others? ^a	1	5%

^a Other responses included “U Promise.”

Scholar’s skills

Most scholars, and their parents, felt that they had the necessary academic and social skills to succeed in postsecondary education. In an effort to assess students’ preparation for college, the scholars and their parents were asked about the students’ skills. More than 90 percent of students (93%) and parents (96%) said the students had the social skills they needed for postsecondary education. In regards to both academic skills and life skills, students were more likely (93% and 96%) than parents (81% and 85%) to say they had the skills. In each case, eight percent of parents said their child did not have these skills.

Some students and parents felt that scholars may lack study skills. Eight out of 10 students (78%) and parents (81%) said students had the study skills they needed to do well in school. However, the remaining 22 percent of the students said they did not know if they had the skills and eight percent of parents said their child did not have the needed skills. Both groups most frequently said study skills needed to be improved. Parents also suggested that students could improve money management skills and communication skills. In order to improve skills, students said they had to practice, make a commitment, and put education first. Parents said skills could be improved through mentoring, effort, and practice (Figures 61-66).

61. Scholar interview: Skills scholars have to do well in school beyond high school (N=27)

Do you think you have the skills to do well in school beyond high school?	Yes, I have the skills I need		I am not sure if I have the skills I need		No, I do not have the skills I need	
	#	%	#	%	#	%
Study skills (e.g., studying, taking notes)	21	78%	6	22%	0	0%
Academic skills (e.g., earning good grades, knowledge in specific courses)	25	93%	2	7%	0	0%
Social skills (e.g., making friends and getting along with others)	25	93%	2	7%	0	0%
Life skills (e.g., asking for help, taking care of yourself, money management)	26	96%	1	4%	0	0%

62. Scholar interview: Open-ended question – What skills need to be improved?

What skills need to be improved?

Motivation.

My study skills, academic skills, and social skills need to be worked on.

Not too fast in taking notes, professors talk fast and lecture too much.

Social skills.

Study skills, I need to be more disciplined. Life skills, I'm stubborn, I don't give in that easy.

Study skills, self motivation, prioritization, procrastination.

Study skills.

63. Scholar interview: Open-ended question – How could these skills be improved?

How could these skills be improved?

By being in a new commitment, learning from others and asking others.

Doing more things socially.

Hoping I will have a tutor to help me on that.

I have to work toward studying more, find it within yourself to do it.

It's something I can control – mentally challenge myself to do it.

Practice, practice, and more practice.

To start putting my education first instead of other stuff.

64. Parent interview: Parents' perceptions of the skills their child have to do well in school beyond high school (N=26)

If your child is planning to go to college or some other school after high school next fall, do you think he or she has the following skills to do well in school?	Yes, my child has the skills he or she needs		I am not sure if my child has the skills he or she needs		No, my child does not have the skills he or she needs	
	#	%	#	%	#	%
Study skills (e.g., studying, taking notes)	21	81%	3	12%	2	8%
Academic skills (e.g., earning good grades, knowledge in specific courses)	21	81%	3	12%	2	8%
Social skills (e.g., making friends and getting along with others)	25	96%	0	0%	1	4%
Life skills (e.g., asking for help, taking care of themselves, money management)	22	85%	2	8%	2	8%

65. Parent interview: Open-ended question – What skills need to be improved?

What skills need to be improved?

Study skills/academic skills/discipline

Academic study skills.

As a mother, I really don't know how to help him, so I want him to improve his study skills a little more.

Doing as much studying as he needs to, money management, and just handling himself with strangers in general.

Getting into work study mode as far as time management.

He needs to improve reading skills and organizing skills to be sure of what he needs to be done.

I don't really know how he does in school. I want him to improve more skills in managing his study time to focus.

I think my daughter needs to improve and try to get her grades up.

I wanted her to focus more on her life than now. Education and work around the household for himself.

Self discipline to be in school.

She needs to improve her study skills. Complete homework, getting things prepared ahead of time.

Study skills.

Money management skills/study skills

Definitely money management. I'm unsure about her taking care of herself in a setting where she'll be away from all her friends and where she grew up. Also, whether or not she'll be able to do as much studying as she'll have to.

I don't think she has the money managing skills and the general understanding of how things are with people, meaning she's still pretty gullible about the study skills. The main thing is whether or not she has the discipline to do the studying she's going to have to do.

65. Parent interview: Open-ended question – What skills need to be improved? (continued)

What skills need to be improved?

Other life skills

She needs to know how to communicate better. She needs to listen to me and learn more social skills.

She is very shy so she needs to improve that.

Organization skills.

None

Everything's good so far. She is usually good in all areas.

None. He is good. We just need money.

None. [3 respondents]

Don't know

I really don't know.

66. Parent interview: Open-ended question – How could these skills be improved?

How could these skills be improved?

Mentor/tutoring/other guidance

He needs to find someone who has more study skills to be with and then learn from them.

I guess she needs to sit down and listen and follow others who have more social skills.

She has to follow me as a mother and I will teach her how to improve her skills.

Tutoring.

Student desire/effort

Everything needs to be planned ahead.

Getting a job and having financial responsibilities of her own should do it. Don't know about the rest.

He has to desire and understand issues now and the future.

It has to do with his wanting to do well. Maybe take a class learning how to study.

She needs to organize things so she knows where she put things.

She's going to have to want to learn them.

Studying more or asking for help.

With the studying, he just has to understand that it is important and do it. With the money handling and such, that will just come with time.

66. Parent interview: Open-ended question – How could these skills be improved? (continued)

How could these skills be improved?

With time/practice

He is getting better with time, just ran out of time this year.

He needs to practice

When she goes to college she might be more comfortable because of her age.

None

None. [3 respondents]

Nothing.

Influence of Cargill Coaches

Eighty-five percent of scholars going to college said Cargill Coaches influenced their decisions to pursue school after high school. They reported that their coach guided them through the application and financial aid process, discussed the benefits and merits of going to school, and encouraged them (Figures 67-68).

She gave me details that encouraged me and inspired me to go to college and realize my goal to have a higher education.

67. Scholar interview: Influence of the Cargill Scholars Coach (N=27)

	Number and percentage responding "Yes"	
	#	%
Has your Cargill Scholars Coach influenced your decision to pursue school after high school?	23	85%

68. Scholar interview: Open-ended question – How has your Cargill Scholars Coach influenced your decision to pursue school after high school?

How has [Kim or Patricia], your Cargill Scholars coach, influenced your decision to pursue school after high school?

Guided me through the application process/finding schools

Help me find one scholarship and motivate me and help me find colleges.

Helped me with how to pick which school, things to look for, and personal encouragement.

If I ever have a question, also financial aid, she sat me down and talked about future and what courses I need to take to get where I want to be.

Keeping me on track doing what I'm supposed to.

She helped me keep track of my grades and my college decision.

She stays on me about my grades. She helped pick MCTC for college; I want to go.

She told me to go where I felt I fit in, after the visits to campuses.

She was the one that suggested St. Kate's.

She's always asked, "Have you applied here?" or "What have you done?"

She's been on my case, asked about my interests, what I'd like to study, helped me look into schools where I'd like to study.

She's pushed me to apply to many schools, and complete the FAFSA.

Staying on top of my application process.

Communicated benefits of college to me

She gave me details that encouraged me and inspired me to go college and realize my goal to have a higher education.

She gave me good advice and presented a real positive picture of college.

She helped me understand the benefits of going to college.

She showed me the benefits of continuing school.

Encouraged, supported, or pushed me

She was very active and concerned and I talked to her a lot.

She has supported me and given me resources. Kept on pushing me to work hard.

By keeping telling me that I can do it.

Encouraged and told me not to give up.

She always talks to me, she checks up on me and motivates me to keep going to school.

Now I've been stressed and depressed, was going to take a year off, she inspired me to pursue education, talked to me.

She told me to stay focused, pushing me to do well in class.

Plans for students who are graduating but not planning to go to school in the fall

Two students who planned to graduate said they did not plan to attend school in the fall. One wanted to take a break before things become serious and get a job for a while; the other preferred to get settled in a new role as a parent before applying for school. Five factors were identified by the scholars as affecting their decision not to attend school, including: family responsibilities, indecision on where to go, finances, lack of life skills, and needing a year off (Figures 69-71).

69. Scholar interview: Open-ended question – Why don't you plan to go to college or other postsecondary school in the fall?

Why don't you plan to go to college or other postsecondary school in the fall?

I'll take a little time/break in between before the serious stuff starts. Work/find a job.

I'm having my first child this June and I want to get situated first.

70 Scholar interview: Open-ended question – What do you plan to do after you graduate?

What do you plan to do after you graduate?

Get a job after my son is born, hopefully pretty soon afterwards, and then apply for colleges and find a permanent place to live.

Take some time off, get a job, relax.

71. Scholar interview: Perceptions of factors that contributed to Scholars' decision not to attend school in the fall (N=2)

Please tell me how much you agree or disagree that the following factors influenced your decision.	Strongly agree	Agree	Disagree	Strongly disagree
I don't have the money	0	1	1	0
I have family responsibilities	1	0	1	0
I have mental health issues that would make it hard to attend school	0	0	1	1
I have problems with alcohol or drugs that would make it hard to attend school	0	0	0	2
I have physical health issues that would make it hard to attend school	0	0	0	2
I don't know how to apply	0	0	1	1
I don't know where to go	1	0	0	1
I don't have the study skills	0	0	1	1
I don't have the academic skills	0	0	1	1
I don't have the social skills	0	0	0	2
I don't have the life skills	0	1	1	0
I do not want to go to school	0	0	0	2
I do not want to leave home	0	0	0	2
I need a year off	0	1	1	0

Plans for students who are not graduating

Three students did not graduate in the spring of 2010, but plan to continue working towards graduation. The three students who reported they were not graduating attributed it to not enough credits, the need to bring up a GPA, and not doing their school work. All of the students intended to return to high school in the fall with the expectation of earning a high school diploma. None of the students reported anything the Cargill Coaches could have done to help them graduate on time (Figures 72-74).

72. Scholar interview: Open-ended question – Why are you not graduating this spring or summer?

Why are you not graduating this spring or summer?

Because of my own fault. I didn't turn in homework on time. Skipped school.

It'd be better to get into a better college with another year and bringing my GPA up.

Not enough credits.

73. Scholar interview: Open-ended question – What do you plan to do in the fall?

What do you plan to do in the fall?

Going back to high school and doing some MCTC classes.

I am going back to regular school.

Go to school – Roseville or Phoenix.

74. Scholar interview: Scholar's (who are not planning to graduate) report of intended graduation and needed support (N=3)

	Number responding "Yes"
	#
Do you think you will graduate from high school later?	3
Is there anything specific the Cargill Coaches could have done to help you graduate on time?	0

Note: Students expected to graduate in Fall 2010 or Spring/Summer 2011

Encouragement and support for all students as they leave high school

Students feel they have a support system as they leave high school. Regardless of their education plans for the fall of 2010, all students were asked about their sources of encouragement and support as they leave high school. All of the students who reported they would graduate said they had individuals who encouraged them to do their best and supported their decisions. The two students who are graduating but not planning to attend school and the two who are not planning to graduate also said they had this support. Sources of support started with family and widened to include friends and professionals such as teachers, mentors, Big Brother/Big Sisters, Destination 2010 staff, and counselors (Figures 75-76).

75. Scholar interview: Scholar's perceptions of encouragement and support

	Number and percentage responding "Yes"	
	#	%
Students planning to go to college		
As you prepare to leave high school, do you have individuals who support your decisions and encourage you to do your best?	27	100%
Students who plan to graduate but not attend school		
As you prepare to leave high school, do you have individuals who support your decisions and encourage you to do your best?	2	100%
Students who do not expect to graduate		
Do you have individuals who support your decisions and encourage you to do your best?	2	67%

76. Scholar interviews: Open-ended question – Which individuals support your decisions and encourage you to do your best?

Which individuals support your decisions and encourage you to do your best?

Students planning to go to college

Family

Mom, grandma, big brother.

Mom. (2 respondents)

Family, mom, stepdad, sister, daughter.

Mom and dad, cousins, sisters, aunts, uncles, all my family.

My dad and other family members, like my mom, brothers, sisters, and cousins.

My parents.

Family & friends

Family and friends.

Parents, family and friends.

My grandma, my friends.

My family and friends.

76. Scholar interviews: Open-ended question – Which individuals support your decisions and encourage you to do your best? (continued)

Which individuals support your decisions and encourage you to do your best?

Students planning to go to college (continued)

Combination of family and friends, school counselor/mentor, teacher, D2010 staff

Family, counselor and my mentor.

Brothers, sisters, and school counselors.

My family, teachers, friends.

My family, peer friends, tutors, coaches, and teachers.

My family, mom, sister and other adults such as school staff.

My mom, my big brother, [Cargill Coach], and my old English teacher.

College counselors, family and friends.

AP coach and siblings.

My family and teachers.

Family, friends, and teachers.

My parents, mentors in my school.

Friends, teachers, counselors my big brother, [the Cargill coach], mom.

My parents, my counselor at school.

My mother, family, friends, assistant principal. Most of my teachers, they want me to go.

Family, D2010 staff, teachers.

Family, mentors.

Everyone

Everyone I know. All rooting for me.

Students who plan to graduate but not attend school

My grandma, aunt, grandpas, and best friends.

Parents, friends, school staff.

Students who do not expect to graduate

My mom and my friend.

Family, teachers, and friends.

Graduation and postsecondary enrollment

Graduation status

The school district data showed half of the scholars (52%) as “on track for graduation” at the end of the 2009-10 year. Almost half of the scholars (45%) were not on track due to a shortage of credits earned; almost one-third were not on track due to a failure to pass all three GRAD tests (Figure 77).

77. Public schools data: Designation by district as “on track for graduation” (2009-10)

Item	Cargill Scholars (N=29)		Comparison group (N=16)	
	#	%	#	%
Credit ready	16	55%	11	69%
MBST/GRAD ready	20	69%	11	69%
On track to graduate	15	52%	11	69%

According to school district data, almost half of the scholars (45%) graduated at the end of the 2010-11 year. Comparison group students were slightly less likely to graduate at the end of the year (38%), though this difference was not statistically significant. Some of these students continued their education past the end of the school year and may have graduated later. Eight scholars (28%) and seven comparison group members (44%) were designated as enrolled at the end of the school year. Six scholars, and two comparison group members, were still classified as enrolled at the beginning of the 2011-12 year (Figure 78).

78. Minneapolis Public Schools data: Status at end of school year (2009-10)

	Cargill Scholars (N=26)		Comparison group (N=15)	
	#	%	#	%
Status at end of school year				
Enrolled at end of year	8	28%	7	44%
Moved out of district	0	0%	1	6%
Withdrawn after 15 days absent	2	7%	0	0%
Moved outside state or country	1	3%	0	0%
Graduated	13	45%	6	38%
Transferred to another district or state, but did not move	1	3%	0	0%
Left school with GED or in GED program	1	3%	0	0%
Transferred to another school in district	0	0%	1	6%

Note: Chi-square not significant.

Six scholars and 2 comparison group students were enrolled at the beginning of the 2010-11 year.

Postsecondary enrollment

Twenty-five Cargill Scholars enrolled in postsecondary education in fall 2010.

By the scholars' senior year in high school, the Cargill Coaches were working with 36 Cargill Scholars. During the fall of 2010, the Cargill Coaches provided information about the students' status. They reported that all 25 students who graduated from high school were enrolled in postsecondary education. Nine other students were still completing their high school credits or testing, and coaches were uncertain about the whereabouts of two students.

Of the 36 students coaches worked with throughout high school, 69 percent graduated on time and enrolled in postsecondary education. Overall, 50 percent of the original Cargill Scholars were known to have graduated on time and attend postsecondary education.

Students were attending two-year colleges such as Minneapolis Community and Technical College, Brainerd Community College, and Iowa Lakes Community College, as well as four-year institutions such as the University of Minnesota, St. Olaf College, Augsburg College, Morehouse College, and Hamline University (Figure 79).

79. Coaches' records – Where did graduating students end up in the fall?**Where are students enrolled?**

In-state, 4 year colleges/universities

Arts Institute International

Augsburg College (3 respondents)

Bethel University

Hamline University

Mankato State University (2 respondents)

Minnesota Arts College

Minnesota School of Business

Minnesota State University – Moorhead

St. Catherine's University (2 respondents)

St. Olaf College

University of Minnesota - Twin Cities

Out-of-state, 4 year colleges/universities

Morehouse College

University of Miami

University of Wisconsin - Eau Claire

2-year college/community college

Brainerd Community College

Hennepin Technical College

Iowa Lakes Community College

Minneapolis Community and Technical College (3 respondents)

North Hennepin Community College

Future plans

In an effort to learn more about the long term impact of Cargill Scholars, students were asked about career ambitions and ten-year plans. This section of the report presents these findings.

In spring 2010, most of the scholars had goals and plans for the future. All of the Cargill Scholars interviewed were asked what type of career they would like to have. The majority had some ideas that reached over the fields of arts and communication, health and human services, education, business, and engineering. Four out of five of the students identified that they needed higher education to achieve their career goals. Forty-one percent said they needed a four-year degree, whereas 21 percent said they needed a two-year degree, and an additional 21 percent said they needed an advanced degree. The remaining students did not know what they needed for education.

Scholars were also asked to look past postsecondary education and describe where they will be in ten years. A few students mentioned they will still be in school obtaining advanced degrees and others spoke about working in a specific career, such as a doctor, teacher, architect, or business owner. A number of students spoke about being financially successful, and a few mentioned careers that would allow them to give back to the community (Figures 80-82).

I want to be living large in a big house with a nice car and a nice family. I want to own my business.

With my own school, with a program made directly for children who need to learn.

Working for a law firm and giving back to kids from low income inner-city as a juvenile probation officer.

80. Scholar interview: Open-ended question – What type of career would you like to have?

What type of career would you like to have?

Arts and communication

A photography career (professional photographer).

A sports commentator or journalist.

Film-making.

Photography – sports photography or fashion photography (for models).

Acting.

80. Scholar interview: Open-ended question – What type of career would you like to have? (continued)

What type of career would you like to have?

Health and human services field

Medicine, an MD.

Veterinarian.

Nursing.

Medicine.

LPN or registered nurse or social worker.

Nursing in the medical field.

Nursing.

Cosmetic, nursing.

Business/administration field

Business field.

Business management/marketing.

Business or education administration.

Own my own business, something with clothes.

Education

Education.

Kindergarten teacher.

I want to be a librarian and someday an author.

Engineering

Computer engineering.

Civil engineering.

Other

Law or economics.

Chef.

Mentioned 2+ separate fields

Engineering, business owner.

Not sure, education or engineering.

Music, music business, social justice entrepreneurship.

Undecided

Still undecided.

Not sure.

81. Scholar interview: Education needed for chosen career (N=29)

What education do you need for that career?	Number and percentage responding	
	#	%
High school diploma	0	0%
Two-year technical or associate's degree	6	21%
Four-year college degree	12	41%
Advanced degree (e.g., Master's, Law, M.D., Ph.D., etc.)	6	21%
Don't know	5	17%

82. Scholar interview: Open-ended question – Where do you see yourself in 10 years?

Where do you see yourself in 10 years? (Mentions specific future career)

Medical field

Being a nurse. Starting a youth program.

Doing my residency.

Done with college and working as a LPN or RN.

Helping other people, maybe as an MD but I'm not really sure. If I don't become a doctor I still want to work in the medical field.

I want to be a nurse.

I'm not sure. Being a veterinarian in California.

In a big house with a bachelor's degree and being a nurse.

Most likely a nurse. I'll be 28. Have my own house and my own car. I don't want to be married and I don't want to have kids.

My dream is to be a dentist.

Business related

Business related job, maybe going back to Cargill Scholars.

Hopefully somewhere owning a business like plumbing or something.

I want to be living large in a big house with a nice car and a nice family. I want to own my business.

Owning my own engineering business, having a decent home and life.

Education/social services

Have kids, my own house, and working as teacher.

I am a teacher.

With my own school, with a program made directly for children who need to learn.

Working for a law firm and giving back to kids from low income inner-city as a juvenile probation officer.

82. Scholar interview: Open-ended question – Where do you see yourself in 10 years? (continued)

Where do you see yourself in 10 years? (Mentions specific future career)

Arts and entertainment industry

Doing a job pro wrestling.

Either playing professional sports or working as a sports commentator.

Making movies in Hollywood.

Successful living in a big house with cars and being a chef.

Taking pictures, for pay, advertisements, in print/on internet.

Other careers

I want to start a career as an architect or a layout architect and start family.

Inspiring other students, living with my mom, travelling, being a boxing coach.

With a degree, my own house somewhere down south. Doing something involving computers.

Working/job (not specified)

Done with college and working.

Having a good job and a stable lifestyle.

Having a nice job and living in a nice home and being happy with my life.

Hopefully finished school. Live in Atlanta. Working somewhere with a good job.

Working in a big company.

In school/advanced degree

I want to see myself as a successful person in school.

Still in college, advanced degrees. To be successful.

Other

I can't see that far. I can see myself two years from now finished with two years of college and transferring to a four-year college.

Have a college degree and family.

Non-academic Cargill Scholars outcomes

While the ultimate goal of Cargill Scholars was to have students graduate on time and pursue postsecondary education, the model also supported non-academic outcomes, including lifestyle choices, relationships, and impact on family members. These outcomes are reported in this section of the report.

Scholars lifestyle

Eighty-eight percent of the scholars interviewed said they live a healthy lifestyle.

The remaining 12 percent said they live a “somewhat” healthy lifestyle. Seven out of 10 students (71%) said Cargill Scholars helped them avoid risky behaviors and 2 out of 10 (18%) said Cargill Scholars helped “somewhat.” The other four students (12%) said Cargill Scholars did not help them avoid risky behaviors.

In response to how parents encouraged healthy lifestyles, 97 percent of parents said they helped their child make good decisions and encouraged positive friendships (Figures 83-84).

83. Scholar interview: Scholar lifestyle choices (N=33-34)

	N	Yes		Somewhat		No	
		#	%	#	%	#	%
Did Cargill Scholars help you avoid risky behaviors?	34	24	71%	6	18%	4	12%
Overall, do you think you live a healthy lifestyle?	33	29	88%	4	12%	0	0%

84. Parent interview: Parental encouragement of healthy lifestyles (N=33)

While your child has been in high school, have you...	Number and percentage responding “yes”	
	#	%
Helped them make good decisions?	32	97%
Encouraged positive friendships?	32	97%

Connection to other students because of Cargill Scholars

Most students felt connected with other scholars. Throughout the initiative, the scholars had opportunities to meet other students and build friendships. Eighty-three percent of the students “strongly agreed” (27%) or “agreed” (56%) that they felt connected with other students in Cargill Scholars.

Students were also asked how their relationships with other scholars changed over time. Sixty-eight percent of the students said their connection to other students changed from the earlier years of elementary school or junior high. About one-third of the students said they were more connected to other students. Most others said they were more dispersed and they do not see each other as much. Some of these students said they had lost contact as they have explored different interests; however, others said when they do get together the students are still connected (Figures 85-87).

We don’t talk as much because we’re all busy, but when we do see each other it’s like when we were kids.

We have become closer, and have lot of good communication.

85. Student interview: Perceptions of connections with other students

Please tell me how much you agree or disagree with the following statement: I feel connected to other students in Cargill Scholars?	Number and percentage responding	
	#	%
Strongly agree	9	27%
Agree	19	56%
Disagree	5	15%
Strongly disagree	1	3%

86. Student interview: Perceptions of changing connections with other students

	Number and percentage responding “Yes”	
	#	%
Has your connection to other students changed from when you were in elementary or junior high school?	23	68%

87. Scholar interview: Open-ended question – How has your connection to other students changed from when you were in elementary or junior high school?

How has your connection to other students changed from when you were in elementary or junior high school?

More connected

Easier to socialize with people I did not know, it is easier to make friends.

I never talked to anyone in elementary or junior high, but now I talk to a lot of people.

I'm more connected now.

I've gotten closer to other students and got to know them better.

It got better as the years went along, even in high school.

We have become closer, and have lot of good communication.

See each other less/different schools

Because I don't talk to them like I used to, a lot went to other schools.

Being in other schools, it's difficult to communicate with each other.

I didn't talk to them as much when they went to different school.

I don't really see her that much anymore, we don't keep in contact.

I don't see them as often at events.

I see less of them now then when I was first in the program.

Less contact as I got older, other friends, lost contact.

People change and I've lost touch with them, they don't go to events anymore.

Transition to different high school, different friends, interests.

We're all grown and making our own decisions and move on our own way.

We don't see each other as often.

We don't talk as much because we're all busy, but when we do see each other it's like when were kids.

We haven't seen each other because we are all in different schools across the metro.

We saw each other less in high school.

Other

Because we matured, you either grew closer or further.

I have an Asian friend and we are very close, we learned a lot from each other.

We all grew up in different places but our relationship has stayed strong even though we don't see each other often.

Impact on other family members

Almost half of the parents (45%) said that the initiative had affected other members of the family at least “a little.” Cargill Scholars provided a lot of services to the students enrolled in the initiative. From the beginning, the initiative has questioned how Cargill Scholars affected other members of the family. Thirty-six percent of the parents said the program affected other family members “a lot,” and nine percent said it affected other members “a little.”

Examples parents provided of how Cargill Scholars affected other family members included the scholars acting as role models and sharing experiences with siblings, thus encouraging them to do well in school. Parents also mentioned the events all family members attended, the influence of the Big Brothers or Big Sisters, and the parenting skills they used with all their children (Figures 88-89).

My child is the oldest and the example she set for her brothers and sisters made a big impact and that would not have happened without Cargill Scholars. I had my own eyes opened and my horizons broadened because of Cargill Scholars being in her life.

All my children can see how much the coach could help my child and how much he can do so that makes the others want to work harder in school.

88. Parent interview: Cargill Scholars’ impact on other family members (N=33)

Do you think Cargill Scholars has affected other members of your family?	Number and percentage responding	
	#	%
Yes, a lot	12	36%
Yes, a little	3	9%
No	18	55%

89. Parent interview: Open-ended question – How has Cargill Scholars affected other members of your family?

How has Cargill Scholars affected other members of your family?

Financially

They gave our family a better future by supporting our child.

Affected us a little bit because the scholarship is a big help for her education.

Encouraged other children to do well in school

All my children can see how much the coach could help my child and how much he can do so that makes the others want to work harder in school.

Helped other child realize that further education is possible. Helped me keep in touch with the high school through [The Cargill Coach] because the state is not always willing to help us.

My son teaches his younger brothers about his trips, field trips, and his school work.

Mostly with Big Brothers/Big Sisters, it made [child's] other siblings want to do well too. They saw how she was doing well.

She came back with a lot of information and talked to her siblings and it gets passed on.

Other children have become/want to become involved in similar program

It affected my other son to get him into Big Brothers/Big Sisters.

My other children want to be in a similar program.

My daughter is a good student so she received help from the program and she also will receive a scholarship when she goes to college. Also made my children want to go to places like she did with the program.

Learned by example from Cargill child's experience/attending Cargill sponsored events

By the difference how they helped; parenting skills for all family members.

[Child] is the oldest and the example she set for her brothers and sisters made a big impact and that would not have happened without Cargill Scholars. I had my own eyes opened and my horizons broadened because of Cargill Scholars being in her life.

They have been able to go to different events. Hearing from students about her trips – meeting her coach and her Big Sister/mentor, meeting role models, social interaction with adults who are concerned about kids.

Other impact

My other children encourage her. They give her rides to her activities for school and Cargill.

My youngest daughter is copying him when he draws. He is their role model because they do what he does like read, study, and draw.

No impact

No.

Support provided to parents

Most parents were satisfied with the support that they received from the initiative.

Ninety-four percent of the parents reported that they received help from the Cargill Scholars Coaches during their child's high school years. Of those parents, 87 percent were "very satisfied" with the support provided and 10 percent were "satisfied" (Figures 90-91).

90. Parent interview: Support received from Cargill Coaches (N=31)

	Number and percentage responding "yes"	
	#	%
During the high school years, did you receive any help or support from your child's Cargill Scholars Coach?	31	94%

91. Parent interview: Satisfaction with Cargill Coaches (N=31)

How satisfied were you with the help and support provided by [the Cargill coach], your child's Cargill Scholars Coach, during high school?	Number and percentage responding	
	#	%
Very satisfied	27	87%
Satisfied	3	10%
Dissatisfied	1	3%
Very dissatisfied	0	0%

Closing thoughts

This section of the report describes the students' thoughts on what they would have done differently in high school. It also presents feedback from parents about their perceived value of Cargill Scholars and what would have been different without the program.

What scholars would have done differently in high school

Some students felt that they should have studied harder or done better in school. As students approached their last few months of high school, they shared what they would have done differently in high school. The most frequent response was that they would have studied harder. Specifically, students said they would have improved their performance freshman year. Other students said they would have been more involved in school activities or improved school attendance. A few said they would have gone to a different school (Figure 92).

I would have taken high school more seriously right from my first year in high school.

I would have done more research on college and honors classes, more extracurricular activities, things that would have motivated me to do well in school.

92. Scholar interview: Open-ended question – When you think of your high school experience, what, if anything, would you have done differently? Why?

When you think of your high school experience, what, if anything, would you have done differently? Why?

School attendance

I would have gone to school more.

Be on time for school more.

I missed my 9th grade classes, I would try not to.

Gone to a different school

I don't think I would have transferred. Because my previous school had resources that my new school doesn't have.

I would have transferred high school. I would have liked to go to Cretin high school.

I would have gone to school in my own neighborhood. Because of the sports situation, I would have had a better sport playing situation if I'd stayed in Minneapolis.

Stayed in one high school.

92. Scholar interview: Open-ended question – When you think of your high school experience, what, if anything, would you have done differently? Why? (continued)

When you think of your high school experience, what, if anything, would you have done differently? Why?

Studied more/work harder

I would have studied more. Because I would have gotten better test scores and grades.

I would take more chances on stuff I do and try harder.

Maybe try a little harder.

Try harder in school and make smarter decisions.

Taking more classes.

Study harder and focus more on my education.

Focused more on academics, because my grades weren't as good as they could have been.

Try harder. I procrastinated.

I guess better grades. Probably made more friends.

Tried a little harder, gotten help when I needed it. Branch out socially/talked.

During my junior and sophomore year I would have liked to have taken school seriously, I slacked off.

Concentrated more.

Studying. All I would have needed to do to pass.

Improved freshman year

Tried harder in 9th grade so my GPA would be higher.

Freshman year I got off task and I lost a few credits and I had to make them up.

I would have taken high school more seriously right from my first year in high school.

Stayed doing my work more, especially freshman year.

Taking different classes, done much better in freshman year, and taken more AP classes.

More extracurricular activities/involvement

I would like to join more clubs because there were some clubs that were interesting that I thought were cool.

Pay more attention to everything that high school offers.

Done a little more of the extracurricular activities, because I know I won't have as much chance to do them in college.

Maybe more AP classes. More volunteer work.

I would have done more research on college and honors classes, more extracurricular activities, things that would have motivated me to do well in school.

92. Scholar interview: Open-ended question – When you think of your high school experience, what, if anything, would you have done differently? Why? (continued)

When you think of your high school experience, what, if anything, would you have done differently? Why?

Taken non-AP classes

Would have taken classes that were not AP.

Wouldn't change anything

I don't have any.

I wouldn't change anything. My high school experience was great or was alright.

Nothing at all.

Value of Cargill Scholars

Parents thought Cargill Scholars was valuable. Looking back over the nine years students were enrolled in Cargill Scholars, 91 percent of the parents reported that having their child participate in the initiative was “very valuable.” The rest rated the program as “valuable.”

Parents were most likely to say the educational support and guidance about the college application process was the most valuable part of Cargill Scholars. However, they also spoke favorably of the college scholarship, the coaches, and the field trips and new experiences (Figures 93).

They pushed him hard to go to school and to make him focus in school. They gave ideas how to choose the best college and how to apply for the school.

She was exposed to so much that opened her eyes and inspired her. The other thing again is [the Cargill coach]. She called us all the time even on weekends whenever she saw something going on. And she told us about so many things we didn't know about.

93. Parent interview: Rating of the value of Cargill Scholars (N= 33)

Overall, how would you rate the value of having your child participate in Cargill Scholars?	Number and percentage responding	
	#	%
Very valuable	30	91%
Somewhat valuable	3	9%
Not valuable at all	0	0%

94. Parent interview: Open-ended question – What was the most valuable part of Cargill Scholars?

What was the most valuable part of Cargill Scholars?

Educational support/college guidance

Afforded opportunities. A second voice that reinforced college. Every summer she was at educational things. And the SAT and ACT prep and having friends going through it.

Education, sent to private school.

Keep him in school for a while.

Support about how to succeed in school, scholarship to college, and school supplies.

The extra support other than me. About college and grades in high school.

The private school now that he is attending.

The studying because in 4th grade she was behind and she got interested in school again.

The tutoring.

Helping my son to be academically successful and the different activities that they had them do.

They pushed him hard to go to school and to make him focus in school. They gave ideas how to choose the best college and how to apply for the school.

They taught all good techniques about how to do best in school. They took our children to other places to see way things like schools and other shows about education.

Scholarship/funding

My child liked the program very much about visiting college, the scholarship for him to go to college.

That they offered her a scholarship and she got motivated.

The goal that they set for the child, such as telling the child how you will reach your college goal or education. The scholarship is very important to the child. They have given her a piano. She has learned a very good lesson about piano. She has been a musician in our church and helped to teach our members due to learning and help from Cargill.

The scholarship for my child to go to college and took her to see the school that she was accepted to.

They gave her a scholarship to go to college.

Field trips/new experiences

Exposing him to different things, trips, and Big Brother.

Give opportunity for my child to do things like camp, went to Atlanta, Washington D.C. for trips.

That she learned a lot about life, school, and matured to a nice young lady.

The camps.

The outings, the program speakers.

The things I said before. She was exposed to so much that opened her eyes and inspired her. The other thing again is [the Cargill coach]. She called us all the time even on weekends whenever she saw something going on. And she told us about so many things we didn't know about.

The visits to actual job sites and museums. The field trips.

They did a lot of travelling. She can see more or lots of colleges to go to or what to pick.

When they gather all students and parents together at meetings and play games, share ideas, and the scholarship for college.

94. Parent interview: Open-ended question – What was the most valuable part of Cargill Scholars? (continued)

What was the most valuable part of Cargill Scholars?

Coaches/mentors

Getting connected with the Cargill coach and the right people and Cargill staff. She was great with applying to school and funding.

Having the mentors there to help her understand what the learning process was all about.

Mentorship, constantly counseling her how to be a lifelong learner.

The attention they gave the students. They really cared and nurtured these kids.

Confidence

Gave herself confidences, letting her know she can do anything.

Helping my child realize that we can do anything if he tries.

Other

The most is she met other kids being in the program that they can support her with her education.

The stuff I've already said.

What would be different

Parents report that Cargill Scholars made a difference in their child's life. Parents were asked what would have been different for their child if they had not been involved in Cargill Scholars. Some of the parents said there would be no difference or they did not know of any difference. Others said that their child would be struggling academically, not attending the postsecondary school or the school they are planning to attend, or would not have had exposure to the activities and resources. Parents commented that their child expanded their social skills, increased their talents, and widened their sphere of influence by participating in Cargill Scholars (Figure 95).

Her life wouldn't be as enriched as it has been. She would never have had the great role models Cargill Scholars brought her in contact with. I know she would not be on the track she is on today. They and [The Cargill Coach] especially, were so important in keeping her on track.

95. Parent interview: Open-ended question – What would be different for your child if he or she had not been part of Cargill Scholars?

What would be different for your child if he or she had not been part of Cargill Scholars?

Not attend college

He might be out of school or he might not attend college in this coming fall.

He would probably not attend college. He would not be interested in drawing.

He wouldn't be going to the school he's going to.

Maybe he might not go to college because of a lack of help for financial aid.

Maybe she would have completed high school but maybe not gone to college. No one helped her to find school.

Maybe she might do okay, but if no one had helped her make decisions about what college she needs to go to, then she might not have ended up going to college.

She can't find resource like a good college, wouldn't get help by Big Brother and Sister. She may not have attended college.

Maybe she would have gotten discouraged about not being able to go to college for her not to have money.

Would not have learned certain skills/participated in as many activities

He will not have the social skills that he has now and the ability to realize he can go farther in school.

He would not be sociable.

He would have not learned karate, how to swim. He would not have all the information about colleges, campus life, etc.

Lack of life experiences and a broader world view.

She wouldn't have taken music classes, done traveling league, may never have noticed her learning problems.

She would not have known or learned about colleges and careers like nursing, how to work with senior citizens.

Her life wouldn't be as enriched as it has been. She would never have had the great role models Cargill Scholars brought her in contact with. I know she would not be on the track she is on today. They and [The Cargill Coach] especially, were so important in keeping her on track.

In my opinion, she has not received a lot of help about her education and she will not become a musician in our church. She has gone to Washington D.C. to meet with many important people so without this program she will not be here today.

Only thing he would not have been able to do is to take the educational trips. I might not have had him signed up for a Big Brother.

Struggling academically, etc.

I don't think she'd be where she is. She would've still been behind in reading.

If she's wasn't in the program, she might not have graduated from high school.

Might be struggling a bit more.

She would probably struggle a lot with her reading because she did learn a lot from the tutor.

95. Parent interview: Open-ended question – What would be different for your child if he or she had not been part of Cargill Scholars? (continued)

What would be different for your child if he or she had not been part of Cargill Scholars?

Attended a different high school

Probably go to public school and have friends with not good behavior.

She would go to a different place. They would not have paid for her school, not paid for her tutors.

Other

Many of his older brothers and sisters are finishing college so he will do the same but he might not have this much knowledge if he doesn't join the program.

No. He could be in the street today.

Not too much different because he always knew what he wanted to do but this made it easier.

Don't know/hard to say, etc.

I don't know but they did help him somewhat.

I don't know. (2 respondents)

I really don't know. I'd rather not say.

It's really hard to say. I don't like dealing with "if's".

I'm not sure where she is at today but I'm sure that she is still graduating.

Same/no difference

He would still be the same as he is now.

Parents' additional comments

Parents expressed gratitude for the program. In closing, most parents took the opportunity to thank Cargill Scholars and express their gratefulness to the initiative and staff. When asked if there was anything they would like to add about their experience with Cargill Scholars, most provided positive testimony of thanks for the long years of support and work with their child. A few parents offered suggestions about communication and computers for the homes, but the majority of the comments related to the growth of children and parents (Figure 96).

It helped me be proactive with school. It made me a concerned active parent, hold the school board accountable for decisions, to site council meetings, student experience – I am so grateful for the experiences. Child is now on an advisory council for Big Sisters because she had such a good and long term relationship.

As the mother, I want to say thank you very much for all Cargill Scholar staff. I will remember all of these supports or services that they provided to my child.

96. Parent interview: Open-ended question – Is there anything else you would like to add about your own experience or your child’s experience with Cargill Scholars?

Is there anything else you would like to add about your own experience or your child’s experience with Cargill Scholars?

Grateful for Cargill Scholars/thank you

I am very grateful for all the experiences, assistance, and help my family received.

I am, as the mother, I want to say thank you very much for all Cargill Scholar staff. I will remember all of these supports or services that they provided to my child.

I just want to say thank you very much for all staff at the program and I will remember all the support and help they gave to my son.

I want to thank them for helping my son. Without the Cargill program he would not have reached this level of his education.

I would like to thank the staff who were helping my child for all those years. Thank you very much for the scholarship. Without the scholarship, my child would suffer with college.

I’m very glad she had the opportunity because the program only picked a few kids to participate in the program. She has a Big Sister from the program that they still talk and are close in these days.

It was really good and helpful.

Just thank you Cargill for all the hard work. Please keep up the program for other children.

Just that it was great overall. I’m glad she was in it.

Overall, everything is great. We are grateful for all the programs. My sister has developed self-confidence and is able to achieve her education. I want to thank you for everything you have been good with her.

She may not realize the effects now but when she looks back she’ll value and understand it a lot more and the opportunities. She realized some of the potential and wouldn’t have known that. They did poetry, talent shows, etc.

Thank you. You helped a lot for kids like my son. They helped me too. I couldn’t have afforded the school myself.

The woman, who was there before [the Cargill coach], in those early years, was also great and there for [child] whenever needed. Cargill Scholars is a great program that opens up doors for people like us who do not have a lot of money or advantages. I am so grateful to it. I had not been aware of half the things they’ve opened up for us. It was a tree full of knowledge for my daughter and me.

Very good program. I am glad my son and family were chosen for the program.

We’re thankful for the Cargill program. It’s been a blessing that it was there for him. You need to keep doing it. Keep it going.

Nothing but I would like to say thanks very much for the program and she will continue her education because of all the help from them.

96. Parent interview: Open-ended question – Is there anything else you would like to add about your own experience or your child’s experience with Cargill Scholars? (continued)

Is there anything else you would like to add about your own experience or your child’s experience with Cargill Scholars?

Need follow-up from Cargill

I really need more support from Cargill Scholars, even as he graduates high school and goes to college. I would like them to help me check on my child about his grades and what he needs to do to reach his goal.

I would like to enroll my other children in a similar program. Please give me information.

Other positive feedback

I feel very proud of my son.

It helped me be proactive with school. It made me a concerned active parent, hold the school board accountable for decisions, to site council meetings, student experience – I am so grateful for the experiences. Child is now on an advisory council for Big Sisters because she had such a good and long term relationship.

Other suggestions

If one kid gets a computer from the program they all should get one. Overall the program was ok.

No/none

No. (8 respondents)

None. (2 respondents)

Not at this time.

Can’t think of anything.

Advice for replication

Cargill Scholars was a resource-intensive initiative created based on the current research and beliefs about what could best help economically disadvantaged children succeed academically. As the program ends, organizations interested in supporting academic achievement are asking about lessons learned and what elements of Cargill Scholars could be replicated to help disadvantaged youth. This section of the report presents the advice parents and scholars would offer to an organization developing a program to promote academic success.

Parents advise new programs to hire mentors and plan to support students for a long time. Parents suggested that programs follow the Cargill Scholar's example and be prepared to keep the program running for a long time in order to provide support and encouragement for students. They were adamant that high quality mentors or coaches who could form ongoing relationships and stay involved with the students for a long time are especially important.

The most important thing above all else is the quality of the people who work with the students. They have to be truly compassionate, committed and positive with the kids. They can't be just going through the motions. The kids will know if they are. The coaches make all the difference.

Parents also suggested that programs should provide academic services and tutoring that matches what the student is learning in class, financial support and other resources such as computers, and communication with the families about the entire program (Figure 97).

Students offered advice to both program developers and potential participants.

Some students suggested new programs should mirror Cargill Scholars. Others suggested that they should provide opportunities for students to work more with program staff, offer help for students in the community, develop relationships with the students and families, and employ committed staff who put effort into the students. Students also suggested programs should balance fun activities with a lot of work.

The advice students provided to future participants reveals they have reflected on their experience and learned some life lessons. The students' overarching advice is that future participants should take advantage of the opportunities offered, even if they seem odd or unnecessary at the time (Figure 98).

Go to all the events. Take advantage of what you are getting, because not everybody gets the chance to do what you are doing.

Don't be too scared of anything new, because opportunities come and go and if you don't try you will never know.

97. Parent interview: Open-ended question – If you were helping another organization develop a program to promote academic success, what advice would you give them?

If you were helping another organization develop a program to promote academic success, what advice would you give them?

Academic services/other services

Be able to help the kids out academically. Nothing else at this time.

Keep the children focused in school and more programs to keep them busy.

Overall the program did great – tutoring and knowing what to expect about college. College visits were helpful.

They didn't help tutor with her schoolwork and classes and tests. They used a generic tutoring. They are working on reading comprehension but not on her schoolwork. I took her out because they weren't tutoring to what she needed – reasoning skills and application.

They need to help our children with reading and anything student struggles with.

That they get help with tutors, just like Cargill did with my daughter.

Support for kids/focus on kids/coaches/liaisons

Big Sister was a very good match. Some of the things I appreciated were the sex education, English language was a big deal, need more development of their own minds and interests. Too much teaching to the test. More mentors in school.

Be real supportive and there for the kids.

For the adults to keep focusing on every part of the young people.

Give students advisor, provide Big Brother for college. Bring them to college, be a positive model, providing tools like computer, school supplies.

I just tell them to support all of the children whenever they needed help about school issues.

Look at each individual child's needs to fit the program to fit the child. Add and subtract components of the program based on individual needs.

Look for a mentor, get involved and participate to keep the program going.

Possibly keep the same coach with student through all high school.

The most important thing above all else is the quality of the people who work with the students. They have to be truly compassionate, committed and positive with the kids. They can't be just going through the motions. The kids will know if they are. The coaches make all the difference.

They need more one-on-one with students, try to be their good friend before teaching them.

They need to make sure the youth got the support and make them feel like they are able to achieve what they want.

Try to be there for them no matter what. Even the ones with bad parents, home situation, attitudes and like that.

97. Parent interview: Open-ended question – If you were helping another organization develop a program to promote academic success, what advice would you give them? (continued)

If you were helping another organization develop a program to promote academic success, what advice would you give them?

Follow Cargill's example

They should look into the Cargill Scholar program and follow a lot of what they did in the program.

To be like Cargill Scholars and have people like [coach] focus on education.

To follow the example Cargill has already set. Follow Cargill's lead.

Persevere

To really get involved and nurture that program. Be proud of that organization and keep participating no matter what.

To work hard throughout the whole length of this program.

Financial support/donation

I like them for funding, financial aid to help student in 4th grade to start preparing for college and more funding for them to attend college.

Yes, give laptop or computer to students to do their homework.

Other

More information about what the program actually is. The relationship between Cargill and Destination 2010 was unclear.

Don't know

Don't know.

I can't think of anything.

I have no idea. None. Can't think of anything right now.

I really don't have any idea. But I would/will come with to the meeting to give them ideas at that time, if there was a meeting, but no ideas now.

I really don't have any idea. I really don't know or have education experience.

I really have no idea.

No idea. Can't think of anything.

98. Scholar interview: Open-ended question – If you were giving advice to someone starting a program like Cargill Scholars, what would you tell them?

If you were giving advice to someone starting a program like Cargill Scholars, what would you tell them?

Advice for participants

Take advantage of opportunities

A fun program, but you have to listen to what they say. Go to the important events, not just the fun ones.

Do everything you can. Networking is a big thing. Take the opportunities.

Don't be too scared of anything new, because opportunities come and go and if you don't try you will never know.

Don't take everything for granted. Go to everything, because they help you and they are making you a better person.

Go to all the events. Take advantage of what you are getting, because not everybody gets the chance to do what you are doing.

Go to everything they do, all of it. The more the better.

It's an opportunity of a life time and they should take full advantage of it. Did a good job.

Take advantage of all opportunities, even if they seem "cheesy." You'll get something out of it.

Take advantage of all the opportunities and events.

Take full advantage of it, follow along with program, and don't let that opportunity go. I wish someone had told me!

Utilize everything they have, really take advantage of all the support, it will help you in the long run.

Other advice (for participants)

That it's great to follow the program and change your life. Don't listen to the bad friends, stay away from them.

This is a great program and it will help you achieve the goal you have in life.

To do it. It's a great experience and will be very helpful.

Advice to those creating programs

Program structure

Make a lot of trips. I don't know.

No idea, but maybe more activities for program staff and students to work or do together.

Provide some help for youth in the community so they stay in school and won't do bad things.

They need to build good relationship with students and parents.

They should make their program so that it balances a lot of fun activities with a lot of work.

To get the students more involved and to get the students to do better.

98. Scholar interview: Open-ended question – If you were giving advice to someone starting a program like Cargill Scholars, what would you tell them? (continued)

If you were giving advice to someone starting a program like Cargill Scholars, what would you tell them?

Advice to those creating programs (continued)

Other advice (for those creating programs)

I would say that the kids are great but it's going to take a while to get ready for college.

If they have confidence then they can do anything.

Just make sure they are committed, both program staff and participants.

Just to have fun with it.

Make sure you really use and put your effort into these programs. If you don't, they give up on you.

Keep same as Cargill

Do it the same way that Cargill did it.

Follow in the footsteps because it leads somewhere amazing.

Keep it the same, not much that needs to be changed.

Don't know

Don't know.

I don't know.

Not sure. I didn't go to many of the activities.

Nothing

None.

Nothing now.

Nothing. No, I don't know yet.

Appendix

Student survey

Parent survey

Student survey

Cargill Scholars Student Survey – 2010

Introduction: Thank you for joining us to complete a survey about your experiences with Cargill Scholars and your plans for the future. We appreciate your insight about how Cargill Scholars has impacted your life. The information you share will help us provide suggestions and advice for Cargill and other organizations who are interested in helping students graduate from high school and move into post-secondary education.

Anything you share with me will be kept confidential. None of your answers will be shared with the Cargill Scholars staff, your parents, or your school. Your answers will be combined with the answers of other Cargill Scholars to get an overall picture of the program. When we complete the survey, I will give you a \$25 gift card to the Mall of America.

Before I start, please keep in mind that when I say the word “school” I mean any post-secondary education such as a two- or four-year college, trade school, etc.

To start with,

1. Will you graduate this spring or summer?

☐¹ Yes → → (Skip to Part A; Q. 2)

☐² No → → (Skip to Part B, Q.21)

☐⁸ I don't know Why don't you know? _____
(Interviewer, based on their response to Why, determine whether they should answer the graduate or not graduate questions.)

Part A. Graduating students

2. Do you plan to go to school in the fall? Remember, school can be any post-secondary education such as a two- or four-year college, trade school, etc.

☐¹ Yes

☐² No → → → → (Skip to A1, Q. 16)

☐⁸ I don't know → → (Skip to A1, Q. 16)

3. Why do you want to continue your education?

- 4a. Have you applied to school for the fall?

☐¹ Yes

☐² No → → 4b. Why not? _____

(Skip to C, Q. 26)

5. We are interested in knowing what kinds of things influenced your choices about where you would apply to school. Did any of the following factors affect your decision?

What about...	Yes	No	REF	DK
a. The school's location?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
b. The school's cost?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
c. Your grades or GPA?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
d. Your test scores, such as SAT or ACT?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
e. The courses or programs offered by the school?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
f. Campus visits?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
g. Recommendations from friends, family, or coaches?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
h. Something else? (What: _____)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸

- 6a. Have you been accepted to school?

☐¹ Yes

☐² No → → 6b. When do you expect to hear? _____ (Skip to Q. 9)

7. Where have you been accepted? _____

- 8a. Have you decided where you are going to go?

☐¹ Yes → → 8b. Where are you going? _____

☐² No

9. Will you use any of the following resources to pay for school?

What about...	Yes	No	REF	DK
a. Public and private loans?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
b. Destination 2010 scholarship?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
c. Annexstead Scholarship from Big Brothers/Big Sisters?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
d. Scholarships from private sources?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
e. Scholarships from individual schools?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
f. Government grants?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
g. Financial aid?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
h. Family?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
i. Personal savings?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
j. Working while in school, or a work study program?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
k. Any others? (List: _____)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸

The next questions are about your skills.

10. Do you think you have the skills to do well in school beyond high school?

	Yes, I have the skills I need	I am not sure if I have the skills I need	No, I do not have the skills I need
a. Study skills (e.g., studying, taking notes)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b. Academic skills (e.g., earning good grades, knowledge in specific courses)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
c. Social skills (e.g., making friends and getting along with others)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
d. Life skills (e.g., asking for help, taking care of yourself, money management)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

IF STUDENT ANSWERED "I am not sure" OR "Does not have the skills" TO ANY OF THE OPTIONS IN Q.10 THEN ASK Q's 11 and 12. OTHERWISE, GO TO Q.13.

11. What skills need to be improved?

12. How could these skills be improved?

13. What were the most important things you did to prepare to go to school after high school? (PROBE)

INTERVIEWER: REFER TO EITHER KIM OR PATRICIA, THE LIAISON IDENTIFIED ON THE FACE SHEET.

14a. Has [Kim or Patricia], your Cargill Scholars coach, influenced your decision to pursue school after high school?

☐¹ Yes → → 14b. How has she influenced you? _____

☐² No _____

15a. As you prepare to leave high school, do you have individuals that support your decisions and encourage you to do your best?

☐¹ Yes → → 15b. Who are these individuals? _____

☐² No

SKIP to Part C, Q. 26

Part A1 - For students who are graduating but not planning to go to school in the fall.

16. Why don't you plan to go to college or other post-secondary school in the fall?

17. We are interested in knowing a bit more about the things that may have contributed to your decision not to go school in the fall. Please tell me how much you agree or disagree that the following factors influenced your decision.

	Strongly agree	Agree	Disagree	Strongly disagree	REF	DK
a. I don't have the money	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
b. I have family responsibilities	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
c. I have mental health issues that would make it hard to attend school	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
d. I have problems with alcohol or drugs that would make it hard to attend school	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
e. I have physical health issues that would make it hard to attend school	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
f. I don't know how to apply	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
g. I don't know where to go	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
h. I don't have the study skills	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
i. I don't have the academic skills	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
j. I don't have the social skills	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
k. I don't have the life skills	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
l. I do not want to go to school	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
m. I do not want to leave home	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
n. I need a year off	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
o. Other reasons (List: _____ _____)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸

18a. Are any other factors preventing you from going to school?

☐¹ Yes → → 18b. What are these factors? _____

☐² No _____

19a. As you prepare to leave high school, do you have individuals that support your decisions and encourage you to do your best?

☐¹ Yes → → 19b. Who are these individuals? _____

☐² No _____

20. What do you plan to do after you graduate?

SKIP to Part C, Q. 26

Part B – For students who are not graduating

21. Why are you not graduating this spring or summer?

22a. Do you think you will graduate from high school later?

☐¹ Yes → → 22b. When? _____

☐² No → → 22c. Will you try to get a GED?

☐¹ Yes

☐² No

23a. Is there anything specific the Cargill Coaches could have done to help you graduate on time?

☐¹ Yes → → 23b. If yes, what could they have done? _____

☐² No _____

24a. Do you have individuals that support your decisions and encourage you to do your best?

☐¹ Yes → → 24b. Who are these individuals? _____

24c. Do these individuals encourage you to do well academically?

☐¹ Yes

☐² No

☐² No _____

25. What do you plan to do in the fall?

Part C - All students

26. What type of career would you like to have? _____

27. What education do you need for that career?

- ☐¹ High school diploma
- ☐² Two year technical or associate's degree
- ☐³ Four year college degree
- ☐⁴ Advanced degree (i.e., Master's, Law, M.D., Ph.D., etc.)
- ☐⁸ Don't know

28. Did Cargill Scholars help you avoid risky behaviors? (PROBE: risky behaviors could include using drugs or alcohol, engaging in criminal behavior, or unsafe sexual activity.) Would you say...

- ☐¹ Yes,
- ☐² Somewhat, or
- ☐³ No?
- ☐⁷ Refused
- ☐⁸ Don't know
- ☐⁹ Not applicable

29. Overall, do you think you live a healthy lifestyle? Would you say...

- ☐¹ Yes,
- ☐² Sometimes, or
- ☐³ No?
- ☐⁷ Refused
- ☐⁸ Don't know
- ☐⁹ Not applicable

30. We are interested in learning more about things that may have hurt your high school performance. How much do you agree or disagree that the following factors had a negative impact on your school performance?

	Strongly agree	Agree	Disagree	Strongly disagree	REF	DK
a. Learning disabilities	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
b. Poor quality of teachers	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
c. Taking the wrong classes	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
d. Changing schools	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
f. Missing a lot of school (absences)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
g. Language barriers	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
h. Not trying my best	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
i. Family responsibilities (e.g., taking care of siblings or other family members, chores)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
j. Friends or peer pressure	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
k. Work	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
l. Financial difficulties	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
m. Physical health issues	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
n. Mental health issues	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
o. Living situation (e.g., physical location, safety, conditions such as overcrowding, or moving)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
p. Pregnancy or parenting a child	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
q. Experiencing abuse	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
r. Alcohol or drug use or chemical dependency	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
s. Delinquent behaviors or legal issues	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
t. Other: (Please list: _____ _____ _____)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸

- 31a. How motivated are you to do well in school?

☐¹ Very motivated

☐² Somewhat motivated

☐³ Not motivated at all

↓

↓

31b. What motivates you to do well in school?

31c. Why not?

32. When you think of your high school experience, what, if anything, would you have done differently? Why?

- 33a. Please tell me how much you agree or disagree with the following statement:

My parents are supportive of my education.

☐¹ Strongly agree ☐² Agree



- 33b. How have your parents supported your education?

☐³ Disagree



- 33c. Why do you think your parents have been unsupportive?

- 34a. Please tell me how much you agree or disagree with the following statement:

My parents are supportive of my involvement in Cargill Scholars.

☐¹ Strongly agree ☐² Agree



- 34b. How have your parents supported your involvement in Cargill Scholars?

☐³ Disagree



- 34c. Why do you think your parents have been unsupportive of your involvement in Cargill Scholars?

PART D:

The next questions are about the PEOPLE PROGRAM, the summer program sponsored by the University of Wisconsin – Madison.

35. Did you participate in the PEOPLE Program?

☐¹ Yes

☐² No (SKIP to Part E, Q. 39)

36. Will you attend the University of Wisconsin – Madison in the fall?

☐¹ Yes



36b. Why do you plan to attend?

☐² No



36c. Why not?

☐³ I don't know (GO TO Q. 38)

37. What was the best part of the PEOPLE Program?

38. Did the PEOPLE Program impact your decisions for your future? If so, how?

PART E:

The last questions are about Cargill Scholars

39. Please tell me how much you agree or disagree with the following statements.

	Do you...					
	Strongly agree	Agree	Disagree	Strongly disagree	REF	DK
a. [Kim or Patricia] helped me understand what I needed to do to graduate on time.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
b. [Kim or Patricia] helped me make decisions about my education.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
c. [Kim or Patricia] offered encouragement and support.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸

39d. (If agree or strongly agree to Q.39c) How did [Kim or Patricia] encourage and support you?

40. During high school, did [Kim or Patricia] help connect you with other programs or organizations to help you academically?
- ☐¹ Yes → → 40b. Which programs? How did they help? _____
- ☐² No _____
41. Please tell me how much you agree or disagree that the following statement: I feel connected to other students in Cargill Scholars?
- ☐¹ Strongly agree
- ☐² Agree
- ☐³ Disagree
- ☐⁴ Strongly disagree
42. Has your connection to other students changed from when you were in elementary or junior high school?
- ☐¹ Yes → → 42b. How and why has it changed? _____
- ☐² No _____
43. 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 let me know.

	Very helpful	Somewhat helpful	Not helpful at all	Not applicable
a. Home visits by [Kim or Patricia]	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
b. School check-ins by [Kim or Patricia] regarding academics	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
c. Phone calls or emails to check-in with [Kim or Patricia]	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
d. Informal visits such as lunch or coffee with [Kim or Patricia]	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
e. After school meetings with [Kim or Patricia] for homework help	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
f. College search assistance	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
g. Tutoring	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
h. Visiting colleges or other schools	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
j. Destination 2010 events, activities, or opportunities	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
k. Participating in Big Brothers/Big Sisters	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
l. Your relationship with [Kim or Patricia]	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
k. Other (Please list: _____)	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

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

45. What additional services would have been helpful? (PROBE: How could [Kim or Patricia] have been more helpful during high school?)

46. Were any of the services you received from Kim and Patricia unnecessary?

47. Has your participation in Cargill Scholars impacted your decisions for the future? If so, how?

48. If you were giving advice to someone starting a program like Cargill Scholars, what would you tell them?

49. Where do you see yourself in ten years? (PROBE: What are your hopes and dreams for the future?)

Thank you for completing this survey. I appreciate your time and insight. Please take this voucher to Laura to receive your gift card.

Parent survey

Cargill Scholars Parent Survey – 2010

Introduction: Hi, my name is _____. I am an interviewer with Wilder Research which has been partnering with Cargill Scholars to conduct the evaluation. Thank you for taking the time to complete a survey about your experiences with Cargill Scholars and your child's plans for the future. We appreciate your insight about Cargill Scholars. The information you share will help us provide suggestions and advice to Cargill Scholars and other organizations who are interested in helping students graduate from high school and move into post-secondary education.

Anything you share with me will be kept confidential. None of your answers will be shared with the Cargill Scholars staff or anyone else. Your answers will be combined with the answers of other parents and will be used to get an overall picture of the experiences and opinions of parents regarding Cargill Scholars. When we complete the survey, I will give you a \$25 Target gift card.

Before I start, please keep in mind that when I say the word "school" I mean any post-secondary education such as a two- or four-year college, trade school, etc.

The first question is about your child's plans for the fall.

1. What will your child do in the fall of 2010? **(Check all that apply)**

- ☐¹ Continue with high school
☐² Work full time
☐³ Work part time
☐⁴ Attend a two year school (Where: _____)
☐⁵ Attend a four year school (Where: _____)
☐⁶ Attend a training program that is less than two years (Where: _____)
☐⁸ I don't know

Now I'd like to ask some questions about your academic expectations for your child.

2. What have you expected your child to do academically?

3. During high school, have you talked with your child about what you expect them to do in school?

- ☐¹ Yes
☐² No

4. In terms of academics, would you say . . .

- ☐¹ My child exceeded my expectations
☐² My child met my expectations
☐³ My child did not meet my expectations

5a. Has Cargill Scholars helped your child achieve academically?

☐¹ Yes

5b. How? _____

☐² No

6a. Have there been any challenges or circumstances that have prevented your child from meeting your academic expectations?

☐¹ Yes

6b. What were the challenges or circumstances? _____

☐² No (SKIP TO Q. 8)

7a. Has Cargill Scholars helped you or your child address any of these challenges?

☐¹ Yes

7b. How? _____

☐² No

8. ASK ONLY IF THEY ANSWER 4, 5, or 6, to Q1.

If your child is planning to go to college or some other school after high school next fall, do you think he or she has the following skills to do well in school?

	Yes, my child has the skills he or she needs	I am not sure if my child has the skills he or she needs	No, my child does not have the skills he or she needs
a. Study skills (e.g., studying, taking notes)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b. Academic skills (e.g., earning good grades, knowledge in specific courses)	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c. Social skills (e.g., making friends and getting along with others)	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d. Life skills (e.g., asking for help, taking care of yourself, money management)	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

IF PARENT ANSWERED "I am not sure" OR "Does not have the skills" TO ANY OF THE OPTIONS IN Q.8 THEN ASK Q's 9 and 10. OTHERWISE, GO TO Q.11.

9. What skills need to be improved?

10. How could these skills be improved?

Engagement

The next questions ask about ways you have been involved in your child's education.

11. How frequently do you do the following things with your child?

	Very frequently	Somewhat frequently	Not very frequently
a. Help your child with homework	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
b. Check that your child completes homework	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
c. Encourage your child to do well in school	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
d. Attend events at your child's school	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
e. Talk to your child about college or post-secondary education	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
f. Help your child plan for post-secondary education	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³
g. Talk to your child about scholarships, financial aid, and other ways to pay for college or other schooling after high school?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³

12. While your child has been in high school, have you...

	Yes	No
a. Helped them make good decisions?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
b. Encouraged positive friendships?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

13. What other ways have you been involved in your child's education?

14. Did any of the following factors affect your ability to be engaged in your child's education?

What about...	Yes	No	REF	DK
a. Family responsibilities?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
b. Language barriers?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
c. Alcohol or other drug use or chemical dependency?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
d. Work or schedule conflicts?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
e. Didn't know how to be involved?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
f. Transportation?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
g. Living situation (including physical location, safety, conditions such as overcrowding, or moving)?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
h. Feeling uncomfortable in the schools?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
i. A lack of interest?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
j. Physical health issues?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
k. Mental health issues?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
l. Legal issues?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
m. Abuse in your home?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸
n. Other (List: _____)?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ⁷	<input type="checkbox"/> ⁸

Experience with Cargill Scholars

The next questions are about the early years of Cargill Scholars, when your child was in fourth through eighth grade.

15. What things about Cargill Scholars were most useful for your child?

16. Did any of the program components seem unnecessary? If so, which ones?

17. What else would have helped your child?

The next questions are about the Cargill Scholars Academics, when your child was in high school.

18. What about Cargill Scholars helped your child the most academically?

19. Did any of the program components seem unnecessary? If so, which ones?

20. What additional services or opportunities would have helped your child academically?

21. During the high school years, did you receive any help or support from [Kim or Patricia], your child's Cargill Scholars coach?

- ☐¹ Yes
☐² No (Go To Q. 23)

22. How satisfied were you with the help and support provided by [Kim or Patricia], your child's Cargill Scholars coach, during high school?

- ☐¹ Very satisfied
☐² Satisfied
☐³ Dissatisfied
☐⁴ Very dissatisfied

23. If you were helping another organization develop a program to promote academic success, what advice would you give them?

24. Do you think Cargill Scholars has affected other members of your family?

- ☐¹ Yes, a lot
☐² Yes, a little
☐³ No (Skip to Q. 26)

25. How has Cargill Scholars affected other members of your family?

26. Overall, how would you rate the value of having your child participate in Cargill Scholars?

☐¹ Very valuable

☐² Somewhat valuable

☐³ Not valuable at all (Skip to Q. 28)

27. What was the most valuable part of Cargill Scholars?

28. What would be different for your child if he or she had not been part of Cargill Scholars?

29. Is there anything else you would like to add about your own experience or your child's experience with Cargill Scholars?

Thank you for your time, we appreciate your comments.